

GenAI & Higher Education:
Encouraging Faculty Engagement –
A (Former) Department Chair’s Perspective

A scenic landscape featuring a paved road that curves through a valley. The road is flanked by low wooden fences. In the background, there are rugged mountains under a dark, cloudy sky. The overall tone is moody and atmospheric.

Roadmap: A Chair's Journey

AI Course Policy

Robertson GenAI Syllabus Statement: “At UCF, we aim to graduate students who are leaders in their field. To be an innovative leader, you must engage in research and fully understand the affordances that technologies provide you, particularly in the areas of information literacy.

While we use various tools to aid our learning, we do not use them in lieu of learning. This class will engage you in the ethical and practical uses of AI with an understanding of how to effectively use and document content generated by Artificial Intelligence. We will work to develop Gen AI critical literacy” (Rankins-Robertson, 2024).



Generative AI for Students: Applications and Advice



INTRODUCTION:

What is GenAI

Welcome to Generative AI at UCF

Generative AI (GenAI) is evolving fast, opening new opportunities and raising new questions. Whether you've used Microsoft Copilot or DALL·E 3, or you're just starting out, this module will help you understand what GenAI is, how

A glass jar filled with lit sparklers sits on a dark, textured surface. The background is dark with bokeh lights in shades of blue and yellow. The text "What I Wish I Would've Done" is overlaid in white, with a white horizontal line underneath it.

What I Wish I Would've Done

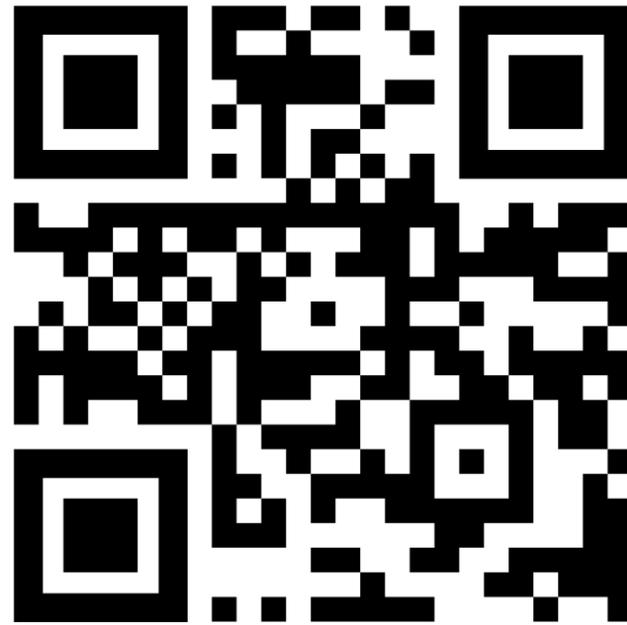
A glowing lightbulb is centered in the image, set against a background of dense green leaves. The word "Discussion" is written in white, sans-serif font across the middle of the lightbulb. A thin white horizontal line is positioned below the text, extending across the width of the lightbulb's body.

Discussion



Instructions & Teams

SCAN ME



Discussion Topics

Topic 1: Policy, Guidelines & Faculty Development

What departmental guidelines or norms should we consider?

How can we ensure equitable access to GenAI tools for faculty and students?

What professional development and resources would help faculty engage responsibly?

Topic 2: Teaching & Learning

What opportunities does GenAI present for enhancing student learning?

Where do we draw boundaries around its use in assignments and/or exams?

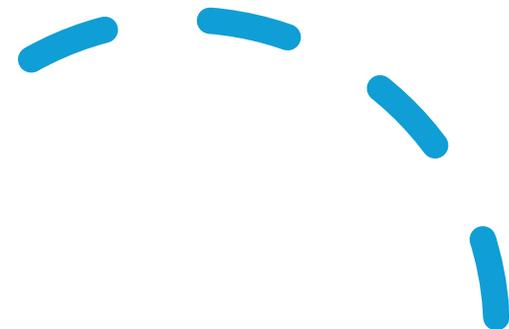
How should faculty model ethical and transparent GenAI use for students?

Topic 3: Research & Scholarship

How can GenAI support faculty and student research?

What risks does GenAI raise for research integrity and authorship?

How should departments set expectations for disclosure when GenAI is involved in scholarly work?



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