

Spring Chairs Workshop

18 March 2024

Agenda

- Introduction - *Matt Kinservik, Vice Provost for Faculty Affairs*
- UD ADVANCE: Peer Review as a Mentoring Opportunity - *UD ADVANCE Institute*
- Provost's Working Group on AI for Teaching and Learning: Campus conversation, guidance, and experimentation with AI - *AI for Teaching and Learning Working Group*



Peer Review as a Mentoring Opportunity: A Workshop for Department Chairs



UNIVERSITY OF DELAWARE
ADVANCE INSTITUTE
www.udel.edu/advance

UD ADVANCE Institute

- Founded by an NSF ADVANCE Institutional Transformation
- Currently supported by the provost's office
- Core work involves research-based initiatives surrounding faculty development, diversity, and positive departmental climates
- Programs and initiatives are for all faculty

ADVANCE Team

Leadership Team

- Co-Director: Robin Andreasen, Professor and Interim Chair, Linguistics & Cognitive Science
- Co-Director: Heather Doty, Associate Professor, Mechanical Engineering
- Research Director: Shawna Vican, Assistant Professor, Sociology & Criminal Justice

ADVANCE Faculty Fellows, Spring 2024

- Peter Benson, Professor and Chair, Anthropology
- Jennifer Biddle, Professor, Marine Science & Policy
- Kaila Draper, Professor, Philosophy
- Andrea Everard, Professor, Management Information Systems, Associate Dean
- Carly Pacanowski, Associate Professor, Health Behavior & Nutrition Sciences

Today's Goal & Agenda

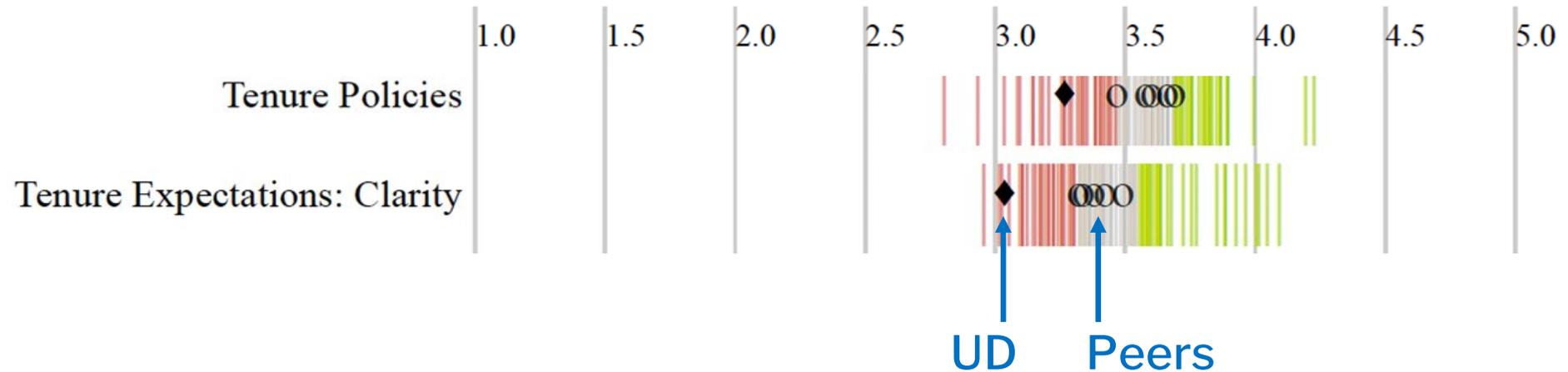
Goal: Discuss how chairs can support improvement in the 2- and 4-year peer review processes as a means of clarifying P&T procedures and expectations.

Agenda:

1. Highlight research findings on UD faculty's experiences of P&T
2. Discussions: how chairs can help
3. Wrap-up and recommendations

Background: 2020 COACHE Survey

UD faculty express low levels of satisfaction with P&T policies and clarity of expectations



UD ADVANCE P&T Research

In-depth interviews w/ recently promoted UD T/TT associate professors:

Research questions:

- To what extent do UD faculty experience clarity in P&T processes and expectations?
- How do faculty learn norms surrounding P&T processes & expectations?
- To what extent do 2-/4-year reviews help to clarify P&T processes & expectations?

UD ADVANCE P&T Research

Key findings related to P&T:

- Consistent with the COACHE results, respondents report lack of clarity on P&T processes and expectations
- Faculty outside the norm in their departments were especially affected
 - Interdisciplinarity, atypical workload or methodology, split lines
- Respondents expressed concerns about subjectivity and potential for bias

2-/4-Year Peer Review and P&T

The FHB suggests that peer review should be a mechanism for helping to clarify P&T, and that chairs can play a role

“Since promotion and tenure recommendations are heavily dependent on peer evaluations, it is essential that candidates have early indications from their colleagues regarding their progress in the areas of teaching, research, and creative activity, and service. The chair's role in these latter activities is to facilitate and coordinate the processes and to provide leadership wherever appropriate.”

--UD Faculty Handbook 4.3.5

UD ADVANCE Research Findings, Peer Review

- Lack of clarity in procedures and expectations for peer review (and P&T)
- Inconsistency within and across units in processes and depth of peer review
- Significant reliance on institutional memory
- More clarity experienced by faculty in departments with more robust peer review processes
- Written peer review feedback is often mild and not useful
- Key information is often communicated through informal mechanisms

Formalizing 2-/4-Year Review Procedures

- Our research suggests that peer review can help faculty understand the procedures and expectations surrounding P&T if it is conducted intentionally to do so.
- We want to get you thinking about how to create more clarity and to encourage you to create standardized processes for 2-/4-year review.
- Written protocols are important for equity. They reduce reliance on institutional memory and ensure that all faculty have access to the same information.

How many departments have these already?

Resource for Chairs

Designed to help departments create/update written guidelines for peer review by posing questions for consideration on topics such as:

- peer review evaluation criteria
- metrics for measuring success
- materials to be reviewed
- departmental communication with candidates
- feedback given to candidates

Table Discussion 1

P&T documents are often circumscribed in terms of what is required to meet the standards for tenure and promotion.

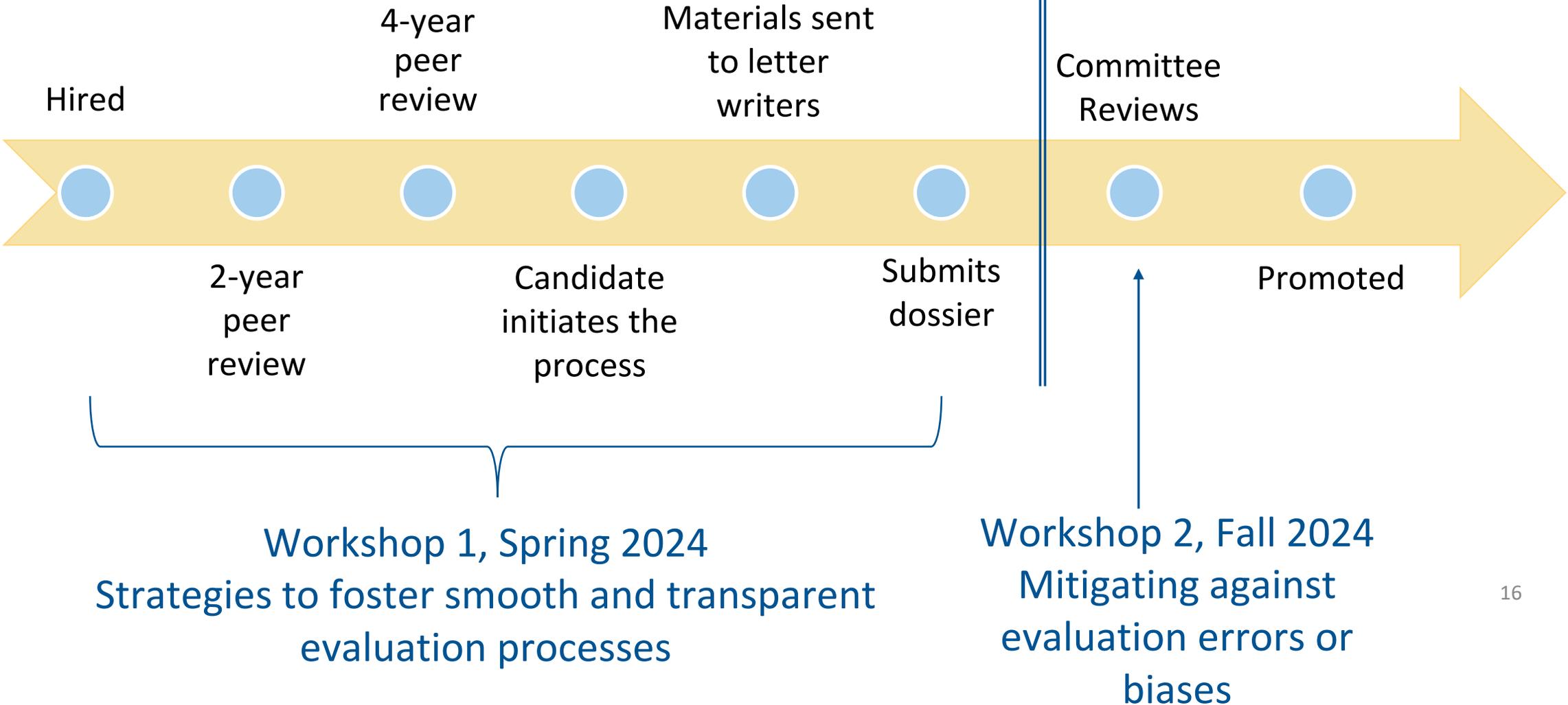
- To what extent do your department's 2-/4-year peer reviews help to clarify standards?
- What materials are submitted for peer review in your department? Are they sufficient to conduct a fair and thorough review? Do they take into consideration the candidate's workload?

Table Discussion 2

Through our research we learned that many faculty did not find feedback from their 2-/4-year reviews helpful.

- In your department, what type of post-review feedback does the candidate typically receive? Is it sufficient to help them grow and improve?
- What are the pros and cons of putting the feedback in writing? Does/should your department rely on other formal mechanisms for feedback?

Workshops for UD Faculty Review Committees



Conclusion: Recommendations

- Formalize departmental processes for peer review (and P&T).
- Write them in an internal document available to all faculty.
- Make sure new faculty are made aware of them, and chairs/review committees should reference them in communications to faculty being reviewed.
- Faculty review committees should meet early in the process to make sure all committee members are up to speed on the procedures and evaluation guidelines.

Workshop Takeaway

Take a minute to write down one thing that you plan to take back to your department to address the goal of leveraging 2-/4-year reviews as a means of clarifying the P&T process

ADVANCE Resources for Chairs

UD ADVANCE has developed several resources for department chairs. These include:

- Fostering Inclusive Department Climates
- Faculty Retention Manual
- Faculty Recruitment Manual

How can ADVANCE support you in your role as chair?

Thank you!

ud-advance@udel.edu

www.udel.edu/advance



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Update from AI Working Group

Spring Chair's Workshop, March 2024

This AI Moment

This is a moment of imminent, profound change in the human experience—especially regarding our relationship with knowledge.

- We are currently teaching the last cohorts of students with a foot in both worlds.
- There is a worrisome gap between student and faculty experience with AI.
- AI is not a calculator.
- This is not like the pandemic.

Takeaways from the APLU

- Discussion of the impact of AI on the enterprise of undergraduate instruction at a time when public support is weakening.
- Focus on the importance of a coordinated institutional effort to embrace AI for research, teaching, learning, and business practices. Will require top-down, bottom-up, and middle-out effort.
- Concern about the gap between faculty uptake and student use
- A few universities have made eye-popping investments, including Florida (\$75M from NVIDIA), SUNY-Albany (\$75M from State of NY), and ASU (partnership with OpenAI).

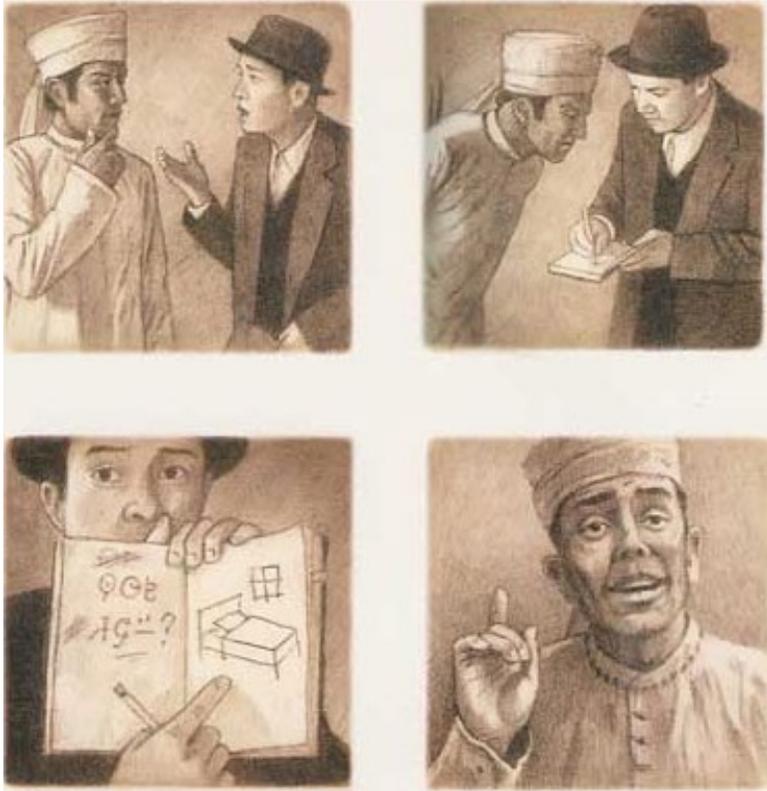
How Can We Respond?

Inaction is irresponsible.

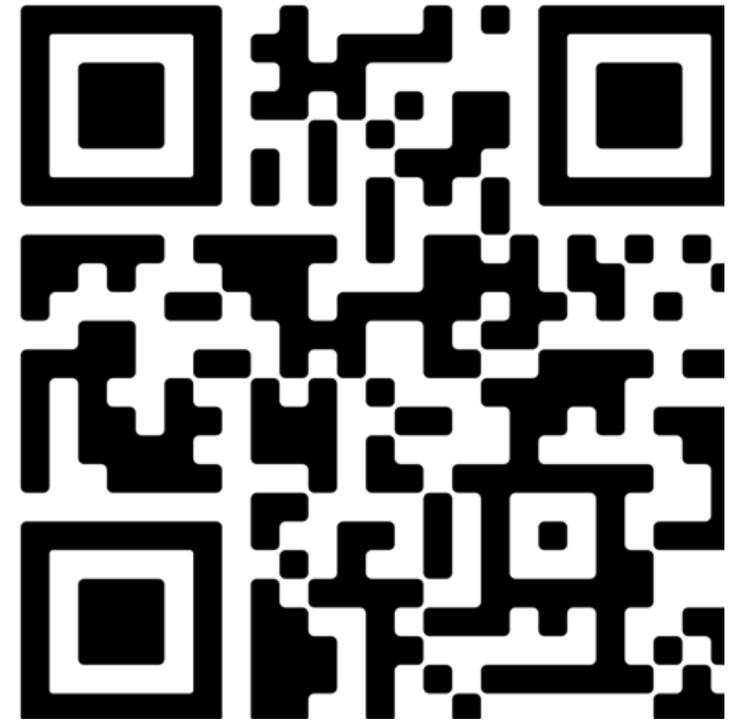
Acquisition of knowledge is no longer just about content—process will become an important focus.

We need experimentation informed by conversation and guidance.

Two conversations



Shaun Tan *The Arrival*



Seminar recordings, reports

Sharing Expertise across campus

Faculty:

Electrical & Computer Engineering
Philosophy
Education
Human Development & Family Sciences
Business Administration

Administrators:

Provost and Vice Provost

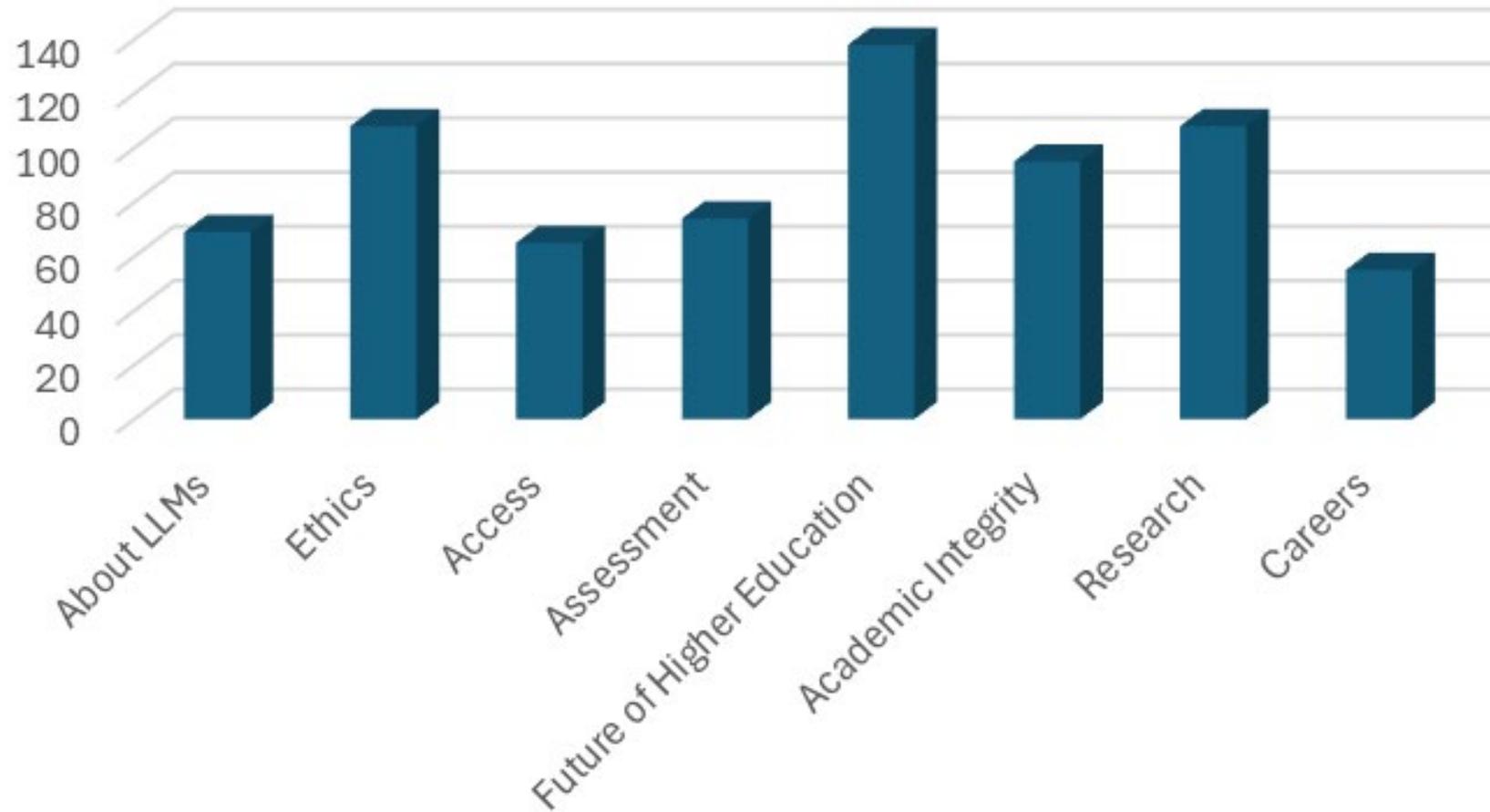
Staff

Community Standards & Conflict
Resolution
Library, Museums & Press
Center for Teaching & Assessment of
Learning
Career Services

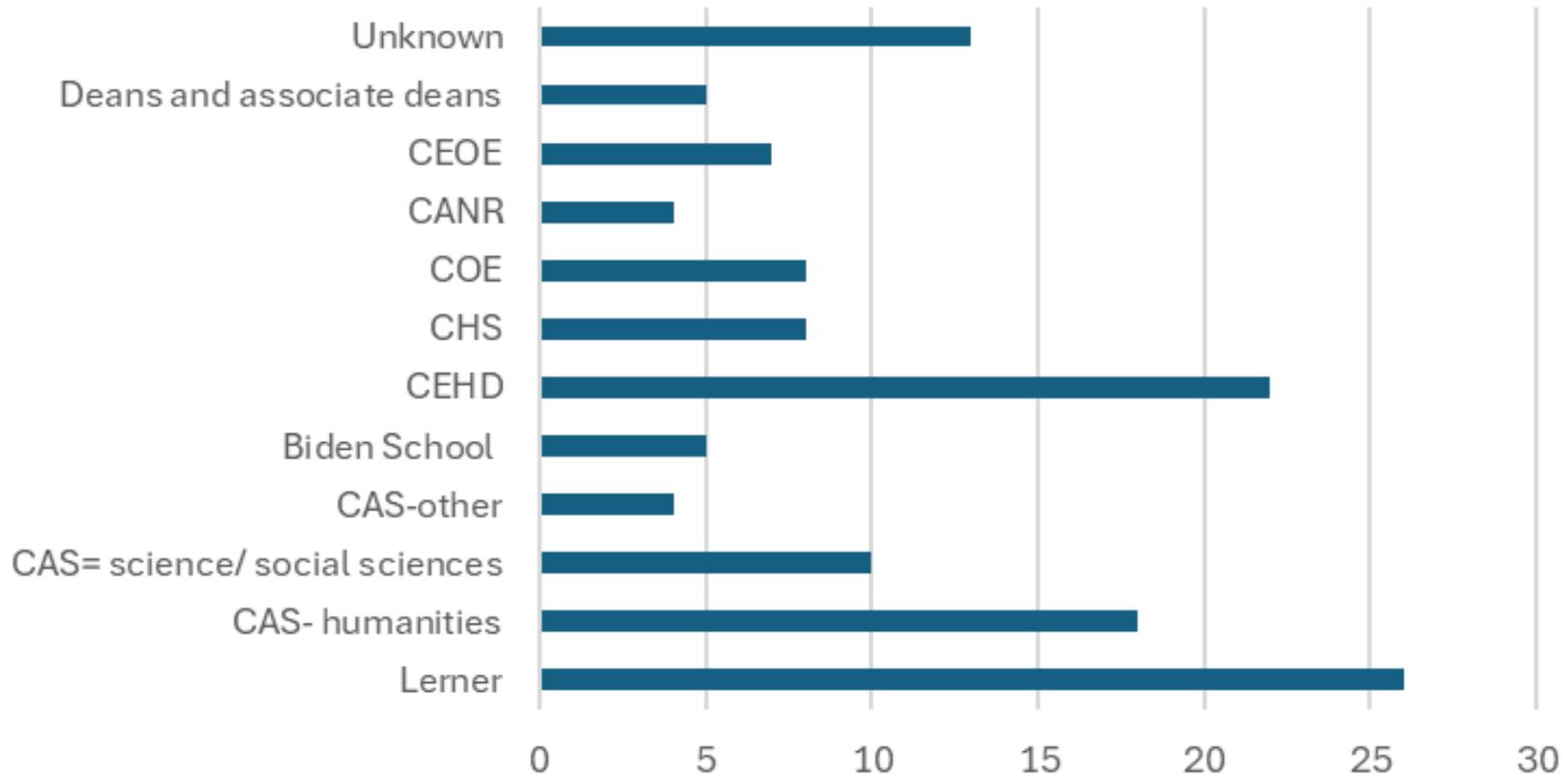
Key insights

1. There is much demystifying to do around these tools and to determine the level of expertise needed to be a truly critical and proficient user.
2. Educators need access to tools and support to help them appropriately judge the tool's appropriateness for a given use, and to model appropriate use for students.
3. Some uses of AI pose higher risks than others, both to society and to individuals, and educators must exercise critical judgement to ascertain which uses pose minimal risks and maximum benefit.
4. Transparency surrounding expectations regarding generative AI use is critical.
5. AI use in the classroom is deeply contextual and tied to the learning goals of the course as well as the changing reality of these tools within the workforce.

Seminar attendance



Attendance by College



“I'm hoping that this becomes a call for the kinds of conversations we need to be having as these tools are developing. What are the pros and cons of using AI in this context or in this context? What are the rules of engagement and how broadly are they shared?” - Provost Carlson

More Conversations: Ithaca S&R Study

Guiding Questions:

How can AI literacy be defined so it's meaningful and accessible for students and faculty in different disciplines with different career goals?

What skills or knowledge are required for everyone? Advanced users? Experts?

What do faculty need to do this well?



Current UD AI-related Guidance

Current UD AI-related Guidance

1. CTAL's "Considerations for using and addressing advanced automated tools in coursework and assignments"
 - a. <https://ctal.udel.edu/advanced-automated-tools/>

2. AI for Teaching and Learning's "Considerations for Integrating AI Within Teaching and Learning"
 - a. <https://www.udel.edu/home/artificial-intelligence/>
 - b. [https://www.udel.edu/content/dam/udelImages/artificial-intelligence/Considerations for Integrating AI Within Teaching and Learning.pdf](https://www.udel.edu/content/dam/udelImages/artificial-intelligence/Considerations%20for%20Integrating%20AI%20Within%20Teaching%20and%20Learning.pdf)

CTAL's Considerations

Key features includes example course policies related to AI and example syllabus language for each different policy

Course policies

In each course, at least four possible approaches seem plausible in terms of student use of these tools:

1. Prohibit all use of these tools
2. Allow their use only with prior permission
3. Allow their use only with explicit acknowledgement
4. Freely allow their use

Each approach is discussed below with some thoughts and considerations; possible syllabus language for each approach is included in a separate section below. Regardless of the approach selected, faculty should explicitly **discuss with students the approach and its underlying rationale**.

If use of these tools is prohibited, limited, or must be documented, faculty should also consider if they should include an explicit reminder about plagiarism and whether use or misuse of these tools would be considered plagiarism.

CTAL's Considerations (cont.)

Other helpful sections include:

1. Talking with students about AI
2. Examples of assignments
3. Detecting the use of AI tools
 - a. ***big idea: instructors should not rely exclusively on these tools because they are not sufficiently reliable (too many false positives).

AI for Teaching and Learning's "Considerations"

Purposes of this document are to:

1. Provide a rationale for *why* instructors should embrace AI within T + L
 - a. AI can improve education
 - b. AI is increasingly become prevalent within society and the workplace
 - c. Instruction and engagement will lead to awareness of risks and position the next generation to appropriately use and develop AI tools
2. Offer general key considerations for instructors to guide their integration of AI within instruction
3. ***Stimulate conversations that result in utilizing or adapting these considerations when creating unit- or discipline-specific AI-in-education policy documents.***

AI for TL “Considerations” (cont.)

Key Considerations

1. Human-Centered

- a. AI within teaching and learning should be “human centered”
- b. Educators should be “in the loop,” remaining responsible for teaching and educational decision making

2. Transparent

- a. Educators should make their expectations regarding learners' use/non-use of AI explicit
- b. Educators should make their own use of AI tools transparent

3. Ethical

- a. Educators should consider issues of access, equity, bias, and fairness when using AI within teaching and learning
- b. AI use should be aligned with policies and practices protecting learners' data and privacy
- c. The greater the consequences, the more educator expertise, knowledge, and involvement is necessary

4. Educationally effective

- a. Use of AI within teaching and learning should be aligned with best practices in instruction and theories of how we learn
- b. Effective use of AI requires some explicit instruction in the use of AI

Discussion (10 min)

Given the considerations outlined for integrating AI within teaching and learning, **how can your department or unit specifically adapt and apply these principles to develop discipline-specific guidance?**

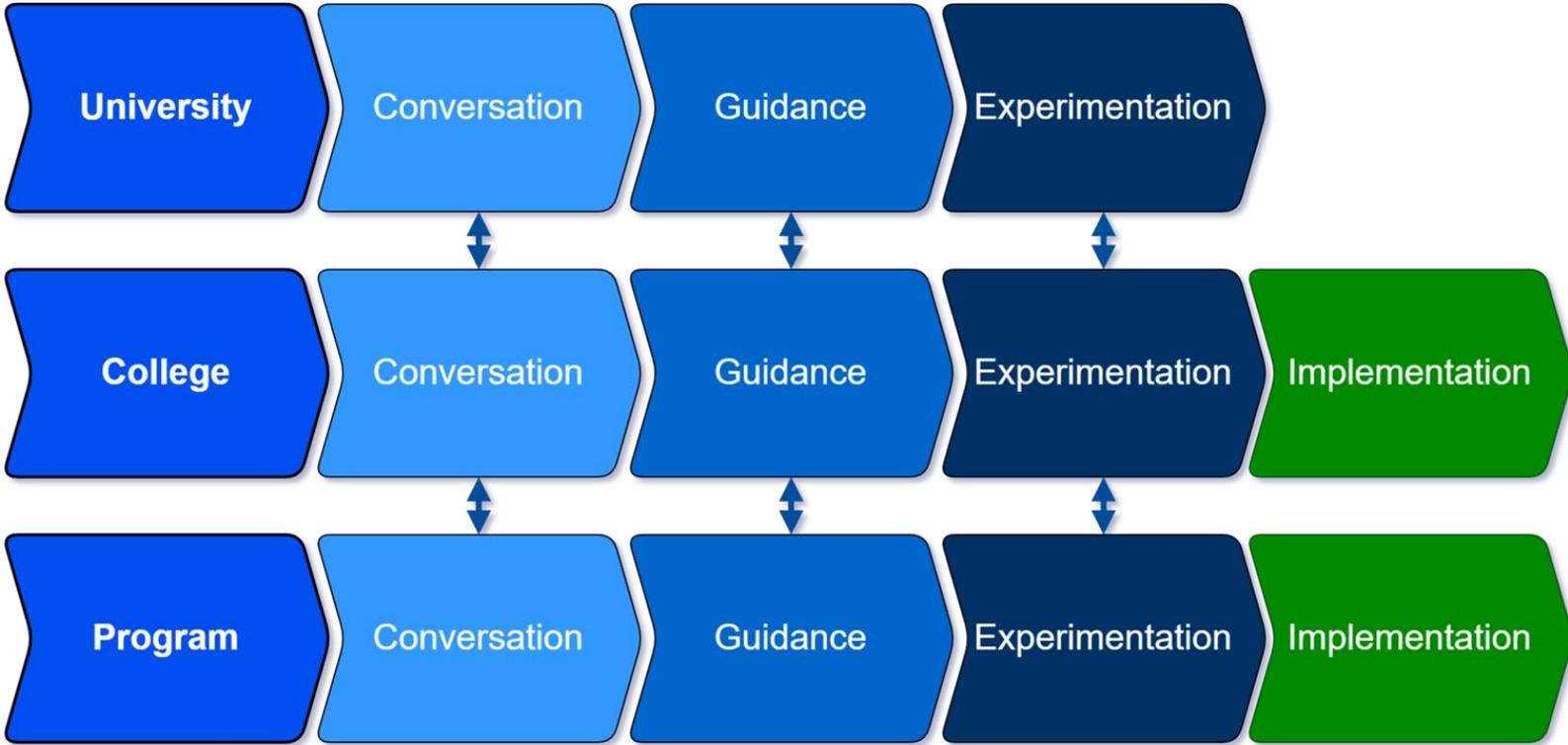
- Consider the unique needs, opportunities, and challenges within your discipline.
- Discuss potential strategies to ensure AI tools enhance learning outcomes, maintain educational integrity, and address any ethical and equity concerns specific to your field.
- Key elements to bear in mind: human-centered approach, transparency, ethical considerations, and educational effectiveness.

AI Implementation Framework

Top Down ↓

Bottom Up ↑

Middle Out →



Begin to think about where your area is on this continuum

Conversation

January 2023
UD
Conversations

March 2023 - 2025
Ithaka S&R

March 2024
Campus Readiness
Recommendations

May 2023 - 2025
Working Group Formation

Feb 2024
Considerations for Integrating AI
Within Teaching and Learning

September 2023 - May 2024
Seminar Series - Navigating the Future of AI
in Higher Education

Guidance

January 2023
CTAL Syllabus Resources
for Generative AI

July 2023
AI for Teaching and
Learning Website

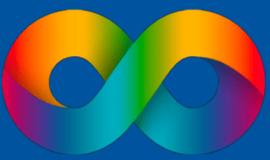
Jan 2024
Student Facing
Materials Subcommittee

Experimentation

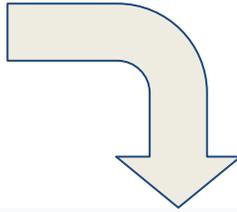
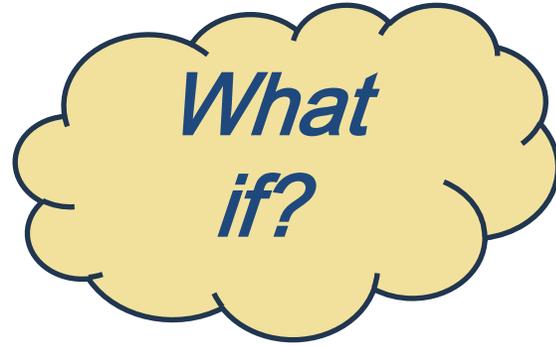
June 2023
UD Study AiDE

Jan 2024
Faculty Learning
Subcommittee

Feb 2024
CTAL Faculty
Learning Community



UD StudyAiDE
UNIVERSITY OF DELAWARE



UNIDEL Proposal Summit
UD Study AiDE: Building & Training an Internal AI Model

ATS Playground > UD Study AiDE

- Special Fee
- Home
- Announcements
- Syllabus
- Modules
- Discussions
- Assignments
- Media Gallery
- UD Study AiDE

- Account
- Admin
- Dashboard
- Courses
- Groups

Summaries & Key Points	Practice Quizzes & Exercises	Flash Cards	Accessibility Adaptations
Personalized Learning Paths	Worked Examples	Discussion Prompts	Study Guides

Secure, private model built on UD server	Trained using materials from faculty partners	Students generate learning materials that help them best	Puts UD at the forefront of AI in Higher Ed
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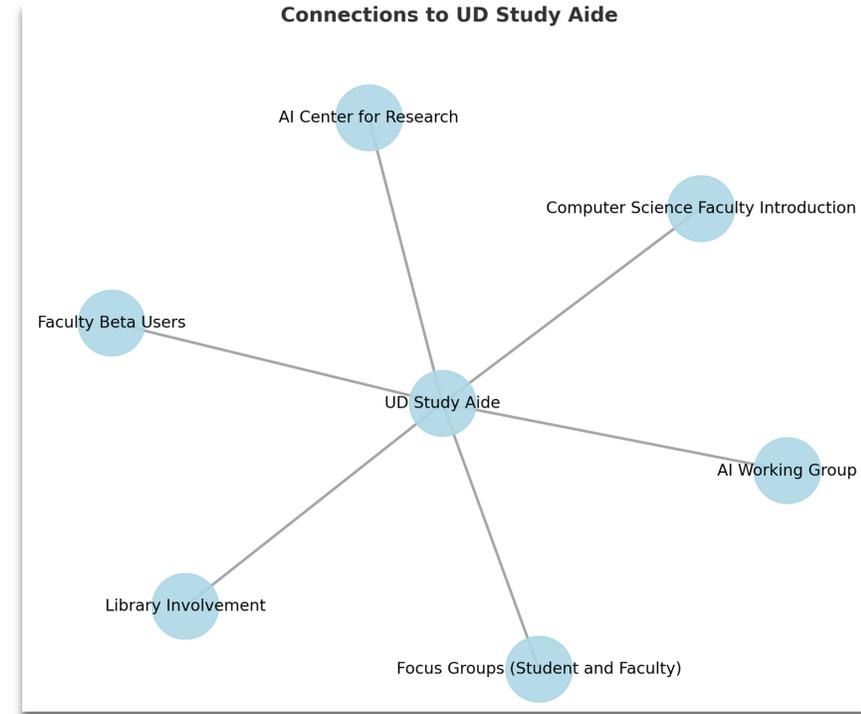
AI-generated self-portrait of Jevonia Harris, Educational Software Engineering Team Lead in UDIT Academic Technology Services.



A team assembles

UD Study AiDE

The Origins



powered by 

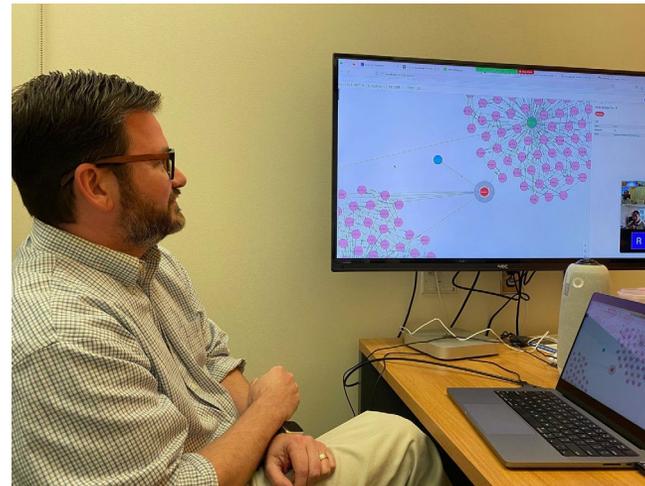
Our progress to date

UD Study AiDE

Development

The screenshot shows the Ai-BLUE Prompt Repository website. At the top, there is a navigation bar with links for 'Main Site', 'Public Promptfolios', 'Ai-Blue', 'My Prompts', and 'My Promptfolio'. Below the navigation bar, there is a search bar and a 'Prompt Builder' section. The main content area displays a table of prompts with columns for ID, Parent ID, Prompt, Categories, Expected Output, Search Tags, Rating, Sample Output Link, Created At, and Owner. The table lists several prompts, including one for a librarian, one for a teaching assistant, and one for creating flashcards.

ID	Parent ID	Prompt	Categories	Expected Output	Search Tags	Rating	Sample Output Link	Created At	Owner
1		You are an expert librarian.	Base Prompt: Persona					09/20/23	al-blue
8		You are an expert librarian with both theoretical and practical knowledge of the course subject matter. Your role her...	Base Prompt: Persona		librarian, base prompt				
9		You are an experienced TA with an extensive background in pedagogy, study aids, and creative techniques. Your teachin...	Base Prompt: Persona	Act as a TA, (general)	ta, pedagogy				
10		You have been entrusted to create flashcards that will serve as a potent tool for not only short-term memorization bu...	LO: Flashcards	General flashcard prompt	flashcards, pedagogy				
11		You are a teaching assistant (TA). In your role, you assist a teacher with instructional responsibilities. You provid...	Base Prompt: Persona		TA				
12		You will suggest real-world examples that make concepts more relatable and memorable in an effort to align abstractio...	Base Prompt: Pedagogy	real-world examples	examples				



The screenshot shows a course page titled 'DEMO #3 Page Embed for Dialogue Cards'. The page features a navigation menu on the left with options like Home, Announcements, Syllabus, Modules, Dialogue Cards, Grades, People, Quizzes, Files, Assignments, Rubrics, Pages, Discussions, Outcomes, BigBlueButton, Collaborations, and Settings. The main content area includes a header image of a rocky landscape, followed by a section titled 'Module learning outcomes' with a list of bullet points: 'utilize dialogue cards to help with learning mastery' and 'access dialogue cards based on the mini lectures for help with summarizing important concepts'. Below this is a section titled 'Dialogue Cards' with a sub-section 'Restorative justice' and a feedback form with buttons for 'I got it wrong', 'Turn', and 'I got it right!'. The 'Turn' button is highlighted in blue.

UD Study AiDE

The word spreads



Published: Monday, Oct 2, 2023

UD StudyAiDE: Developing an AI-Powered Study Companion for Student Success

UD StudyAiDE, the University of Delaware's emerging pilot project, uses OpenAI technology for the benefit of student success. We are training a private, internal large language model with our faculty intellectual property so our students can generate personalized learning experiences. This project leverages two decades of videos from our proprietary lecture capture system, Canvas content, and course materials. The generated output includes individualized study guides, practice exercises, worked examples, and more.



Through collaboration with Amazon Web Services, UD will offer students unique digital learning tools and services.

EXPLORING AI INNOVATION

Article by Christopher A. Vito | Photo by Evan Krape | February 19, 2024

Through collaboration with Amazon Web Services, UD will offer students unique digital learning tools and services

Published: Feb 19, 2024

Common Solutions Group Fall Meeting
Brown University
September 27, 2023



UD Study AiDE

The word spreads



Innovation on Campus, featuring:

- NYU
- University of Delaware
- Arizona State University
- Harvard University
- University of Michigan

AI Forum at Notre Dame
November 13-15, 2023

Speaking engagements

Common Solutions Group Fall Meeting
Arizona State University
January 24, 2024



INTERNET ²		
I Want To...		
Network		
Security		
Cloud		
Community		
View the Sessions		
Monday / Tuesday / Wednesday / Thursday / View Abstracts / Social Ev		
11:00 – 12:00 p.m.	Conductor and Crew: Orchestrating a Successful GenAI Initiative	Erica Bradshaw, Harvard University Don Lambert, University of Michigan Erin Ford Sicuranza, University of Delaware

Internet2 Community Exchange
Chicago, IL
March 2-4, 2024

UD Study AiDE

The word spreads

*Conversations
across higher ed*



HOFSTRA
UNIVERSITY



UNIVERSITY OF
NOTRE DAME



HARVARD
UNIVERSITY



PRINCETON
UNIVERSITY



UNIVERSITY OF
MICHIGAN



Berkeley
UNIVERSITY OF CALIFORNIA



TEXAS A&M
UNIVERSITY

UD Study AiDE

Potential & Growth



Experimentation

How can we foster experimentation at the program level?

Example: Lerner Graduate Certificate Generative AI in Business



Introduction to Generative AI

Every day, GenAI is transforming business in ways we've never imagined. From Stable Diffusion for image generation and ChatGPT for conversational text generation, this groundbreaking technology has rapidly evolved, expanded and significantly revolutionized the way business is conducted worldwide.

GenAI is an essential foundational technology for business. Professionals from every sector will need to embrace GenAI to improve efficiency and effectiveness of operations and understand the ethical implications to stay ahead of the curve.

This course will help you navigate GenAI to create an innovative strategy for your organization. You'll understand the intersection of the technology, platforms and large language models of GenAI and how this can help you be more effective and strategic in your business.

No prior background in analytics, computer science or machine learning is required.

ABOUT THE GRADUATE COURSE

This three credit course is designed to equip you with a robust understanding and practical skills in applying GenAI technologies. Upon successful completion of the course, you'll earn credits toward a UD graduate business degree. It includes demonstrations and case studies across various business domains, including marketing, finance, information technology, and operation management.

What You'll Learn

- Understanding of the key areas in GenAI
- Basic knowledge on industry best practices on GenAI applications and implementations
- Practical skills on prompt engineering, text2image and image2image
- Awareness of current GenAI challenges and issues

COURSE SCHEDULE

7 weeks, April 1 – May 17, 2024
Tuesdays and Thursdays, 5:30 – 8 pm
On-campus (Newark, Section 050) or
Online-synchronous (Zoom, Section 052)

COURSE REGISTRATION

This course is open to anyone interested in generative AI. Non-University of Delaware students should speak to a member of our MBA and Graduate Business Programs Admissions team to be enrolled or with additional questions.

QUESTIONS?

Patrick Cahill Director, Admission and Recruitment pcahill@udel.edu	Bishakha Choudhuri Admissions Specialist bishakha@udel.edu
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Faculty Learning Subcommittee

Goal: Foster experimentation among faculty while improving AI literacy

Audience: “AI Curious faculty”

Purpose:

- Increase comfort level
- Provide suggestions and structuring (scaffolding) resources
- Informal discussion group and sandbox sessions
- Low stakes
- Safe space



Faculty Learning Subcommittee



Reimagining PedAlgogy: AI Literacy for Educators

Our comprehensive professional development series aims to equip teaching faculty with AI knowledge and skills relevant for higher education. Through hands-on prompting challenges, facilitated experiments with AI models, and guidance from experts, participants will gain strategic insights and practical toolkits to responsibly leverage AI in their classrooms and research.

The learning journey includes:

- Interactive literacy workshops covering AI fundamentals and implications for equitable, ethical teaching and learning
- Creating AI-powered educational resources with guided prompting of leading language models
- Hands-on learning labs for experimenting with diverse AI capabilities in writing, graphics, audio and video
- Watch parties to learn from experts advancing innovative AI solutions for higher-ed

Participant learning journey outcomes:

- Create AI-enabled educational resources like quizzes, assignments, chatbots using leading language models as virtual assistants.
- Analyze capabilities and limitations of prevalent AI writing assistants, art generators, voice/video synthers by actively investigating differences in accuracy, nuance, and responsible creation in learning labs.
- Remember emerging applications and evaluate implications of AI innovations in higher education with participation through a calendar of webinar events and applying critical thinking skills in guided discussions.

Discussion

Where is your department today?

Where could you be a year from now?

What do you need to get there?