Faculty Development and GenAI Playbook

Evidence-based Best Practices

OLC ONLINE LEARNING™ CONSORTIUM

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Special thanks to Zeren Eder from the Online Learning Consortium for her thoughtful feedback.

Recommended Citation:

Lewis Miller, C., Barth, D., Gay, K., Scherer, F. & Herron, J. (2025). Faculty Development and GenAI Playbook: Evidence-based Best Practices. The Online Learning Consortium.

This playbook was reviewed and refined with the assistance of Microsoft Copilot, complementing the human editorial process. In addition, qualitative data analysis in this work was assisted by Microsoft Copilot.

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PURPOSE OF THIS PLAYBOOK

This playbook offers guidance on the scope and direction of Generative AI (GenAI) policies and discussions in today's higher education landscape. It will provide strategies to Faculty Development practitioners in Centers of Teaching and Learning (CTL) — including Learning Technology Centers or any "center" where faculty professional development occurs — to develop effective and valuable programming around GenAI. In addition, it will recommend avenues for support and resources to address common barriers and challenges that CTLs often face when creating and implementing innovative programming. This playbook will provide guidance for future directions in the area of GenAI professional learning (PL) programming for faculty and some collaboration strategies to make the most of limited resources. In this playbook, we will refer to professional development (PD) as professional learning (PL).

Intended Audience

This playbook is designed to guide faculty development professionals in colleges, universities, and other higher education organizations to help develop and implement GenAI professional development opportunities for faculty and staff. The intended audiences include CTL staff and leaders, instructional designers, and faculty.

Methodology

To explore and evaluate the strategies, challenges, and resources employed by CTLs in higher education institutions across the United States in response to the rapid emergence of GenAI technologies in academic settings, OLC researchers conducted a mixed-methods study. Specifically, this study aimed to investigate how CTLs are supporting faculty and instructors in integrating GenAI into their teaching practices, with a focus on training programs, effectiveness measures, and barriers encountered in this process. By conducting a comprehensive survey (n=42) followed by in-depth interviews (n=18) with CTL leaders and directors, this research sought to provide a nuanced understanding of the current landscape of GenAI integration in higher education and to identify best practices and future directions for supporting faculty in this evolving educational environment. The insights gained from this study formed the basis for the stages model and recommendations described in this playbook.

Initial Survey

The survey instrument, grounded in 14 guiding research questions (Appendix A), included a combination of multi-select, closed-ended (Likert scale), and open-ended questions to elicit both quantitative trends and qualitative insights. Participants were recruited from a curated list of Center for Teaching and Learning (CTL) leaders and directors in the United States

and Australia, sourced through publicly available directories and professional networks. Participation was voluntary, with informed consent obtained prior to survey administration. For the purposes of this study, "CTL leaders" were defined as individuals who:

- Set strategic direction for the CTL
- Hold titles including “Senior”
- Hold titles including “Director” or “Assistant Director”

Researchers analyzed quantitative responses using descriptive statistics to identify key trends and patterns, and they used GenAI (Microsoft Copilot) for thematically analyzing open-ended responses to surface salient themes and insights.

Interviews

Researchers conducted semi-structured interviews (Appendix B) to explore survey findings in greater depth. They developed the interview protocol based on patterns that emerged from the survey data, which was reviewed by content experts for relevance and clarity. A subset of survey participants who indicated willingness to engage in further research were invited to participate. Interviews were conducted via Zoom, recorded, and transcribed for analysis. Researchers thematically analyzed transcripts using GenAI (Microsoft Copilot) to identify recurring themes, patterns, and insights aligned with the study’s research questions.

Key Findings

1. Widespread Acknowledgment of GenAI's Permanence

- Across the dataset, both survey and interview respondents expressed strong consensus that GenAI is here to stay.
- 25.64% of survey respondents specifically noted the growing integration of GenAI into curriculum and PL as a necessity, not a choice.
- Interviewees echoed this with sentiments like: *"You can't undo it...we have to embrace what teaching in the reality of AI means."*

2. Diverse and Evolving Faculty Development Models

- Most CTLs offer multi-pronged approaches: webinars, book clubs, microcredentials, modular courses, and department-specific consultations.
- Book groups and workshops have been particularly successful due to their interactive, interdisciplinary nature.
- Models such as the Auburn "Teaching with AI" modules and discipline-specific trainings (e.g., for nursing, engineering, and education) have gained traction.
- Institutions are increasingly creating scaffolded training sequences, including fundamentals, productivity use, and pedagogy-focused sessions.

3. Pragmatic Faculty Engagement with Nuanced Resistance

- Faculty who participate tend to be pragmatic realists rather than enthusiastic adopters.
- The majority engage from necessity: *"They're not exuberant, but they realize they can't ignore it."*
- Adoption is highest in fields like education and STEM; humanities report slower, more cautious uptake.
- Barriers to engagement include time constraints, lack of institutional incentives, and emotional/ethical tensions surrounding AI.

4. Policy Approaches: Decentralized but Guided

- Institutions generally avoid rigid, centralized policies in favor of guidance frameworks, such as the "traffic light" (Red/Yellow/Green) model.
- Some have updated academic integrity codes to explicitly include AI-generated content.
- There's a recognition that academic freedom and disciplinary context require flexible but clear expectations, often at the department or course level.

5. Positive and Negative Pedagogical Impacts

- Positive uses include brainstorming, assignment revision, generating feedback, and simulating case scenarios.
- Challenges involve over-reliance on AI, student deception, and degradation of critical thinking and confidence. As one participant noted: *"My students still trust AI more than they trust their own expertise."*

6. Resource Limitations and Structural Challenges

- Most programs operate with limited staffing, budgets, and incentives. Common CTL sentiments include being under-resourced and over-extended.
- Interviewees emphasized the need for dedicated AI champions within colleges to localize support.
- One participant described faculty as caught in "*a sea of competing priorities*," reflecting broader systemic stressors.

7. Future Directions: Embedded AI Literacy and Scalable Infrastructure

- Institutions plan to continue and expand efforts through reusable modules, just-in-time PL, and AI-informed assessment redesign.
- Visionary goals include chatbot integration in LMS platforms and institution-wide AI operation governance frameworks.
- Programs emphasize the need for agility — short-term planning cycles, rapid iteration, and ongoing environmental scanning.

Implications

This study reveals that, while the higher education sector is still in the early stages of adapting to GenAI, there is a clear trajectory toward normalization and integration. Institutions are innovating under constraints, balancing ethical uncertainty, pedagogical opportunity, and faculty workload. Strategic recommendations include:

- Investing in localized faculty champions to bridge central resources with departmental realities.
- Expanding modular, asynchronous PL to accommodate time-strapped faculty.
- Creating shared, adaptable policy frameworks (e.g., syllabus language, assignment guidelines).
- Supporting discipline-specific collaborations to enhance relevancy and trust.

INTRODUCTION

Faculty development is a critical lever for enhancing teaching and learning in today's higher education landscape. Kayyali (2022) describes it as a "strategic need" (p.3), rather than merely an optional activity or a means to enhance tenure and promotion applications. The term generally refers to intentional programming designed to improve teaching, learning, or research practices, covering a wide variety of topics to a wide audience of full-time, part-time, and contingent instructors and perhaps even staff members.

Centers for Teaching and Learning have slowly been evolving into hubs for faculty professional development (Mihai et al., 2025). Often CTLs include a staff of instructional designers and/or instructional technologists who can assist with the integration of new and existing technologies in pedagogically sound ways (Asimakopoulos et al., 2021). Particularly during and after the COVID-19 pandemic, faculty development has become crucial for quickly upskilling faculty and providing just-in-time training on new technology tools, teaching methods, delivery modalities, student engagement, and addressing classroom disparities. In the past two years, one prominent topic in faculty development has been the rise of GenAI.

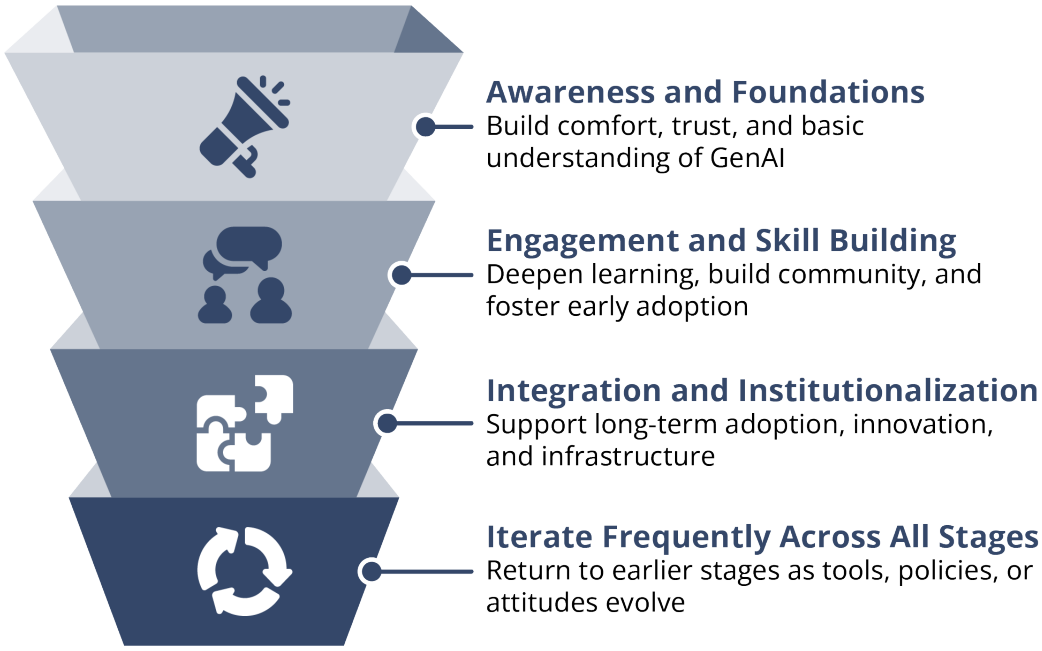
Whether the focus is on student use of AI and its detection, the development of AI-related classroom policies, or the integration of GenAI as an innovative teaching strategy, faculty development professionals are striving to keep pace with the rapidly evolving GenAI landscape. Since the public release of ChatGPT in late 2022, higher education staff supporting faculty have had to swiftly incorporate training and programs to teach educators how to: (1) address

students using GenAI for assignments, (2) prepare students for a future workplace where GenAI is ubiquitous, and (3) use GenAI to enhance course quality and efficiency. According to our survey of CTL leaders (n=42), over 84% of respondents ranked "ethical and responsible use of GenAI" as either "very" or "critically" important, setting the stage for this playbook's focus on trust-building and transparency.

How do faculty developers quickly and effectively prepare faculty to integrate GenAI into their curriculum in a way that enhances teaching and learning? Mah and Groß (2024) recommend focusing faculty professional development on the use of AI, its integration into pedagogy, its ethical and legal considerations, and its broader impact on education. Nazaretsky et al. (2022) suggest using concrete tasks to demonstrate AI's helpfulness and accuracy, including a basic overview of AI usage in programming. Khamis et al. (2025) created structured exercises and encouraged faculty to use AI when completing the assignments, thereby providing a reason for faculty to use and engage with AI.

This playbook outlines multiple approaches to developing and implementing GenAI programming for faculty at higher education institutions. Based on the research data, the OLC research team has identified three core stages underlying faculty development programming on GenAI based on the results of this study: Awareness and Foundations; Engagement and Skill Building; Integration and Institutionalization; and a final, more critical "stage" that involves frequent interaction and improvement. The stages should include Frequent Iteration as needs evolve. This playbook presents best practices and important considerations for each stage based on the practices being implemented at higher education institutions across the globe.

Stages of Faculty Professional Development on GenAI



AWARENESS AND FOUNDATIONS

The focus of this stage is to build comfort, trust, and basic understanding of GenAI through a variety of best practices. For example:

1. **Introduce Ethical and Responsible Use**
    - Emphasize academic integrity, bias, and environmental concerns.
    - Discuss institutional policies and responsible AI use.
2. **Offer Low-Stakes, Exploratory Opportunities**
    - Provide "AI Playgrounds" and informal lab sessions.
    - Use introductory workshops and book discussions to demystify GenAI.
3. **Respect Faculty Autonomy**
    - Encourage exploration without pressure to adopt.
    - Frame GenAI as a tool to support — not replace — teaching goals.
4. **Address Common Concerns**
    - Acknowledge fears and uncertainties.
    - Provide clear, accessible explanations of GenAI capabilities and limitations.
5. **Start with Practical, Familiar Use Cases**
    - Demonstrate how GenAI can streamline tasks like syllabus creation or assignment design.

Faculty development sessions on GenAI continue to attract strong interest from early adopters and the AI-curious. At this foundational stage, simply offering sessions often suffices to spark participation. However, many faculty — especially skeptics and those unfamiliar with AI — remain disengaged, even with extensive outreach or incentives.

◆ Their concerns around ethics, bias, and academic integrity are valid and must be acknowledged as part of any responsible introduction to GenAI.

Disciplinary differences also shape initial engagement. Faculty in STEM, healthcare, and education fields tend to be more open to experimentation, while those in the humanities and social sciences often approach GenAI with caution, reflecting on its implications for authorship, creativity, and pedagogy.

◆ These perspectives are essential to a well-rounded conversation and should be welcomed, not rushed. To build comfort and reduce resistance, CTLs should prioritize low-stakes, approachable entry points.

Survey results show that 92.86% of CTLs offer facilitated workshops and 83.33% provide one-on-one consultations to support faculty exploration at this stage. Rather than beginning with technical overviews, these sessions can activate prior knowledge by referencing familiar tools like Alexa or Siri. This helps demystify GenAI and makes it more relatable. From there, hands-on introductions using institutionally approved tools can model ethical use while addressing tangible instructional needs. In open responses, many CTLs reported early success with "AI Playgrounds," listening sessions, and book groups to demystify GenAI and reduce resistance. As one CTL leader shared, "*We offer multiple workshops per semester and provide lab time for open experimentation.*"

Framing sessions around topics such as "AI for your workflow" — for example, using GenAI to draft emails, create syllabi, plan lessons, or generate feedback — offers immediate relevance and lowers the barrier to entry. Live demonstrations of these tasks help faculty see the practical value of GenAI in real time. Developing discipline-specific examples and partnering with faculty to co-design resources will build contextual trust and usability.

At the Awareness and Foundations stage, it's also important to encourage transparent classroom modeling. Faculty can begin by adopting "AI-aware" syllabi and implementing simple assignment-level guidance, such as the traffic light model, to clarify expectations for students. These early steps help normalize GenAI use while reinforcing academic integrity.

Despite growing interest in AI-related programming, CTLs face persistent challenges in sustaining engagement, especially as faculty navigate competing demands, burnout, and limited resources. Many still view GenAI as an added burden to their already extensive faculty responsibilities. That's why the Awareness and Foundations stage must focus on building trust, reducing fear, and fostering curiosity — not pushing adoption.

- To deepen early engagement, CTLs can cultivate peer leadership and create safe, reflective spaces.

Faculty fellows or GenAI "champions" can co-lead book discussions, mentor peers, and share stories of early experimentation. These peer-led efforts help normalize GenAI exploration and create a sense of shared ownership. Facilitated conversations that explore GenAI's development, data ethics, and social implications allow faculty to voice concerns, ask questions, and begin imagining how GenAI might — or might not — fit into their teaching.

By grounding GenAI training in familiarity, relevance, and reflection, CTLs can lay a strong foundation for future exploration. The goal at this stage is not mastery, but comfort, confidence, and curiosity — the essential building blocks for responsible and informed experimentation.

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[1] An AI-aware syllabi acknowledges the presence and potential impact of Artificial Intelligence (AI) tools in the learning environment and provides students with clear guidance on their appropriate use within the course. It goes beyond just outlining academic policies and encourages a dialogue with students about the responsible use of AI tools.

[2] The Traffic Light Model of Acceptable Generative AI Use in Higher Education is a simple, visual framework that helps faculty, students, and administrators quickly understand what kinds of GenAI use are clearly prohibited (Red), conditionally acceptable (Yellow), or encouraged (Green). Many institutions are adopting or adapting this model to clarify boundaries while fostering ethical, responsible exploration of AI tools.

Traffic Light Model of Acceptable GenAI Use

PROHIBITED AI USE

- Plagiarism via AI
- Unauthorized use during assessments
- Fabricating or falsifying data
- Bypassing learning outcomes

CONDITIONAL OR CONTEXT-DEPENDENT USE

- Brainstorming or ideation
- Grammar or style suggestions
- Study support
- Collaborative use

ENCOURAGED, TRANSPARENT AI INTEGRATION

- AI literacy and ethics education
- AI-assisted creative work
- Transparent instructional use
- Assessment redesign

The Traffic Light Model of Acceptable GenAI Use categorizes generative AI practices in education into three tiers — Prohibited, Conditional, and Encouraged — based on ethical, pedagogical, and institutional considerations.

Prohibited AI Use includes actions that are widely regarded as unethical or academically dishonest, such as submitting AI-generated work without disclosure (plagiarism), using AI during assessments without permission, fabricating data or sources, or relying on AI to bypass essential learning outcomes. These practices are typically banned by institutional policies, such

as: "*Students may not use AI tools for any graded work unless explicitly permitted by the instructor.*"

Conditional or Context-Dependent Use refers to AI applications that may be acceptable when used transparently and with instructor approval. Examples include using GenAI for brainstorming, grammar suggestions, study support, or collaborative projects — provided students remain actively engaged and disclose their use. Policies in this category often emphasize clarity, such as: "*Faculty should state clearly in the syllabus whether GenAI tools are permitted and under what conditions.*"

Encouraged, Transparent AI Integration highlights practices that align with educational goals and promote digital literacy. These include teaching AI literacy and ethics, supporting AI-assisted creative work, modeling responsible AI use in instruction, and redesigning assessments to meaningfully incorporate AI. A forward-thinking approach treats AI as a tool — like a calculator or spellcheck — used to enhance learning rather than replace it.

Actionable Strategies

Adopt a Tiered, Scaffolded Learning Approach
Provide low-barrier entry points and progressive learning paths.

Normalize the Use of AI Through Everyday Applications
Show practical uses (emails, content summaries) to demystify AI.

Address Emotional and Ethical Complexity Head-On
Create safe spaces for discussion about fear, ethics, and values.

Emphasize Ethical Use, Transparency, and Modeling
Encourage faculty to use AI responsibly and model that behavior.

What are other institutions doing at this stage?

Institutional Context

- Larger or well-resourced institutions tend to offer more frequent and varied professional development around GenAI, while smaller institutions often rely on targeted workshops tailored to specific departments or needs.
- Early GenAI professional development leveraged novelty and curiosity to garner initial engagement, but sustained faculty engagement now requires more discipline-specific, applied content.

Format and Delivery

- Virtual and asynchronous formats are increasingly used to accommodate faculty schedules and provide flexible access to learning.
- One-off webinars are rarely effective, as hands-on practice tends to better engage participants and lead to meaningful learning.
- Practice labs or "try-it" sessions provide guided, hands-on experience with GenAI tools and are especially effective for building confidence.

Content Strategy

- Offering introductory workshops on AI fundamentals and ethical use, then layering in intermediate and advanced sessions (e.g., teaching with AI, using AI for assessment).
- Holding book discussions, which are a popular way to introduce GenAI, especially titles like *Teaching with AI: A Practical Guide to a New Era of Human Learning* by José Antonio Bowen and C. Edward Watson.

Did you know?

A total of 93% of CTLs offer workshops, and 83% offer one-on-one consultations to help faculty get started with GenAI — yet concerns about ethics, academic integrity, and bias remain top barriers to engagement.

What Professional Learning Opportunities does your institution provide to instructors related to GenAI?

"Our very first workshop in 2022 just started off as like: come talk. This thing just happened. Let's figure out what we think about it."

—CTL Director

Key Takeaway

Partner or consult with your institution's IT department. They will help you determine which GenAI tools are the best for your needs while still adhering to data privacy and use guidelines.

Moving to the next stage

As faculty begin to develop comfort and curiosity with GenAI, the next step is to move from exploration to practical application. While the Awareness and Foundations stage focuses on building trust and introducing key concepts, Engagement and Skill Building is about deepening understanding and fostering early adoption. This stage provides faculty with hands-on opportunities to apply GenAI tools in discipline-specific contexts, supported by peer learning and responsive instructional design. It's where curiosity evolves into confidence — and where thoughtful experimentation begins to take root.

ENGAGEMENT AND SKILL BUILDING

The goals of this stage are to deepen learning, build communities, and foster early adoption of GenAI tools. Several strategies can help accomplish these goals, such as:

1. **Develop Multi-Modal Training Resources**
    - Combine facilitated workshops, self-paced modules, and toolkits.
    - Offer one-on-one consultations and peer learning networks.
2. **Foster Faculty Learning Communities**
    - Create spaces for shared experimentation and reflection.
    - Encourage discipline-specific discussions and applications.
3. **Model Effective Use of GenAI**
    - Showcase real examples from faculty and instructional designers.
    - Highlight time-saving and pedagogical benefits.
4. **Encourage Reflective Practice**
    - Support faculty in aligning GenAI use with course outcomes and values.
    - Promote critical thinking about when and how to use GenAI.
5. **Begin Evaluation and Feedback Loops**
    - Use faculty surveys and participation data to assess training impact.
    - Start gathering anecdotal and student feedback.

Once faculty have developed initial awareness and comfort with GenAI, the next stage of professional development focuses on deepening engagement, building practical skills, and fostering early adoption. At this point, faculty are ready to move beyond curiosity and begin integrating GenAI into their teaching in meaningful, discipline-relevant ways.

To support this transition, CTLs should design programming that is highly relevant to the institution context, hands-on, and community-driven.

Engagement increases when sessions are tailored to real instructional needs — such as using GenAI for simulation design, scaffolding student writing, or redesigning assessments. Faculty are more likely to adopt tools when they can clearly see how GenAI enhances their existing practices rather than disrupts them.

Department-specific case studies and discipline-aligned examples are especially effective at this stage. Whether it's generating clinical scenarios in nursing, automating feedback in engineering, or supporting multilingual writing in the humanities, contextualized use cases help faculty visualize GenAI's value in their own classrooms. Co-designing tools and teaching materials with faculty from each college ensures that solutions are not only relevant but also trusted and sustainable.

- To reinforce responsible use, CTLs should model transparent GenAI integration in instructional settings.

Faculty can be encouraged to adopt "AI-aware" syllabi, use the traffic light model to guide student use, and demonstrate GenAI tools during class activities. These practices not only clarify expectations but also help students develop ethical and effective AI habits by following faculty cues.

At the Engagement and Skill Building stage, peer leadership and cross-disciplinary collaboration become essential. However, one-on-one consultations (rated as "very effective" by nearly 49% of respondents) and discipline-specific workshops were noted as the most impactful professional learning opportunities by study participants; therefore, those opportunities should also be maintained. Identifying and supporting GenAI "faculty fellows" or champions within each college helps build momentum and credibility. These individuals can lead workshops, mentor colleagues, and share their experiences at mini-conferences or showcase events. Their stories of innovation and experimentation help normalize GenAI use and reduce the stigma or uncertainty that may still linger.

- To sustain engagement, CTLs should also create ongoing communities of practice where faculty can share challenges, successes, and evolving strategies.

These spaces allow for deeper reflection on pedagogical shifts, student outcomes, and ethical considerations. Facilitated discussions around topics like AI bias, authorship, and academic integrity help faculty refine their approaches and align GenAI use with their teaching values.

Finally, integrating GenAI exploration with instructional design principles ensures that technology is not used in isolation. Workshops that pair GenAI tools with backward design, inclusive pedagogy, accessibility, or assessment literacy help faculty make intentional, pedagogically sound choices.

The Engagement and Skill Building stage is about moving from exploration to implementation — equipping faculty with the tools, confidence, and community support they need to begin using GenAI in ways that are ethical, effective, and aligned with their teaching goals.

How have faculty and instructors responded to the GenAI training programs?

"To the trainings, wildly positively. I mean, it's completely self opt in. So it's been super gratifying. I mean, it sort of takes me back to COVID times where our center helped everybody. We did these online institutes that helped everybody get online. It just felt so gratifying. So we're really helping people in this moment of need. And it feels like that's the vibe of, you know, believe they're like … 'this was so helpful. This was eye-opening. I've got some ideas.' So overall, it's really positive."

—CTL Director

Key Takeaway

For a deeper, richer engagement, webinars are least likely to produce meaningful results. Incentives (even if it is lunch), targeted marketing, faculty showcases, and peer networks are all good strategies to deepen engagement and show faculty the work they are doing is valued. New faculty orientations or other early career programming are good opportunities to start talking about GenAI strategies.

Actionable Strategies

Focus on Discipline-Specific and Contextual Relevance
Offer targeted resources that speak to each field's realities.

Leverage Early Adopters and Faculty Champions
Use peer leadership to scale credibility and support.

Sustain Community Through Peer Learning Networks
Build long-term structures for shared learning and experimentation.

What are other institutions doing at this stage?

Institutional Context

- Institutional size and context influence engagement levels (disruptions like mergers, leadership transitions, or retrenchment impact interest and engagement in professional learning).
- Funding scarcity forces reliance on existing resources, limiting professional learning (PL) scale.
- Institutions with some funding prioritize faculty incentives or high-visibility events.
- Personal investment by staff underscores institutional underfunding (many CTL staff pay out of their own pocket for GenAI licenses).
- Newer faculty or adjuncts are more readily engaged than long-term faculty, suggesting generational or role-based differences.
- Resistance is discipline- and role-specific, with humanities and long-term faculty most skeptical.

Format and Delivery

- Faculty engagement peaks when PL is practical and discipline-relevant, but reaching resistors requires addressing ethical concerns and time burdens.
- Smaller institutions prioritize leadership buy-in, while larger institutions seek efficient content delivery.
- Discipline-specific support and shared resources are critical for scalability.

Content Strategy

- Ethical tensions (e.g., plagiarism, data privacy) require nuanced PL approaches.
- GenAI's benefits are most pronounced in disciplines with clear use cases (e.g., simulations, productivity tools).
- Academic integrity challenges are universal, requiring new assessment strategies.
- Faculty modeling of GenAI use enhances student understanding and ethical engagement.

Did you know?

Faculty developers rated one-on-one consultations as the most effective GenAI training method — nearly 49% called them "very effective," surpassing workshops, toolkits, and webinars.

Moving to the next stage

Once faculty have started to use GenAI meaningfully in their teaching, the focus shifts toward broader adoption, institutional support, and sustainable infrastructure. Integration and Institutionalization is about aligning GenAI practices with long-term goals, updating policies, embedding GenAI into professional learning ecosystems, and scaling what works. This stage emphasizes coordination, recognition, and agility — ensuring that GenAI use is both effective and ethically grounded across the institution.

INTEGRATION AND INSTITUTIONALIZATION

The goals of this stage are to support long-term adoption, innovation, and infrastructure around GenAI. A few ways to accomplish this include:

1. **Embed GenAI into Existing Programming**
    - Integrate GenAI into ongoing professional learning (PL), workshops, and curriculum design.
    - Offer certifications, badges, and recognition for GenAI engagement.
2. **Build Institutional Infrastructure**
    - Advocate for dedicated AI leadership roles or committees.
    - Ensure access to updated tools and cross-departmental collaboration.
3. **Sustain Through Staff Development and Support**
    - Provide ongoing training for CTL staff.
    - Secure funding and time for program development.
4. **Develop Clear Policies and Guidelines**
    - Align training with institutional policies on ethical AI use.
    - Balance centralized leadership with local flexibility.
5. **Measure Impact and Iterate**
    - Track changes in teaching quality and student outcomes.
    - Use data to refine and scale training models.
6. **Prepare for Future Trends**
    - Stay agile to adapt to evolving AI tools and practices.
    - Promote AI literacy as a core competency for faculty and students.

Institutions are increasingly adopting decentralized and evolving approaches to GenAI policy, often favoring flexible guidelines over rigid, institution-wide mandates. The diverse landscape of GenAI integration across disciplines leads faculty developers and administrators to recommend a more local rather than global approach to AI policy development, leaving it in the hands of academic colleges or individual faculty. Faculty autonomy remains central, with decisions about GenAI use typically left to individual instructors at the course or assignment level. One interviewee reflected, "*Faculty autonomy remains central … we're encouraging AI-aware syllabi and case-by-*

case expectations." Academic integrity policies are being updated to reflect this new landscape, often requiring students to cite GenAI use or prohibiting it unless explicitly approved.

- Transparency should be emphasized around acceptable GenAI use, with faculty encouraged to clearly communicate expectations in their syllabi.

Meanwhile, concerns about data privacy — especially regarding the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) — are prompting some institutions to develop internal AI tools to safeguard sensitive information. However, policy development remains a challenge, particularly in large or decentralized institutions, as they struggle to keep pace with rapidly evolving technologies. A total of 69% of survey respondents indicated that their CTLs were actively involved in shaping institutional GenAI policy, often through faculty advisory committees or academic affairs collaborations. At a minimum, institutions are addressing gaps in their academic integrity or academic honesty policies to adjust for the rise in GenAI use among students.

The impact of GenAI on teaching, learning, and faculty workload is profound. Traditional assessments are being rethought in light of AI's ability to generate content, prompting a shift toward deeper learning, critical thinking, and process-oriented assignments. New pedagogical opportunities are emerging, such as analyzing AI outputs or collaborating with AI on projects. While GenAI can enhance efficiency, it also increases faculty workload due to the need for course redesign, tool mastery, and student guidance. Concerns persist about students' over-reliance on AI and its potential to hinder skill development, underscoring the importance of fostering AI literacy as a core competency for both faculty and students. Institutions are embedding GenAI into existing professional development programming — integrating examples into workshops, book chats, and mini-conferences — and using badges or certifications to recognize faculty engagement.

To ensure effectiveness and sustainability, institutions are evaluating their efforts through faculty surveys, participation data, and student feedback, while also tracking the impact on teaching quality and learning outcomes.

- Institutional support is critical: ongoing funding, staff development, and access to tools must be prioritized.

Many campuses are establishing central AI leadership roles or committees to coordinate efforts and promote cross-departmental collaboration. Staff supporting GenAI initiatives rely on hands-on experimentation, external learning, and internal partnerships to stay informed and build effective training programs. Looking ahead, institutions are preparing for future trends by maintaining a flexible suite of professional development offerings, anticipating shifts in curriculum design, and fostering a culture of curiosity and critical engagement. This includes encouraging open dialogue about the benefits and risks of GenAI, supporting discipline-specific applications, and promoting thoughtful, responsible integration of AI into higher education. A best practice is to look forward by looking backward, to the basics of good course design, as assessments and pedagogies are reimagined in light of the trends in GenAI usage.

From your perspective, what has been the impact of GenAI on teaching and learning at your institution?

"One of the emphases … is the ability of generative AI to be leveraged to do processes like course mapping where you're aligning the learning outcomes, the objectives, the assessments, and the instructional strategies. So it's really enabled those processes. And so in that way, I think it's enabled faculty to improve the quality of their courses very quickly, or at least it has the potential to do so."

—CTL Director

Key Takeaway

Collaboration is key! Faculty developers do not need to go it alone. Writing Across the Curriculum/Writing Across Discipline partners, IT, instructional design teams, and external colleagues/partners can all support the journey to creating effective programming for faculty around GenAI. Look for openly licensed content and other shared materials to integrate into your own programming.

Actionable Strategies

Provide Flexible, Just-in-Time Learning Opportunities
Deliver on-demand PD, toolkits, and modular content.

Build Institutional Infrastructure and Recognition
Fund AI-related projects, recognize leadership, and appoint coordinators.

Plan for Rapid Change
Use agile planning cycles and update offerings frequently.

Iterate Frequently Across All Stages
Return to earlier stages as tools, policies, or attitudes evolve.

What are other institutions doing at this stage?

Institutional Context

- Institutional size and context shape the severity of resource and engagement challenges.
- Institutions with technical assets pursue innovative applications.
- External networks compensate for resource limitations, particularly in smaller institutions.

Format and Delivery

- Asynchronous and discipline-specific PL reflects faculty time constraints and diverse needs.

- Strong internal collaborations (e.g., with technical or disciplinary units) enable innovative GenAI use.
- Non-academic partnerships (e.g., student conduct) enhance academic integrity focus.
- Policy development often involves collaboration between teaching centers and administrative units.

Content Strategy

- Flexibility in policies accommodates disciplinary differences but risks inconsistency.
- Academic integrity and data security are non-negotiable priorities across contexts.
- Discipline-specific support and shared resources are critical for scalability.

Did you know?

A total of 69% of CTLs are actively shaping institutional GenAI policy, yet most institutions rely on flexible frameworks like the traffic light model rather than top-down mandates.

Moving to the next stage

GenAI technologies and their implications are evolving rapidly. As a result, even the most well-integrated programs must remain responsive and adaptive. Frequent Iteration is not a final step, but a continuous cycle of reflection, feedback, and renewal. This stage ensures that faculty development efforts stay relevant, data-informed, and aligned with emerging needs. Institutions that embed iteration into their GenAI strategies are better positioned to navigate uncertainty, embrace innovation, and sustain long-term impact.

FREQUENT ITERATION

This stage is meant to flow throughout the process rather than be a "fourth" stage in a linear progression. Revisit your programming throughout each of the other three stages and make adjustments as necessary.

1. **Evaluate PL Outcomes**
    - Use surveys or focus groups to measure faculty adoption, student outcomes, and PL satisfaction.
2. **Share Impact Data**
    - Publish case studies or dashboards showcasing PL successes to build institutional support.
3. **Iterate Based on Feedback**
    - Adjust PL formats and content based on evaluation data, ensuring relevance as GenAI evolves.
4. **Develop Student Feedback Mechanisms to Inform Training**
    - Track impact on teaching quality and student learning outcomes over time.

Collect feedback at every stage to guide meaningful revisions and continuous improvement. Even brief surveys can yield valuable insights.

If your institution has an AI steering committee, engage them as an advisory group to help shape programming. Instructional designers can support the creation of feedback mechanisms and help integrate findings into future offerings. While 80.95% of CTLs report using post-event surveys to assess GenAI training, only 19% collect student feedback — a key gap to address as institutions mature in their use of GenAI tools.

A feedback-rich environment goes beyond data collection — it requires a culture in which input is valued and visibly acted upon. Encourage faculty to see feedback as a tool for growth, not criticism. Celebrate small wins and highlight how participant input has shaped PL. This transparency builds trust and encourages continued engagement.

As GenAI evolves, so should your PL. Schedule regular review cycles — quarterly or biannually — to revisit goals, analyze feedback, and refresh content. Consider forming a cross-functional working group with faculty, instructional designers, and students to guide long-term strategy. As one CTL leader noted, "*We'll continuously have it in our adjunct faculty certification program ... I think the next big thing is creating more asynchronous resources.*"

Finally, connect GenAI PL to broader institutional goals like digital transformation, accessibility, and student success. When PL is aligned with strategic priorities, it's easier to secure support, scale efforts, and sustain momentum.

What are your plans for expanding or evolving your GenAI Professional Learning Opportunities in the future?

"We're going to continue ingraining it in NFI [New Faculty Institute]. We'll have another group of around 100 new faculty come in. So they'll get the crash course on generative AI like we did. We'll continuously have it in our adjunct faculty certification program ... I think the next big thing that we'll probably start thinking about is creating more asynchronous type of resources that faculty could use."

—CTL Director

Key Takeaway

Iterate often to keep pace with the fast-changing world of GenAI. Collect feedback regularly and act on it — this not only builds trust but also models the formative evaluation process for faculty. Continue using what works for your institution, your audience, and your goals, while remaining open to revising programming as needs evolve.

Actionable Strategies

Collect Feedback Often and Act on It
Short surveys to collect feedback can provide invaluable data.

Iterate Early and Often
Change what isn't working and keep what is.

Return to Earlier Stages as Tools, Policies, and Attitudes Evolve
Be flexible, and as the culture around GenAI changes, adjust programming.

What are other institutions doing at this stage?

Institutional Context

- Establishing advisory committees (e.g., AI steering groups or cross-functional working groups) to guide PL evolution. These groups can help shape tools like in-house AI applications and ensure programming reflects institutional priorities.
- Leveraging existing tools (student evaluation platforms, curriculum mapping systems, learning management systems, survey tools) to embed feedback mechanisms and track impact over time.
- Encouraging individual initiative when institutional resources are limited. CTL staff are attending external webinars and reading current literature to help keep programming current even without centralized funding.

Format and Delivery

- Using pilot programs (e.g., specific tool evaluation projects) to gather real-time feedback and iterating on delivery methods.
- Offering asynchronous and modular formats to accommodate faculty time constraints and allow for iterative updates based on participation and feedback.

Content Strategy

- Developing and refining tools collaboratively with faculty input, ensuring alignment with teaching goals and usability.
- Using feedback to balance innovation with autonomy, allowing instructors to adapt tools while maintaining control over their teaching practices.
- Continuously updating content based on evolving GenAI capabilities, institutional goals, and participant feedback — especially through regular review cycles and advisory input.

Did you know?

While 81% of CTLs survey faculty after GenAI trainings, only 19% gather student feedback — a critical gap in assessing the impact on learning.

BEST PRACTICES SUMMARY

This section summarizes all the information presented in this playbook into a list of best practices for creating faculty professional development on GenAI.

1. Prioritize Ethical, Responsible, and Transparent Use

Why: Ethical clarity builds trust, prevents misuse, and supports institutional integrity.

What to do:

- Center training on ethical, equitable, and responsible AI use. In our survey, *100% of respondents* rated ethical concerns as at least "important," with 59.5% rating them as "critically important."
- Address academic integrity, bias, environmental impact, and institutional policies. These were frequently raised concerns in both survey comments and interviews, including challenges related to FERPA, HIPAA, and environmental cost.
- Promote transparent AI use in syllabi and assignments (e.g., traffic light model).
- Encourage reflective practice and open dialogue about AI's societal role: "*We encourage critical discussions and transparency in how AI is used in coursework,*" shared one CTL leader.

2. Scaffolded, Tiered, and Flexible Learning

Why: Faculty vary in readiness, time, and learning preferences.

What to do:

- Offer tiered learning: intro (AI basics), intermediate (teaching with AI), advanced (assessment redesign with AI). Many CTLs use this structure already, with 40.48% revising existing programming and another 23.81% creating new offerings.
- Use varied formats: workshops (92.86% offered), self-paced modules (28.57%), toolkits (78.57%), and 1:1 consultations (83.33%).
- Provide "AI Playgrounds" and low-stakes environments for hands-on exploration.
- Embed AI into existing PL (e.g., book chats, mini-conferences) and offer badges or certifications.

3. Contextual, Discipline-Specific Relevance

Why: Faculty engage more when training aligns with their teaching goals and field.

What to do:

- Develop case studies and examples tailored to disciplines (e.g., nursing, engineering, humanities). Faculty in applied fields were the most engaged, with notable success stories including nursing simulations, photography inspiration, and engineering assignment scaffolding.
- Partner with departments to co-create tools and adapt examples.
- Align AI training with pedagogical goals and instructional needs like simulation or feedback: "*We start by looking at their workflows, then show how GenAI can help,*" one CTL reported.

4. Faculty Autonomy and Reflective Practice

Why: Respecting faculty choice fosters trust and thoughtful adoption.

What to do:

- Encourage informed decision-making and pedagogical alignment. Interviewees emphasized avoiding mandates and instead promoting autonomy: "*We allow space for all opinions. It's not our job to push people to use GenAI tools.*"
- Support autonomy in tool adoption and classroom integration.
- Facilitate reflective discussions on AI's role in teaching and learning.

5. Normalize AI Through Practical Applications

Why: Everyday use builds confidence and reduces resistance.

What to do:

- Demonstrate real-world use cases (e.g., syllabus creation, assignment design). "AI for your workflow" was a common theme in interviews and yielded positive engagement.
- Highlight time-saving benefits and instructional enhancements. In survey responses, *efficiency in course design* was rated "very important" or higher by 54.8% of CTLs.
- Use live demos and peer modeling by faculty or instructional designers.

6. Peer Leadership and Community Building

Why: Peer influence and shared learning foster sustained engagement.

What to do:

- Identify and support GenAI faculty fellows or champions in each college. Institutions that engaged early adopters reported the most sustainable uptake.
- Involve them in mentoring, co-leading groups, and showcasing innovations: "*Our faculty fellow co-leads book groups and supports workshops—that's been key,*" one CTL shared.
- Run faculty learning communities (FLCs) and interdepartmental cohorts. A total of 47.62% of CTLs have created peer networks as part of their GenAI strategy.
- Create shared repositories of prompts, activities, and case studies.

7. Address Barriers and Emotional Complexity

Why: Faculty face time constraints, ethical concerns, and uncertainty.

What to do:

- Offer introductory sessions and ready-to-use resources. Survey data shows that 84.6% cite limited knowledge and 82.1% cite lack of time as barriers to faculty engagement with AI.
- Clarify institutional policies to reduce confusion. A total of 43.6% of respondents noted unclear policies as a major challenge.
- Facilitate safe spaces for discussing ambivalence, burnout, and philosophical divides: "*We host listening sessions to surface fears and concerns before jumping into the tools,*" said one CTL leader.

8. Institutional Support and Sustainability

Why: Faculty need time, resources, and recognition to innovate responsibly.

What to do:

- Advocate for stipends, release time, and recognition for AI-related work. Some institutions funded GenAI pilot projects or offered book stipends.
- Fund pilot projects and course redesigns with small grants. A total of 74.36% of respondents named institutional support as one of the three most critical factors for long-term success.
- Establish a central AI leadership role or committee on campus.
- Collaborate across departments and with external partners.

9. Evaluate, Iterate, and Stay Agile

Why: AI evolves rapidly and impacts teaching in dynamic ways.

What to do:

- Use surveys (80.95% of CTLs) and participation data (76.19%) to assess impact. Consider taking the feedback loop one step further and gathering student feedback from courses where GenAI is newly implemented.
- Track outcomes related to teaching quality and student learning.
- Update materials regularly and plan PL on short cycles (e.g., quarterly).
- Promote AI literacy as a core competency for faculty and students.

10. Foster a Culture of Curiosity and Critical Engagement

Why: A curious, critical mindset supports thoughtful innovation.

What to do:

- Encourage open dialogue about AI's benefits and risks. Future outlooks show that 25.64% of CTLs anticipate AI becoming essential, while 17.95% highlighted uncertainty and concern.
- Support critical thinking and exploration of discipline-specific tools.
- Celebrate experimentation, creativity, and inquiry.

EXAMPLE POLICIES

The organizations that created this playbook are offering their own examples of GenAI policies that may help inspire yours. If these policies do not fit your needs, there are a variety of other examples, including the traffic light example explained in the Engagement and Skill Building section of this playbook. You can also build your own using the AI Policy Statement Generator[3].

Every Learner Everywhere Network

The Every Learner Everywhere Network advocates for a balanced approach to generative AI in higher education, recognizing its potential to enhance efficiency, creativity, and accessibility while maintaining academic integrity. The network emphasizes the importance of AI literacy and responsible use, encouraging institutions to integrate AI tools thoughtfully into curricula and administrative processes. By leveraging AI-driven solutions, colleges can personalize learning experiences, streamline operations, and provide round-the-clock student support, particularly benefiting diverse learners and those with disabilities. The network also stresses the need for clear policies and robust training programs to address ethical concerns, mitigate plagiarism risks, and promote original thinking. As generative AI becomes increasingly embedded in education and the world, Every Learner Everywhere underscores the importance of fostering expanded access to these tools while holding institutions accountable for ethical implementation, ensuring that AI augments rather than replaces human expertise in academic work.

Online Learning Consortium

Generative AI is permitted as a resource by participants in CPL workshops. In line with OLC's internal AI Policy that calls for "Transparency and Accountability," participants should inform all stakeholders when AI has been used in the creation of content, which may be in a citation format or a design statement. The user also assumes accountability for what is generated by AI.

[3] The AI Policy Generator was created by Ed Beck and Tera Doty-Blance at SUNY Oneonta. and has been shared under a Creative Commons Attribution 4.0 International License.

FINAL THOUGHTS

On the evolving complexity of teaching with AI, as one interview participant said, "*It's not simply layering AI into what we've always done. That might be pieces of it. But it's also literally rethinking what we do.*" This quote is poignant because it captures the paradigm shift that GenAI introduces to education. Here's why it resonates so deeply:

1. **It challenges the status quo.**

   "It's not simply layering AI into what we've always done."

This line acknowledges a common but limited approach — treating AI as just another tool to bolt onto existing practices. It calls out the insufficiency of superficial integration.

2. **It calls for transformation, not just adaptation.**

   "That might be pieces of it. But it's also literally rethinking what we do."

This part emphasizes that GenAI isn't just a new technology — it's a catalyst for rethinking pedagogy, assessment, curriculum design, and the role of the educator. It suggests that meaningful engagement with AI requires a deeper, more reflective shift in mindset and practice.

3. **It speaks to the emotional and intellectual labor of faculty.**

The quote implicitly recognizes the complexity and weight of this shift. Faculty aren't just learning a new tool — they're being asked to reimagine their professional identity and instructional purpose in a rapidly changing landscape. In short, this quote is powerful because it distills the depth of change GenAI demands and the urgency for thoughtful, well-supported faculty development to meet that challenge. We hope this playbook helps you create faculty development that rises to the challenge of today's changing teaching and learning landscape.

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APPENDIX A

Survey Questions and Results

Results shown in bold

1. What is your email address? (**Results not shared for participant privacy**)

2. What is your institutional role? Select all that apply.

   a. Director of Center for Teaching and Learning (CTL) (**50.00%**)

   b. Assistant Director of CTL (**19.05%**)

   c. Faculty Development Specialist (**19.05%**)

   d. Instructional Designer (**16.67%**)

   e. Technology Integration Specialist (**7.14%**)

   f. Faculty Member (**9.52%**)

   g. Senior Administrator (e.g., Dean, Provost) (**0%**)

   h. Academic Affairs Staff (**0%**)

   i. Other (please specify) (**19.05%**)

   - Director, Writing in the Disciplines Program (x2)
   - AI Strategy & Programs in Learning & Teaching
   - Online Education Coordinator
   - AI Education Specialist
   - Associate Director of CTL
   - Associate Provost for Teaching & Learning
   - Co-Chair of NMU AI Workgroup

3. What is the name of your institution? (Please avoid abbreviations.) (**Results not shared for participant privacy**)

4. How many years have you been in your current role at the Center for Teaching and Learning (CTL)?

   a. Less than a year (**19.05%**)

   b. 1-3 years (**33.33%**)

   c. 4-6 years (**19.05%**)

   d. 7-10 years (**14.29%**)

   e. More than 10 years (**14.29%**)

5. What is the approximate size of your CTL staff (full-time and part-time employees)?

   a. Fewer than 5 staff members (**45.24%**)

   b. 5-10 staff members (**23.81%**)

   c. 11-20 staff members (**21.43%**)

   d. 21-30 staff members (**0%**)

   e. 31+ staff members (**9.52%**)

6. What is your institution type?

   a. Community College (**14.29%**)

   b. 4-year Public Institution (**54.76%**)

   c. 4-year Private Institution (**30.95%**)

   d. For-profit Institution (**0%**)

   e. Vocational School (**0%**)

7. What internal training or programming has your CTL developed to address generative AI (GenAI) use in academic settings? Select all that apply.

   a. Facilitated Workshops (**92.86%**)

   b. Self-Paced Modules (**28.57%**)

   c. Teaching Resources, Toolkits, and Guides (**78.57%**)

   d. One-on-one Consultations (**83.33%**)

   e. Peer Learning Networks (**47.62%**)

   f. Webinars (**45.24%**)

g. None (**0%**)

h. Other (**28.57%**)

- Faculty Learning Communities
- Courses
- Live F2F Presentations
- Teaching circles, Drop-in clinics, conference, AI playground, Asynch facilitated workshop, blog posts, videos
- I have done all this in the Writing in the Disciplines Program as the CTL has been preoccupied with the launch of a new LMS since 2023.
- Short course - three consecutive weekly sessions with the goal of developing students' AI literacies. We are taking a literacy development approach so that we can simultaneously develop faculty literacies, develop outcomes for students, and create action plans to achieve those outcomes.
- We developed a fully online course for generative AI training that has since been distributed to 70+ institutions worldwide, including the entire University System.
- Weekly department newsletter that will occasionally include asynchronous activities for AI accompanied by a recent article.
- Birds of a Feather, Panels
- Department or program group consultations, internal conference presentations, semi-annual digital learning focused mini-conference, podcast episodes
- Reading groups (x2)
- High profile speakers

8. What external training or programming has your CTL developed to address generative AI (GenAI) use in academic settings? Select all that apply.

a. Facilitated Workshops (**30.77%**)

b. Self-Paced Modules (**28.21%**)

c. One-on-one Consultations (**12.82%**)

d. Teaching Resources, Toolkits, and Guides (**41.03%**)

e. Peer Learning Networks (**15.38%**)

f. Webinars (**30.77%**)

g. None (**33.33%**)

h. Other

- Not sure what you mean by external (x3)
- 3 day workshop at the end of 2023. 1 week event this past summer. Brought in guest speakers.
- Podcast
- Many of our training materials and online resources link / reference other institutions' initiatives, resources or materials.
- We'll be offering a faculty-student conversation in late October or November.
- Participating in AAC&U Institute on AI, Pedagogy and the Curriculum

9. How do you prioritize the following focus areas of GenAI training for faculty? Not Important, Somewhat Important, Important, Very Important, Critically Important, or N/A.

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Critically Important	N/A	Total
Ethical and responsible use of GenAI	0	2	4	11	25	0	42.0
Instructional integration of GenAI tools	2	2	11	17	10	0	42.0
Student preparedness for a workplace using GenAI	2	3	14	13	10	0	42.0
Academic integrity concerns related to GenAI	0	1	8	18	15	0	42.0
Efficiencies in course design and development	1	9	9	20	3	0	42.0

Equity and access with GenAI	0	2	9	18	11	0	42.0
General proficiency in GenAI tools	0	2	16	16	18	0	42.0
Other (please specify)							4.0

a. Other

1. Use of GenAI
2. Trust
3. Faculty use of research
4. Institutional recommendations and guidelines related to GenAI for teaching and learning

10. To what extent is your CTL involved in shaping institutional policies or guidance on generative AI? From 0 % - 100%

    a. Average (**69%**)

11. How has GenAI training been integrated into pre-existing faculty development initiatives including ongoing professional development workshops or programs?

    a. Revised existing programming to integrate AI (**40.48%**)

    b. Created separate programming (**23.81%**)

    c. Workshops and webinars (**19.05%**)

    d. It hasn't been (**11.9%**)

    e. GenAI examples (**7.14%**)

    f. Learning communities (**7.14%**)

    g. Still in development (**7.14%**)

    h. Book chats (**4.76%**)

    i. Mini conferences (**4.76%**)

j. Badges and certifications (**2.38%**)

k. External speeches (**2.38%**)

12. How does your CTL measure the effectiveness of GenAI training? Select all that apply.

a. Survey of faculty participants (**80.95%**)

b. Participation in training and events (**76.19%**)

c. Faculty self-reports (**47.62%**)

d. Course evaluations (**4.76%**)

e. Student learning outcomes reports (**4.76%**)

f. Other (**14.29%**)

- Anecdotal appreciation (**33.33%**)
- Follow up consultations (**16.67%**)
- Maybe others (**16.67%**)
- Number of participants (**16.67%**)
- Surveys are being developed now (**16.67%**)

13. Which specific internal training and/or resources have been most effective in helping faculty integrate GenAI into their teaching? Very Ineffective, Ineffective, Neutral, Effective, Very Effective, N/A.

Answer Choices	Very Ineffective	Ineffective	Neutral	Effective	Very Effective	N/A	Total
Facilitated Workshops	0	1	6	16	13	3	39.0
Self-Paced Modules	0	0	5	6	0	1	12.0
Teaching Resources, Toolkits, and Guides	0	1	7	20	2	3	33.0

One-on-one Consultations	0	0	1	12	17	5	35.0
Peer Learning Networks	0	0	2	9	9	0	20.0
Webinars	0	0	3	13	2	1	19.0
None	0	0	0	0	0	0	0.0
Other (please specify)							6.0

a. Other

1. Don't have evaluation data yet/too early to tell (**50%**)
2. Faculty panels have been very effective (**16.67%**)
3. Online course has been very effective (**16.67%**)
4. Teaching circles have been very effective (**16.67%**)

14. Which specific external training and/or resources have been most effective in helping faculty integrate GenAI into their teaching? Very Ineffective, Ineffective, Neutral, Effective, Very Effective, N/A.

Answer Choices	Very Ineffective	Ineffective	Neutral	Effective	Very Effective	N/A	Total
Facilitated Workshops	0	0	3	5	2	1	11.0
Self-Paced Modules	0	0	5	4	0	2	11.0

One-on-one Consultations	0	0	0	2	2	1	5.0
Teaching Resources, Toolkits, and Guides	0	0	6	6	1	3	16.0
Peer Learning Networks	0	0	2	3	1	0	6.0
Webinars	0	0	5	6	0	1	12.0
None	0	0	0	2	0	11	13.0
Other (please specify)							6.0

a. Other

1. We do not have data on this/don't know (**66.67%**)
2. We are not directing faculty to external resources (**16.67%**)
3. Anna Mills'/Lance Eaton's compilations (**16.67%**)

15. How has the GenAI training and/or resources offered by your CTL (internal and/or external) impacted teaching quality and student learning outcomes at your institution?

a. We do not have this data yet (**71.43%**)

b. Increased faculty acceptance, confidence, usage of GenAI tools (**11.9%**)

c. We have anecdotal feedback but no general understanding yet (**9.52%**)

d. Difficult to assess this (**9.52%**)

e. Faculty have used available CTL resources (**2.38%**)

f. I think so (**2.38%**)

g. We are building campus collaborations (**2.38%**)

16. Do you gather feedback from students about GenAI in their courses?

    a. Yes (**19.05%**)

    b. No (**80.95%**)

17. To what degree does student feedback on GenAI shape your CTL training? From 0 % - 100%

    a. Average (**52%**)

18. What are the most common barriers encountered by faculty when attempting to integrate GenAI into their courses? Select all that apply.

    a. Lack of time (**82.05%**)

    b. Limited knowledge of GenAI tools (**84.62%**)

    c. Concerns about academic integrity (**76.92%**)

    d. Resistance to new technologies (**61.54%**)

    e. Lack of clear policies or guidelines for integration (**43.59%**)

    f. Other (please specify) (**5.13%**)

    - Privacy issues/copyright issues
    - University merger/change issues

19. How does your CTL address reluctance from faculty to adopt GenAI tools? (Open response)

Theme	%	Key Approaches	Example Responses
Creating a Supportive and Flexible Learning Environment	20.51%	Workshops, lab time, and open exploration spaces Diverse training formats	"We offer multiple workshops per semester, and provide 'lab time'..." "We offer training and guidance in a variety of formats..."
Emphasis on Faculty Autonomy and Choice	20.51%	Respect faculty agency Support academic freedom over mandates	"It's not our job to push people to use GenAI tools." "We allow space for all opinions..."

Modeling and Demonstrating GenAI Tools	17.95%	AI Playgrounds and tool demos Showcasing instructor/ staff use	"We facilitate 'AI Playgrounds'…" "Our last session showed 6 different AI tools…"
Building Confidence and Reducing Resistance	17.95%	Listening sessions to address concerns Structured exposure to tools	"We are hosting listening sessions…" "Once they become more familiar…they're less resistant."
Encouraging Faculty Reflection and Informed Decision-Making	15.38%	Support reflection and critical engagement Promote informed pedagogical decisions	"Our goal is not to get faculty to adopt GenAI tools. I don't think a tool-first approach is useful for many faculty. I think what we do is examine what outcomes we want to achieve with students, and then make sure that faculty have the literacy they need to be successful in helping students to achieve that outcome."
Incremental and Low-Stakes Introduction to GenAI	12.82%	Small, manageable steps Low-risk experimentation	"We start in small increments…" "We provide ways in for faculty to experiment…"
Addressing Ethical, Social, and Environmental Concerns	12.82%	Discuss AI bias and environmental impact Promote critical discourse	"We acknowledge explicitly the research on bias…" "We encourage critical discussions…"
Alignment with Pedagogical Goals and Outcomes	12.82%	Align GenAI with course objectives Focus on learning goals, not tools	"We examine what outcomes we want…" "Show how these tools align with goals…"

Providing Practical Applications and Real-World Relevance	10.26%	Connect GenAI to faculty workflows Emphasize time-saving benefits	"We start with looking at their own workflows…" "They loved the idea of saving time."
Incentivizing Participation and Engagement	5.13%	Offer stipends, books, or learning communities	"Incentivize training via stipends." "All full-time faculty were offered a copy of *Teaching with AI*."

20. How well do the following meet the needs of your Center for Teaching and Learning in supporting training efforts for generative AI (GenAI)? Do not meet needs at all, Barely meets needs, Somewhat meets needs, Mostly meets needs, Fully meets needs, N/A?

Answer Choices	Do not meet needs at all	Barely meets needs	Somewhat meets needs	Mostly meets needs	Fully meets needs	N/A	Total
Staffing	2	8	14	10	4	1	39.0
Funding	0	13	13	9	2	2	39.0
Access to GenAI Tools	1	9	12	13	4	0	39.0
Internal Collaboration (e.g., cross-departmental partnerships)	0	2	14	19	4	0	39.0
External Organizations	1	4	17	8	1	8	39.0
Institutional Policies on GenAI	5	5	10	14	1	4	39.0
Time for Program Development	2	11	13	8	5	0	39.0

Staff Professional Development Opportunities	2	7	12	11	5	1	38.0

21. Of the following factors for ensuring the long-term sustainability of GenAI faculty development and support, which three will be the most critical?

a. Ongoing CTL staff training and development (**71.79%**)

b. Institutional support (**74.36%**)

c. Integrating AI into all existing training/resources (**25.64%**)

d. Access to updated technology and tools (**28.21%**)

e. Scalable training models (**15.38%**)

f. Cross-departmental collaborations (**23.08%**)

g. Partnering with external organizations (**5.13%**)

h. Clear guidelines and policies (**28.21%**)

i. Evaluation and feedback mechanisms (**20.51%**)

j. Other (**5.13%**)

- Central "owner" for AI on campus
- Empirical research and practical applications from peers

22. What trends do you anticipate in the use of GenAI in higher education, and how is your CTL preparing for these changes? (Open response)

Theme	%	Key Approaches	Example Responses
Increasing Integration of GenAI into Higher Education	25.64%	GenAI is expected to become essential, not optional, with AI literacy integrated into curricula for faculty and students.	"I see it becoming a must… requiring faculty and graduate students to integrate GenAI…" "GenAI will become more integrated as students need AI literacy…" "There will eventually be no option for ignoring it."

Preparing Faculty for Rapid Technological Change	25.64%	Continuous programming is needed to help faculty keep pace with rapidly evolving AI technologies.	"People are realizing this is not going away…" "Our AI Workgroup is trying to stay abreast of current trends…" "We are constantly updating our programming…"
Impact on Teaching, Assessment, and Curriculum Design	17.95%	AI is prompting rethinking of pedagogy, including redesigning teaching, assessment, and course structures.	"Teaching and assessment strategies will need to be modified…" "More use of AI to help students complete assessments." "The era of the human-penned first draft is coming to an end."
Uncertainty about GenAI's Future	17.95%	Institutions vary in confidence about GenAI's trajectory, with many expressing uncertainty or mixed feelings.	"Difficult to determine." "Not sure yet." "We should expect a possible flattening of the AI bubble…"
Need for AI Literacy and Responsible Use	15.38%	Emphasizes digital literacy, including how to use, cite, and verify AI content ethically and effectively.	"Teach AI literacy to all as part of digital literacy." "We will encourage thoughtful, discriminating use of GenAI…" "Institutions will integrate AI into curricula…"

Discipline-Specific and Customized AI Tools	10.26%	Predicts increased development of AI tools tailored to specific academic disciplines for better alignment.	"Simulations, discipline-specific uses." "We need tools more customized and tailored." "Increased usage of discipline-specific tools."
Shift from AI Detection to Ethical Use and Learning Integrity	10.26%	Emphasis is shifting from detecting AI use to promoting ethical engagement and sound assessment design.	"AI detection tools are failing… focus is shifting to ethical use." "Students will misuse AI unless we support engagement." "We're designing GenAI-resistant assessments."
Balancing Centralized Policies with Local Needs	7.69%	Institutions are working to balance system-wide consistency with the flexibility to meet local and disciplinary needs.	"Work within centralized leadership while addressing local needs." "Ensure consistent policies across training and coaching." "We'll see more clearly defined policies and norms."
Equity, Access, and Ethical Implications of GenAI Use	5.13%	Recognizes challenges related to fairness, environmental sustainability, and inclusive access to AI tools.	"Equity/access, integrity, environmental impact all matter." "AI integration raises greater ethical issues."

23. How do you perceive the impact of generative AI on teaching and learning in higher education?

- a. Very positive (**23.08%**)
- b. Positive (**30.77%**)
- c. Neutral (**43.59%**)
- d. Negative (**2.56%**)
- e. Very negative (**0.00%**)

24. Why do you feel this way about the impact of generative AI on teaching and learning in higher education?

- a. Enhanced efficiency and innovation (**23.08%**)
- b. Transformative potential of GenAI (**15.38%**)
- c. Uncertainty or ambivalence about AI (**12.82%**)
- d. Ethical, environmental, and regulatory concerns (**12.82%**)
- e. Pros and cons to GenAI integration (**12.82%**)
- f. Challenges of adapting to GenAI in higher education (**7.69%**)
- g. GenAI as a tool for workforce preparation (**7.69%**)
- h. Impact on teaching and learning (**7.69%**)

APPENDIX B

Interview Research Questions

Training and Programs

1. What Professional Learning Opportunities does your institution provide to instructors related to GenAI?
    - If webinars are not mentioned: Do you offer webinar options for PD?
        i. If yes: do you find them to be an effective training method for this topic? Why or why not?
        ii. If no: is this an area where external programming would be beneficial?
2. How have faculty and instructors responded to the GenAI training programs?
3. Can you share any success stories or notable examples of faculty effectively using GenAI in their courses?
4. What is the role of external programming/resources such as facilitated workshops, self-paced modules, 1:1 consultations, webinars, peer learning networks, etc. in your suite of professional development offerings around GenAI?

Institutional Policies

5. What AI-related policies does your institution currently have in place?
    - Optional follow up: When were the AI-related policies established and have they been revised recently?
6. Who has been responsible for shaping these policies?
    - How has your unit been involved in those discussions?

Faculty Development Initiatives

7. How have you (and your staff) prepared yourselves to support faculty development in the area of GenAI?

Effectiveness of Strategies

8. Can you provide specific examples of strategies that have worked well in your training programs to engage faculty / instructors?

Impact on Teaching and Learning

9. From your perspective, what has been the impact of GenAI on teaching and learning at your institution?

Challenges and Barriers

10. What are some of the most significant challenges you have encountered in developing GenAI training Professional Learning Opportunities?

Support and Resources

11. How are your GenAI Professional Learning Opportunities funded?
12. What additional resources do you think would make the biggest difference in enhancing your programs?

Future Directions and Needs

13. What are your plans for expanding or evolving your GenAI Professional Learning Opportunities in the future?

Broader Impact and Implications

14. What collaborations have been most beneficial in developing comprehensive GenAI Professional Learning Opportunities?

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