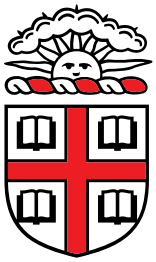

BROWN

Generative AI in Teaching and Learning (GAITL) Committee Final Report and Recommendations

July 2026

BROWN

July 7, 2026

Dear Members of the Brown Community,

Brown has long been committed to exploring innovations in teaching and learning as part of the foundation to sustaining academic excellence. Across generations, this commitment has guided our community as we have navigated new technologies and transformative modes of advancing knowledge. This same dual commitment to academic excellence and embracing innovations in education should guide us now as we thoughtfully navigate generative artificial intelligence (GenAI).

As national conversations continue across higher education and beyond concerning how best to engage with GenAI in the context of teaching and learning, I felt it was important for Brown to take stock of where we stand on this important issue, both in absolute terms and in relation to our peer institutions. In March 2025, I charged the Generative AI in Teaching and Learning (GAITL) Committee with conducting a thorough examination of GenAI use across the University, with a focus on how we can best leverage GenAI to support innovative and equitable teaching and learning.

I asked the GAITL Committee to make broad recommendations for how Brown can develop the organizational capacity to adapt and respond to current and future developments. The committee delivered a draft report in February 2026, and the co-chairs and I then engaged in additional conversations with administrators, faculty and staff members to incorporate their feedback into the final report. I encourage our full community of students, faculty and staff to read this "Generative AI in Teaching and Learning (GAITL) Committee Final Report and Recommendations," which reflects a scholarly exploration of the uses and impacts of GenAI on our educational enterprise. It documents several significant findings, which are highlighted in the executive summary and explained in detail in the report, and recommends next steps the University should consider taking in response to the committee's findings.

The committee grounded its work in Brown's mission and core institutional values, focusing on the pursuit of knowledge, academic freedom and free inquiry, and the centering of disciplinary expertise. Recognizing that all Brown community members share responsibility for a thriving academic community, the GAITL Committee also reviewed the College and Graduate School academic codes and situated its discussions in connection with these codes.

In consultation with academic and administrative leadership, including the president, Academic Priorities Committee, school deans and the GAITL Committee co-chairs, I will immediately begin work on a plan to familiarize the community with the report's recommendations. We will also embark on a listening tour to collect feedback from the community, seeking to ensure that solutions for Brown align with who we are as an academic institution committed to excellence and a diversity of ideas, perspectives and experiences.

Addressing GenAI in teaching and learning from a policy perspective is one of the core recommendations in this report. Therefore, a reconstituted and expanded GAITL Committee will work this summer to draft a range of AI policy templates to be shared with the community as we explore giving faculty a range of options they may choose to adapt or incorporate into their syllabi for the fall semester. Throughout the fall, these policy templates will be discussed with faculty, students and staff through a university-wide engagement process that will consider whether the committee should steer the

BROWN

University toward an institution-wide baseline policy for AI use. On such a far-reaching and complex issue as AI, there is naturally a wide range of perspectives across our community. Indeed, such a diversity of viewpoints is one of Brown's greatest strengths, and the engagement process will yield important insights as we consider a path forward.

As the next phase of the GAITL Committee's work proceeds, my office will develop a comprehensive operational plan to address other recommendations in this report. One of the report's benefits is its capacity to serve as a foundational resource to build a shared understanding of how AI in teaching and learning is defined in this moment, and the implications of evolving definitions. This will be key to the work of developing an operational plan, and I want to thank the members of the GAITL Committee for their thorough and scholarly efforts in creating this essential resource for our community.

Working together as a community, we have an opportunity — and a responsibility — to be thoughtful and intentional in realizing Brown's commitment to world-class teaching and learning in this new digital age. I look forward to the ongoing discussions as our perspectives sharpen.

Sincerely,

Francis J. Doyle III
Provost

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GAITL COMMITTEE MEMBERSHIP

MEMBERS

Eric Kaldor (co-chair)**,** Director, Assessment and Transformational Programs, Sheridan Center for Teaching and Learning

Michael L. Littman (co-chair)**,** Associate Provost for Artificial Intelligence, Office of the Provost, University Professor of Computer Science

Linda Clark, Academic Director, Data Science Initiative Online Program, Associate Teaching Professor of Data Science

Sarah Delaney, Vernon K. Krieble Professor of Chemistry, Chair of Chemistry

Emily Ferrier, Head, Academic Engagement Liaison Services, Brown University Library

Cristine Hutchison-Jones, formerly Director of Special Projects and Interim Director of Communications, Office of the Provost; Chief of Staff, Office of the Provost

Jeremy Lehnen, Associate Teaching Professor of Language Studies, Director of Language Studies, Associate Teaching Professor of Portuguese and Brazilian Studies

Niamh McGuigan, Director, Library Exploration and Research, Brown University Library (*no longer at Brown*)

Gilda Mossadegh, Deputy Dean of the College for Academic Advising

Tim Nelson, Associate Teaching Professor of Computer Science

Joel Revill, Deputy Dean for Academic and Student Affairs, School of Professional Studies, Adjunct Assistant Professor of History

Don Rogers, Assistant Chief Information Officer, Information Technology Support and Customer Experience, Office of Information Technology

Sarita Warrier, Associate Dean for Medical Education, Associate Professor of Medical Science, Associate Professor of Medicine, Warren Alpert Medical School

STAFF TO THE COMMITTEE

Sara Misgen, Associate Director, Teaching Development Programs and Curricular Assessment

I. EXECUTIVE SUMMARY

Brown University seeks to fulfill its mission by excelling in innovative education, consequential research across disciplinary boundaries and meaningful community engagement and impact. Achieving these goals requires an academic environment that values and benefits from the full contributions of all members while safely navigating technological transformation. In fact, maximizing the benefits and mitigating the risks of emerging technologies has been a critical strategy for sustaining academic excellence at Brown.

Generative artificial intelligence (GenAI) has proven to be a significant disruptor of the University's regular academic operations, and has prompted national conversations across higher education and beyond concerning how to best engage with these tools in the context of teaching and learning. It was in this context that the provost charged the committee to conduct a thorough examination of GenAI across the University, with a focus on how Brown can best leverage these technologies to support innovative and equitable teaching and learning while developing the organizational capacity required to adapt and respond to future developments.

The committee grounded its work in Brown's mission and core institutional values, focusing on the pursuit of knowledge, academic freedom and free inquiry, and the centering of disciplinary expertise. Recognizing that all Brown community members share responsibility for a thriving academic community, the committee also reviewed the College and Graduate School academic codes and situated its discussions in connection with the codes.

SUMMARY OF FINDINGS

Over the course of its work, the committee came away with six central findings:

- GenAI use by students and faculty has accelerated since 2024, both at Brown and nationwide.
- Many of Brown's peer institutions are grappling with similar questions around acceptable and unacceptable uses of GenAI for teaching and learning and have produced their own reports and guidance, which the committee reviewed.
- As part of a community feedback process, a large percentage of student respondents reported using GenAI to support their learning of new concepts and skills.
- Students also expressed concerns that the use of AI could reduce their long-term learning and have negative cognitive effects, and they shared a desire to develop AI literacy.
- Brown faculty reported using GenAI to support their research activities, but much less in the context of instruction.
- Similar to students, the top concerns shared by Brown faculty regarding the increased use of GenAI were that it would reduce students' long-term learning, have negative consequences for cognition and encourage student cheating.

SUMMARY OF RECOMMENDATIONS

It is clear that a response to GenAI at Brown needs to address these findings and offer updated guidance to faculty, staff and students about acceptable and unacceptable uses, while still remaining open to educational innovation that can be encouraged by GenAI. To that end, the committee has made the following six recommendations, organized in three phases aligned with the time and resources required to complete each phase:

Near-Term Recommendations

- Publish university-wide baseline rules for GenAI while departments/programs develop and publish standards for their areas when their expectations diverge from the baseline rules.
- Provide additional centralized, enterprise-level GenAI tools supported by the Office of Information Technology.

Medium-Term Recommendations

- Develop new GenAI training and preparation for faculty and staff to support AI literacy.
- Update the academic codes to address GenAI.

Long-Term Recommendations

- Develop a coalition of institutions to set standards around the use of GenAI in teaching and learning.
- Create an AI literacy course designation for Brown.

II. INTRODUCTION

Generative artificial intelligence (GenAI) — a technology that can consume and produce text, audio, images, computer code, documents and more — became widely available in late 2022. Since then, it has rapidly expanded in capability and diversified in applicability, impacting nearly every aspect of the practice of teaching and learning in higher education. As such, it poses significant challenges and presents significant opportunities that need to be addressed university-wide.

In March 2025, Provost Francis J. Doyle III appointed a Generative AI in Teaching and Learning (GAITL) Committee, charged with developing recommendations for how Brown should respond to the impacts of this new technology in teaching and learning in line with Brown's core institutional values and mission. The detailed charge appears in Appendix A, but briefly the committee was charged with:

- Studying how Brown's peer institutions have responded to the proliferation of GenAI technologies.
- Developing a literature review on GenAI policies and best practices in higher education.
- Gathering feedback from the Brown community.
- Identifying and putting forth principles that should guide Brown's decision making about the use of GenAI in teaching and learning.
- Providing recommendations for how the University can support the development of AI literacy for use in academic contexts and beyond.

The committee was made up of 13 faculty and staff members from across the University, as well as one nonvoting support staff member. In its work, the committee drew upon the results of the GAITL Community Feedback Form, distributed in October 2025 to solicit feedback from students, faculty, staff and administrators on their current practices, interests and concerns around GenAI tools as they relate to teaching and learning,[1] as well as on reports produced by peer institutions and scholarly literature on the impacts and responses to this technology.

This report is structured into three sections:

1. The committee's principles and approach to GenAI and information gathering
2. The committee's findings regarding impacts of GenAI technologies on teaching and learning
3. The committee's recommendations

The appendices provide more detailed documentation on the information received through the GAITL Community Feedback Form, a list of existing supports at Brown for GenAI and cases of exemplary educational innovation happening at Brown around GenAI.

[1] Help shape Brown's approach to AI in education today.brown.edu/announcements/201923, *Today@Brown*, October 15, 2025

III. THE COMMITTEE'S APPROACH

A UNIQUELY BROWN APPROACH TO GenAI

The GAITL Committee undertook its work in conversation with Brown's mission and core institutional values and with an eye to the distinctive features of a Brown education. The University's mission statement declares that Brown's purpose is "discovering, communicating and preserving knowledge and understanding in a spirit of free inquiry." This pursuit is also identified as one of Brown's core institutional values.[2] The committee was guided by this mission and sought to develop recommendations that promote the pursuit of knowledge across all disciplines, recognizing that GenAI use differs between areas of study.

Brown is also deeply committed to academic freedom and openness and diversity of ideas, perspectives and experiences.[3] Consistent with the spirit of the Open Curriculum, we believe Brown students are the best architects of their education and should be given freedom to chart their course wherever possible[4] — including in decisions about their GenAI use. Similarly, we believe faculty have vital disciplinary expertise, perspectives and experiences and should be given significant discretion to make decisions about how GenAI is used in their specific courses, advising and mentorship.[5] We recognize and respect that members of the Brown community have differing opinions about and uses for GenAI. The committee's work and recommendations fit within this culture of freedom and openness to diversity of perspectives.

All members of the Brown community — faculty, undergraduates, graduate students, medical students and staff — share responsibility for maintaining a thriving academic community.[6] Academic integrity and the validity of the assessment process, both essential for teaching and learning, are thus included as core principles in Brown's academic codes. For students, their "name on any exercise … is regarded as assurance that the exercise is the result of the student's own thoughts and study, stated in his or her own words, and produced without assistance, except as quotation marks, references, and footnotes acknowledge the use of printed sources or other outside help."[7]

Therefore, any "student who obtains credit for work, words, or ideas that are not the products of his or her own effort is dishonest and in violation of Brown's Academic Code."[8] When used inappropriately to complete exercises on behalf of a student, GenAI can be a threat to the mission and work of Brown by undermining academic integrity. The combined concerns of academic integrity and the potentially negative cognitive effects of students using GenAI to avoid essential knowledge and skill development were major areas of concern for faculty and students at Brown, as expressed via the October 2025 GAITL Community Feedback Form, and significant topics of discussion for the committee.

The validity of academic assessment — in which students complete a task and receive feedback from an instructor — must be protected. Rather than something done just for grades, assessment allows students to demonstrate their learning and receive feedback that they can use to enhance their skills and intellectual growth. Assessment also provides instructors with information about how well the course is working. Both the College Academic Code and the Academic Code, Graduate Student edition recognize the importance of assessment, urging faculty "to review the procedures by which they evaluate student work and to avoid situations and processes that may make … obtaining unauthorized assistance

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[2] "Brown's Mission, Values and Voice | Brown University," Brown University, accessed January 29, 2026, https://www.brown.edu/about/mission; "Statement of University Values and Voice," Brown University, accessed January 29, 2026, https://policy.brown.edu/policy/values-and-voice.

[3] Brown Univ., "Statement of University Values and Voice."

[4] "The Open Curriculum | Brown University," accessed January 29, 2026, https://www.brown.edu/academics/undergraduate/open-curriculum.

[5] Brown University, "Faculty Rules and Regulations, Version 21," Brown University, 2024, sec. 4.11.I.C, https://dof.brown.edu/sites/default/files/FRR.v.21.2024.08.29_POST.pdf.

[6] Office of the Dean of the College, Brown University, "The Academic Code," Brown University, 2012, 2, https://college.brown.edu/sites/default/files/2022-04/Academic-Code.pdf.

[7] See Office of the Dean of the College, Brown University, "The Academic Code," 5.

[8] Ibid.

easy."[9] The committee examined this issue from the perspective of both teachers and learners, and its principles and recommendations reflect the importance of academic integrity as core to Brown's mission.

Above all, the committee offers its work in the spirit of responsibility for a thriving academic community. When used incorrectly or to avoid learning, GenAI can be a threat to the mission and work of Brown. However, the committee also finds that some uses of GenAI support the mission and well-being of the Brown community in new and powerful ways, some of which are discussed later in the report, under Impacts of GenAI Technologies in the section on educational innovation. The topic of GenAI in higher education is complex, but it does not require the University to deviate from its core mission and institutional values. Brown is still Brown, even as these new tools enter the work of teaching and learning.

INFORMATION GATHERING AND ANALYSIS

The committee was charged with investigating how Brown's peer institutions are responding to GenAI technologies as an innovation as well as what is happening now in Brown's practices and policies. Toward this end, the committee divided into teams focused on collecting and summarizing specific kinds of information. Each team was composed of a leader and two to four members from the larger committee. Each team produced a short summary report, which informed the construction of this document. The teams focused on five areas:

1. **Peer Benchmarking, Particularly with Brown's Ivy Plus/Public Ivy Colleagues[10]**
   This team focused on policies and guidance around GenAI use in teaching and learning focusing primarily on Ivy Plus and Public Ivy institutions with medical schools. Over 50 documents and websites were reviewed from the following universities: Columbia, Cornell, Dartmouth, Duke, Harvard, Northwestern, Princeton, Stanford, University of California at San Francisco, University of Michigan, University of Pennsylvania and Yale. The team's approach to analyzing
   these documents is discussed under Disclosure of Committee's GenAI Use below.
2. **Scholarly Literature Reviews**
   This team gathered, read and synthesized relevant articles from the literature across four areas of direct concern: AI literacy in higher education, psychological/cognitive/emotional impacts of using GenAI, tools for detecting GenAI use, and policies and practices for GenAI in higher education. The team screened 148 scholarly and professional association publications and then closely reviewed roughly 60 sources across these four topic areas to get a sense of the state of knowledge.
3. **Brown Community Feedback**
   This team collected and analyzed responses to a community feedback form by Brown students, faculty and staff. The group also conducted detailed interviews with stakeholders in 10 key units that support student learning, career development, student well-being and AI technology use.

   Given the timeline, the committee elected to use a highly structured GAITL Community Feedback Form that would allow committee members to effectively interpret feedback from hundreds of students, faculty and staff to inform the committee's work. The committee did not engage in traditional survey methodology designed to increase responses, as University policy requires six months to plan any survey that includes students to ensure coordination with multiple University offices and reduce risks of survey fatigue that threatens response rates. Instead of making precise estimates of uses and perspectives, the goal of the GAITL Community Feedback Form was to maximize the number of community members who could share their own uses and perspectives on GenAI tools in teaching and learning

[9] Ibid., 4.

[10] The eight Ivy League schools (Brown, Columbia, Cornell, Dartmouth, Harvard, Penn, Princeton, Yale) and other top-tier universities create learning communities around key institutional activities. The composition of Ivy Plus and Public Ivy peers can vary by context (for example, the Ivy Plus medical schools group).

with the committee. By the end of October 2025, 693 members of the Brown community had submitted responses via the feedback form. These responses indicate a significant engagement by members of the community, and provided the committee with valuable insights.

It is important to note that this community feedback should not be treated as a representative sample that can be used to estimate with any accuracy the percentage of all Brown students or faculty who engage in specific practices or hold specific perspectives. Instead, the committee found the pattern of responses useful to distinguish types of user experiences and their intersection with community members' perspectives.

4. **Syllabi Review for AI Policies in Brown Courses**
   This group examined available course syllabi to get a sense of how GenAI use policies were being conveyed at the course level. Important aspects of this team's approach are discussed under Disclosure of Committee's GenAI Use below.
5. **Review of Brown Principles and Policies for Relevance**
   This group looked at eight key documents, including the Brown University Mission Statement; the Academic Code and Academic Code, Graduate Student edition; and the Graduate Studies Handbook, looking for potential impacts or a need for changes in the context of GenAI use.

OVERVIEW OF BROWN COMMUNITY FEEDBACK

The committee worked to implement a transparent and collaborative community engagement strategy throughout the information gathering process. This began in September 2024 under the leadership of former Sheridan Center for Teaching and Learning Executive Director Mary Wright and Deputy Provost Janet Blume, who reached out to a diverse cohort of faculty and administrators about joining a committee on GenAI. After the provost formally gave the committee its charge, and Professor Michael Littman assumed co-leadership in his newly appointed role as associate provost for AI in Spring 2025, alongside co-chair Eric Kaldor, director of assessment and transformational programs at the Sheridan Center, the original group was expanded to increase representation from across units and knowledge areas.

In August 2025, the committee launched a campus-wide communication effort to introduce its work and provide interim instructional support regarding GenAI to members of the Brown community. Messages were distributed via Today@Brown laying out the committee's goals while also connecting faculty and students with resources available from the Sheridan Center and the Brown University Library to help navigate the 2025-26 academic year. In September 2025, Professor Littman also introduced himself to Brown's department chairs and center and institute directors as the associate provost for AI, offering to consult individually with departments, administrative units and faculty members, which he went on to do throughout the academic year.

To capture quantitative and qualitative data from the broader campus, the committee designed and deployed a comprehensive community feedback instrument in October 2025. The instrument was promoted through university-wide announcements in Today@Brown, alongside targeted announcements using networks and newsletters maintained by the College, the Graduate School, the School of Professional Studies, the Sheridan Center and the library.

After the GAITL Committee delivered its full draft report to the provost in February 2026, the committee launched a leadership and governance review process designed to socialize and stress-test its recommendations. In March 2026, the committee co-chairs presented the report and its strategic recommendations to the Academic Priorities Committee (APC); the University's senior academic deans received a similar briefing that month. The committee co-chairs returned to the chairs and directors meeting in April to deliver a comprehensive overview of the report's findings and recommendations, followed by a webinar, hosted by the co-chairs in May, which was open to all faculty members eligible to attend regular faculty meetings. This provided the opportunity for the committee to engage faculty in dialogue by

sharing a preview of the report. Brown staff supporting instruction and advising were invited to a similar webinar later in the month, and the Academic Affairs Committee of the Corporation of Brown University engaged in discussion about the report and its findings during Corporation meetings in May.

DISCLOSURE OF COMMITTEE'S GenAI USE

Committee members experimented with using GenAI tools to support their analysis. The Peer Benchmarking team gathered 48 documents from 12 different Ivy Plus and Public Ivy peers and prompted Google Gemini[11] to create a summary of each institution's GenAI policies and then identify common themes across institutions. While the general insights from this process were illuminating, the committee also discovered that the analysis did not distinguish "best practice" guidance, offered by units such as centers for teaching and learning, from official university policies. As a result, the committee carefully reviewed and modified the cited examples to ensure these distinctions were accurately captured. This process likely saved committee members some time over reading all of the sources directly, but the estimated amount of time saved was modest.

The Syllabus Review team developed a set of basic questions concerning how many courses at Brown explicitly discussed inappropriate AI use, what kind of policies were most commonly used, and whether there were differences by course level or knowledge areas. Three master's students affiliated with the Data Science Institute at Brown University were recruited to work on the syllabi review project as part of their practicum degree requirement. The students signed a memorandum of understanding and ensured the syllabi data were not shared beyond the working group or externally beyond the University (for example, into a GenAI tool that would retain any data). Nor was any individually identifiable information included in any reports or communications. The data for this analysis were pulled from Brown University syllabi over two academic years (2023-24 and 2024-25) that were obtained in partnership with the College. The project also leveraged data from the crowd-sourced AI Syllabus Policies archive developed by Lance Eaton, senior associate director of AI in teaching and learning at Northeastern University.[12]

The master's students working on syllabus review were provided with two overarching goals: (1) Quantify the adoption and demographic distribution of AI policies in Brown University courses for the 2023-24 and 2024-25 academic years, and (2) analyze and categorize the content, tone and nature of all identified AI policies. The students were instructed to report on large patterns rather than analyze individual instances. They used large language models (LLMs) that do not retain user-entered data, including for training, to address the second goal. (Specifically, analyses used a local copy of DeepSeek.) The Syllabus Review team's analysis identified four categories of syllabi: no AI policy, integrated AI use permitted, some AI use permitted and no AI use permitted.

The use of noncommercial LLMs in this case allowed the committee to evaluate almost 3,000 Brown syllabi across two academic years. Without the use of LLMs and the expertise of the Data Science Institute team, the committee would have relied on a sampling methodology to review 100 to 200 syllabi each academic year and might not have been able to clearly identify the patterns that helped inform the analysis. The ability to analyze two years of syllabi comprehensively also provided critical insights to situate faculty feedback on AI policies in the faculty's courses submitted via the GAITL Community Feedback Form in a more meaningful context.

After gathering this wide array of information, the committee as a whole reviewed key insights from each team, and each committee member was invited to propose recommendations. The entire committee reviewed and discussed the recommendations and then adopted recommendations based on a consensus-building process.

[11] Brown-licensed Google Gemini accounts were used for this process to protect data privacy and intellectual property rights.

[12] Lance Eaton, "AI Syllabi Policies - A Look at the Collection," Substack newsletter, AI + Education = Simplified, August 6, 2024, https://aiedusimplified.substack.com/p/ai-syllabi-policies-a-look-at-the.

IV. IMPACTS OF GenAI TECHNOLOGIES ON TEACHING AND LEARNING

GenAI technologies or GenAI tools (software that makes use of GenAI approaches) encompass a wide range of software applications that have been trained on massive datasets using machine learning and have the capability to generate novel outputs of text, images, audio and video. The introduction of the transformer architecture in 2017 provides the computational framework that today's large language models (LLMs) use for pattern recognition and output generation.[13] GenAI tools include chatbots, embedded AI assistants in various productivity tools such as MS Excel, AI-powered browsers such as Comet, prompt-based image and video creation systems such as Nano Banana Pro and Veo 3.1, add-on AI writing assistants such as Grammarly (now branded Superhuman), and agentic AI tools such as Anthropic's Claude Cowork. New applications of the underlying models for GenAI technologies continue to emerge.

The GAITL Committee's review of what is happening across higher education and specifically at Brown around GenAI in teaching and learning leveraged a variety of information sources, including scholarly literature and, when possible, published resources from peer institutions. The committee began its analysis by synthesizing key insights into student adoption and concerns around GenAI technologies. The committee then shifted to understanding faculty adoption and concerns. The committee focused on four core issues raised across student and faculty perspectives:

- GenAI use impacts on learning and cognition
- Developing AI literacy
- Promoting academic integrity
- Supporting educational innovation

STUDENT ADOPTION AND CONCERNS

The pace of GenAI technology adoption by students at the undergraduate and graduate levels in the last two years has accelerated rapidly, and the majority of students in higher education now use these technologies frequently. At the same time, students express serious concerns about the technology — particularly its impact on their learning and cognitive abilities. While the exact percentages vary, well-structured surveys of college and university students in the United States, United Kingdom and internationally all point to a rapidly increasing percentage of students using GenAI technologies as part of their studies.[14] It is equally important to note that, while a majority of students are using these technologies to some degree, there is a significant minority of students (about 15% to 20%) avoiding or refusing to use them.

To learn specifically about use in the Brown context, the committee solicited feedback on GenAI usage from students, faculty and staff. (For the detailed data, see Appendix B: Summary of GAITL Community Feedback.) The student respondent population included 147 undergraduate students and 276 doctoral, master's and medical students. While public discourse, including journalistic accounts,[15] suggests students are relying heavily on these technologies to complete academic work on their behalf (that is to say, "to cheat"), the feedback from Brown students suggests a more complex picture of GenAI use that is similar to findings from the national and international surveys mentioned above.

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[13] Ashish Vaswani et al., "Attention Is All You Need," arXiv:1706.03762, preprint, arXiv, August 2, 2023, https://doi.org/10.48550/arXiv.1706.03762; for non-experts see Financial Times Visual Story Telling Team and Madhumita Murgia, "Generative AI Exists Because of the Transformer," September 12, 2023, https://ig.ft.com/generative-ai/.

[14] Colleen Flaherty, "How AI Is Changing—Not 'Killing'—College," Inside Higher Ed, accessed January 22, 2026, https://www.insidehighered.com/news/students/academics/2025/08/29/survey-college-students-views-ai; Josh Freeman, Student Generative AI Survey 2025, HEPI Policy Note no. 61 (Higher Education Policy Institute, 2025), 1-12, https://www.hepi.ac.uk/wp-content/uploads/2025/02/HEPI-Kortext-Student-Generative-AI-Survey-2025.pdf; DEC, AI or Not AI: What Students Want (n.d.), accessed January 27, 2026, https://www.digitaleducationcouncil.com/post/what-students-want-key-results-from-dec-global-ai-student-survey-2024.

[15] Owen Kichizo Terry, "Opinion | I'm a Student. You Have No Idea How Much We're Using ChatGPT.," The Review, The Chronicle of Higher Education, May 12, 2023, https://www.chronicle.com/article/im-a-student-you-have-no-idea-how-much-were-using-chatgpt; Hua Hsu, "What Happens after A.I. Destroys College Writing?," Annals of Education, The New Yorker, June 30, 2025, https://www.newyorker.com/magazine/2025/07/07/the-end-of-the-english-paper.

Among Brown student respondents, 56% of undergraduate respondents and 67% of graduate and medical student respondents reported intentionally using GenAI tools daily or weekly. Master's degree students identified themselves as frequent users at the highest rate (85%), followed by medical students (77%) and then doctoral students (50%). Adoption of GenAI technologies also has distinct patterns across knowledge areas, with a large majority of students in the life sciences (79%) and physical sciences (73%) identifying as frequent users. Students studying the humanities and the arts had the lowest rate of frequent users (41%).

Significant numbers of student respondents reported routinely (daily or weekly) using GenAI to support their learning of new material and skills (not completing assignments): 41% of undergraduate respondents and 54% of graduate and medical student respondents. Use of GenAI tools for learning was correlated with how frequently people intentionally used GenAI tools in general, suggesting routine users are adopting this technology into more and more aspects of their lives.

The top uses of GenAI tools for academic tasks by undergraduate and graduate student respondents included a combination of learning tasks and assignment-completion tasks. Some of the most common uses of GenAI tools reported by students were to explain solutions to difficult problems, revise written work, assess understanding of course material, summarize readings and debug computer code. Students who reported using GenAI tools daily generally reported using AI for a larger variety of academic tasks.

Depending on course learning objectives, some of these GenAI uses might undermine student learning when students outsource tasks that develop core intellectual competencies (for example, summarizing readings, completing literature searches or debugging code). In addition, some of these uses exist along the boundary between a learning aid and a collaborative assistant — the latter of which can violate Brown's academic codes. In recent surveys in the United States and United Kingdom, one-quarter of students reported submitting assignments completed by GenAI.[16] The Higher Education Policy Institute's 2025 survey of students in the United Kingdom found this rate was 50% higher than in 2024. Since other trends in AI use in the United States are following similar trendlines within the United Kingdom, it is reasonable to assume this kind of increase may also be happening in the United States. Given the likelihood that this data represents a broader trend, the current moment is ripe for discussions with students about academic integrity and to offer them clear guidelines that define the boundaries between acceptable and inappropriate GenAI use.

Although a majority of Brown student respondents reported using GenAI routinely, overwhelming majorities also identified a significant number of concerns around the use of GenAI in educational contexts. Most students indicated concerns about the impact of GenAI use on their learning (88% of undergraduate and 73% of graduate/medical student respondents, respectively) and fear of negative consequences for their cognitive capacity (87% and 79%, respectively). Three-quarters of graduate and medical student respondents expressed concern about biased outputs. A large share of undergraduate and graduate and medical student respondents also expressed concern about excessive natural resource usage (74% and 62%, respectively) and student cheating (74% and 61%, respectively).

While student respondents who used AI rarely or never were more likely to identify each of the concerns, a noteworthy share of graduate, medical and undergraduate frequent users reported similar concerns. For example, among undergraduate students who use GenAI tools daily (the highest level of use identified), 78% indicated concern for reduced long-term learning, 66% worried about negative consequences for cognitive capacity and 50% were concerned about excessive natural resource use.

[16] Flaherty, "How AI Is Changing—Not 'Killing'—College," 5; Freeman, Student Generative AI Survey 2025.

In open-ended questions, Brown students were asked what they most wanted to learn about AI. Students most often described wanting to develop critical AI literacy, understand the environmental impacts of AI use and learn practical ways to use AI. These interests reflect concerns about the technology as well as interest in its potential.

National and international surveys of higher education students and feedback from Brown students indicate that most students' AI use is focused on improving their learning and performance, and that they recognize that certain kinds of use might undermine their learning and cognitive abilities. Students' concerns about interference with their learning offers an avenue for faculty members, individually and collectively, to persuade students to avoid AI uses that are deleterious to their learning and promote uses that can support their learning. For students to address their concerns around GenAI use and long-term learning, they will need to develop critical AI literacy that includes well-developed habits of ethical reasoning and metacognitive reflection.

FACULTY ADOPTION AND CONCERNS

Recent national and international surveys of higher education faculty members suggest that college and university instructors are approaching the use of GenAI technologies in their teaching with caution, and that they are concerned about the long-term effects on students' learning, critical thinking and attention.[17] While the majority of faculty in all regions of the world see GenAI technologies as representing an opportunity for higher education, 35% view these technologies as a challenge to higher education. Indeed, in the United States and Canada, 43% of respondents identified GenAI technologies as a challenge.[18] In the 2025 American Association of Colleges and Universities (AAC&U) survey of U.S. faculty, 49% of respondents anticipated that increased use of GenAI tools would have more negative than positive impacts on their students' lives.[19]

National and international survey results indicate a significant percentage of faculty are incorporating GenAI into their work as instructors to help save time, but with caution. Among the Digital Education Council's (DEC) faculty respondents, 75% reported using tools to create teaching materials and 58% to support administrative tasks. Faculty respondents to the AAC&U survey reported lower rates of using GenAI for teaching activities: 46% reported using these tools to create teaching materials and 29% to support scheduling and planning. Smaller shares reported using GenAI to generate feedback for student work: 24% of DEC global faculty and 19% of AAC&U faculty respondents, respectively. According to the surveys, there are significant faculty efforts underway to develop students' critical thinking skills and ethical reasoning abilities. Half of DEC global faculty respondents and 45% of AAC&U faculty respondents reported asking their students to evaluate GenAI outputs. Almost half of faculty respondents to the 2025 AAC&U survey categorized developing students' AI literacy as essential for most students or critical for all students.[20] Many faculty respondents to these two surveys reported concerns about GenAI tools' fabrication of information, bias in outputs and a stark rise in cheating.

Faculty and staff respondents at Brown provided feedback that is similar to recent national and international surveys. The committee received feedback from 105 faculty and 169 staff on their experiences and perspectives around the use of GenAI in teaching and learning. While a majority of faculty respondents reported frequently using GenAI tools "for any purpose," a smaller share reported regularly using them for their scholarly work or instructional tasks. Instructors' concerns about these technologies are not insignificant and likely contribute to their cautious approach. It is noteworthy that only one-quarter of Brown faculty respondents reported asking their students to use GenAI tools for coursework. The most common uses were: asking students to critically evaluate GenAI output, having students reflect on their GenAI use and having students use GenAI tools as learning assistants.

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[17] DEC, Global AI Faculty Survey (2025), https://www.digitaleducationcouncil.com/post/digital-education-council-global-ai-faculty-survey; C. Edward Watson and Lee Rainie, The AI Challenge: How College Faculty Assess the Present and Future of Higher Education in the Age of AI (Association of American Colleges and Universities, 2026), 1-22, https://www.aacu.org/research/the-ai-challenge.

[18] DEC, Global AI Faculty Survey, 13.

[19] Watson and Rainie, The AI Challenge: How College Faculty Assess the Present and Future of Higher Education in the Age of AI, 2.

[20] Watson and Rainie, The AI Challenge: How College Faculty Assess the Present and Future of Higher Education in the Age of AI, 6.

In the teaching and learning context, the top concerns reported by Brown faculty members were a reduction in students' long-term learning (95% of respondents), negative cognitive consequences (80%) and student cheating (75%). The points of significant overlap between faculty and student concerns suggest a place to begin to develop shared expectations around GenAI use.

Concerns around faculty use of GenAI for key instructional tasks represents another area where many Brown faculty and students have common ground, although faculty expressed concern at a lower rate than students. For example, less than half of faculty respondents expressed concern about instructors using AI tools to create lectures or course content, compared to almost two-thirds of undergraduate and half of graduate and medical respondents. A very similar pattern was found for concern about instructors using GenAI tools for grading and feedback. In surveys and media accounts, students more broadly have raised concerns about these kinds of uses.[21] In this context, it is not surprising that half of faculty respondents asked for clear guidelines on acceptable GenAI use for work tasks, including teaching.

In the community feedback, more than three-quarters of Brown faculty respondents indicated that they had a course policy discussing inappropriate and appropriate AI use, with nearly all of those reporting that they shared the policy in their syllabus and about three-quarters indicating that they discussed the policy in the first days of class. Less than half included the policy in their assignment instructions or posted the policy on their Canvas course site. A number of faculty members also noted that they discussed their policy throughout the course. However, these data should be interpreted with caution, since faculty members with established perspectives on GenAI in teaching and learning were more likely to have shared feedback with the committee.

A systematic review of all course syllabi from the 2023-24 and 2024-25 academic years found that only one-quarter and one-third of courses, respectively, had some discussion of a GenAI policy for the class. Among these syllabi, a roughly equal percentage of course syllabi specified no GenAI use and some AI use in 2023-24, and a slightly greater percentage of courses allowed some GenAI use in 2024-25 relative to no AI use. Based on the syllabus data, the committee expressed concern that faculty have not given this important topic sufficient attention. However, given the recent increase in faculty concerns around GenAI use, it is likely that the percentage of syllabi addressing AI use has increased during the most recent academic year.

Thinking about their department or program's curriculum, half of faculty respondents indicated that the curriculum will need substantial change in response to GenAI capabilities, with another one-third indicating minor changes were needed. Small percentages (under 10%) reported no change was needed or a complete revision was required.

Given the challenges and potential around GenAI in teaching and learning, faculty respondents noted an array of resources and support that would be helpful in their roles as instructors. It is noteworthy that the supports that were rated as helpful varied by frequency of faculty GenAI use, making it clear that faculty with different levels of experience using GenAI will benefit from different kinds of support and resources. Significant percentages (one-third to one-half) of faculty were interested in the following kinds of support, if offered:

- Training on the academic codes with student AI use in mind
- Clear guidelines on acceptable use of AI tools for work tasks, including teaching
- Free or low-cost subscription to GenAI tools to learn how to use them in disciplinary context
- Roundtables and workshops that highlight how other Brown faculty members are approaching GenAI in their teaching

[21] Colleen Flaherty, "How AI Is Changing — Not 'Killing' — College," Inside Higher Ed, accessed January 22, 2026, Kashmir Hill, "The Professors Are Using ChatGPT, and Some Students Aren't Happy about It," Technology, The New York Times, May 14, 2025, https://www.nytimes.com/2025/05/14/technology/chatgpt-college-professors.html.

- A web catalog of example faculty assignments and learning activities adapted to AI, including no-use cases
- Training on how to use specific AI tools
- A monthly newsletter with tips and updates on the latest developments

GenAI USE IMPACTS ON LEARNING AND COGNITION

Scholars have begun to study the psychological, cognitive and emotional impacts of GenAI use on students. On the pedagogical side of this topic, the literature consistently highlights a positive impact on affective motivation, engagement and the initial learning phases, but raises significant concerns about long-term knowledge retention and the development of higher-order skills.[22] Importantly, there is increasing and strong evidence that, without guardrails, the early gains seen by students when using GenAI do not promote higher-order thinking and may result in overreliance, de-skilling and diminished metacognition.[23] Research about AI companions, anthropomorphism, parasocial relationships and specific applications of GenAI to areas such as mental health will also be relevant to understanding GenAI's impact on students.[24]

Given the relatively short time frame for research in this area to develop and its interdisciplinary nature, findings should be understood as provisional. Taken together, this scholarship points to areas for future research. The literature on cognitive impacts of GenAI is characterized by a high volume of recent-evidence synthesis (at least 17 systematic reviews or meta-analyses were published between 2024 and 2025), but these findings are limited by the very low, albeit growing, number of underlying empirical studies. The state of research results in a lack of consensus, methodological quality issues and constraints on generalizability due to small sample sizes. The most consistent limitation across the research is the lack of empirical evidence for longer-term interventions.

Early research consistently finds that GenAI has a moderate to strong positive impact on affective motivation and engagement, and multiple studies have shown that GenAI tools can be highly effective for lower-order cognitive processes, such as remembering, understanding and applying.[25] The impact on higher-order skills is much less consistent, and several factors moderate the potential impacts on learning, including the knowledge domain, subject context, instructional context (guided or unguided use/in-class or outside-class use), individual vs. collaborative learning, specific GenAI intervention, learner characteristics (such as trust in AI-generated content), tool-specific issues (such as prompting) and student preparation or prior knowledge.[26]

Research suggests that GenAI use can support higher-order thinking when it is well structured with instructor guidance. A major risk scholars have identified is that, without active learning strategies that include engagement with peers and

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[22] Xiaodong Qu et al., "Generative AI Tools in Higher Education: A Meta-Analysis of Cognitive Impact," Proceedings of the Extended Abstracts of the CHI Conference on Human Factors in Computing Systems (New York, NY, USA), CHI EA '25, April 25, 2025, 1-9, https://doi.org/10.1145/3706599.3719841.

[23] Qu et al., "Generative AI Tools in Higher Education"; Yizhou Fan et al., "Beware of Metacognitive Laziness: Effects of Generative Artificial Intelligence on Learning Motivation, Processes, and Performance," British Journal of Educational Technology (Coventry) 56, no. 2 (2025): 489-530, https://doi.org/10.1111/bjet.13544; Xiaoli Han et al., "The Impact of GenAI on Learning Outcomes: A Systematic Review and Meta-Analysis of Experimental Studies," Educational Research Review 48 (August 2025): 100714, https://doi.org/10.1016/j.edurev.2025.100714; Lujain Ibrahim et al., "Measuring and Mitigating Overreliance Is Necessary for Building Human-Compatible AI," Computers and Society, ahead of print, 2025, https://doi.org/10.48550/arXiv.2509.08010; Marco Lünich et al., "Diverging Perceptions of Artificial Intelligence in Higher Education: A Comparison of Student and Public Assessments on Risks and Damages of Academic Performance Prediction in Germany," Computers and Education: Artificial Intelligence 7 (December 2024): 100305, https://doi.org/10.1016/j.caeai.2024.100305.

[24] Muyideen Dele Adewale and Umaina Ibrahim Muhammad, "From Virtual Companions to Forbidden Attractions: The Seductive Rise of Artificial Intelligence Love, Loneliness, and Intimacy—a Systematic Review," Journal of Technology in Behavioral Science, ahead of print, July 24, 2025, https://doi.org/10.1007/s41347-025-00549-4.

[25] Fan et al., "Beware of Metacognitive Laziness: Effects of Generative Artificial Intelligence on Learning Motivation, Processes, and Performance"; Han et al., "The Impact of GenAI on Learning Outcomes."

[26] Qu et al., "Generative AI Tools in Higher Education"; Fan et al., "Beware of Metacognitive Laziness: Effects of Generative Artificial Intelligence on Learning Motivation, Processes, and Performance"; Qi Xia et al., "A Systematic Review and Meta-Analysis of the Effectiveness of Generative Artificial Intelligence (GenAI) on Students' Motivation and Engagement," Computers and Education. Artificial Intelligence 9 (2025): 100455; Xinxiao Nie et al., "The Impact of Generative Artificial Intelligence on Students' Higher Order Thinking: Evidence from a Three-Level Meta-Analysis," Education and Information Technologies 30, no. 17 (2025): 25359-90, https://doi.org/10.1007/s10639-025-13735-x; Yeonji Jung and Sung-Hee Jin, "Questioning the Role of AI as Collaborator: A Systematic Literature Review of Generative AI-Supported Knowledge Construction," Interactive Learning Environments 0, no. 0 (2025): 1-20, https://doi.org/10.1080/10494820.2025.2556808; Ibrahim et al., "Measuring and Mitigating Overreliance Is Necessary for Building Human-Compatible AI"; Nan Ma and Zhiyong Zhong, "A Meta-Analysis of the Impact of Generative Artificial Intelligence on Learning Outcomes," Journal of Computer Assisted Learning 41, no. 5 (2025): e70117, https://doi.org/10.1111/jcal.70117.

instructors, students risk becoming passive recipients of AI-generated content rather than active participants in the learning process.[27]

Many observers have noted the potential for GenAI tools to enhance learning and academic performance for students with disabilities; however, there are few studies of how students with disabilities are using GenAI tools[28] and even fewer studies documenting the efficacy of specific approaches for specific types of learners.[29] To ensure equity, Universal Design for Learning experts note the importance of instructors considering the possible beneficial uses of GenAI tools by students with disabilities when developing their course policies on AI use.[30]

Since students report using GenAI as a source to answer questions and explain key information, there is a risk of potentially replacing support from peers and instructors with GenAI use. This shift risks increasing social isolation and demotivation.[31] The impact of socio-emotional issues that GenAI tools introduce to the learning environment could be moderated by learning design, policy and guidance from the institution. Institutional approaches to GenAI also influence student emotions such as trust and sense of belonging.[32] Punitive or unclear policies contribute to feelings of secrecy and shame among students, while transparent and supportive guidance may increase engagement and trust.[33]

DEVELOPING AI LITERACY

Although the broad concerns of students and faculty on potential long-term impacts of AI use are supported by the emergent research literature, many members of the Brown University community are nonetheless trying to use GenAI tools to enhance teaching and learning. Since research suggests students are more likely to have positive learning benefits when they use GenAI tools in well-structured activities guided by faculty, an important question is how instructors can best bring GenAI tools into their courses, particularly if AI technologies are not a subject of the course. There is a growing call for institutions to focus on developing students' AI literacy, and there is growing clarity in the scholarly literature about what AI literacy could mean.

The research on AI literacy covers a broad range of topics, with many conceptual studies and frameworks, and a limited number of empirical studies.[34] In 2020, Long and Magerko defined AI literacy as "a set of competencies that enables individuals to critically evaluate AI technologies; communicate and collaborate effectively with AI; and use AI as a tool online, at home, and in the workplace." While this definition remains widely cited, researchers have noted that it predates the widespread use of GenAI, and may be insufficient to guide future work.[35] Many researchers connect AI literacy to the

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[27] Qu et al., "Generative AI Tools in Higher Education."

[28] For example Oriane Pierrès et al., "Exploring the Role of Generative AI in Higher Education: Semi-Structured Interviews with Students with Disabilities," Education and Information Technologies 30, no. 7 (2025): 8923-52, https://doi.org/10.1007/s10639-024-13134-8.

[29] For example Nanda R. Jafarian and Anne-Wil Kramer, "AI-Assisted Audio-Learning Improves Academic Achievement through Motivation and Reading Engagement," Computers and Education: Artificial Intelligence 8 (June 2025): 100357, https://doi.org/10.1016/j.caeai.2024.100357.

[30] Gretchen Dreimiller, "From Accommodation to Empowerment: The Risks and Benefits of GenAI for Neurodiverse College Students," Journal on Excellence in College Teaching 37, no. Special Issue (2026), https://celt.miamioh.edu/index.php/JECT/article/view/1313.

[31] Irene Hou et al., "'All Roads Lead to ChatGPT': How Generative AI Is Eroding Social Interactions and Student Learning Communities," Proceedings of the 30th ACM Conference on Innovation and Technology in Computer Science Education V. 1 (New York, NY, USA), ITiCSE 2025, June 17, 2025, 79-85, https://doi.org/10.1145/3724363.3729024.

[32] Hou et al., "'All Roads Lead to ChatGPT'"; Lünich et al., "Diverging Perceptions of Artificial Intelligence in Higher Education."

[33] Hou et al., "'All Roads Lead to ChatGPT.'"

[34] Omaima Almatrafi et al., "A Systematic Review of AI Literacy Conceptualization, Constructs, and Implementation and Assessment Efforts (2019-2023)," Computers and Education Open 6 (June 2024): 100173, https://doi.org/10.1016/j.caeo.2024.100173; Gabriele Biagini, "Towards an AI-Literate Future: A Systematic Literature Review Exploring Education, Ethics, and Applications," International Journal of Artificial Intelligence in Education 35, no. 4 (2025): 2616-66, https://doi.org/10.1007/s40593-025-00466-w; Xingjian (Lance) Gu and Barbara J. Ericson, "AI Literacy in K-12 and Higher Education in the Wake of Generative AI: An Integrative Review," Proceedings of the 2025 ACM Conference on International Computing Education Research V.1 (New York, NY, USA), ICER '25, August 2, 2025, 125-40, https://doi.org/10.1145/3702652.3744217; Marc Pinski and Alexander Benlian, "AI Literacy for Users — A Comprehensive Review and Future Research Directions of Learning Methods, Components, and Effects," Computers in Human Behavior: Artificial Humans 2, no. 1 (2024): 100062, https://doi.org/10.1016/j.chbah.2024.100062.

[35] Duri Long and Brian Magerko, "What Is AI Literacy? Competencies and Design Considerations," Proceedings of the 2020 CHI Conference on Human Factors in Computing Systems (New York, NY, USA), CHI '20, April 23, 2020, 2, https://doi.org/10.1145/3313831.3376727; Gu and Ericson, "AI Literacy in K-12 and Higher Education in the Wake of Generative AI."

more established information literacy, media literacy and digital literacy, and particularly stress the importance of data literacy as a foundation for interpreting GenAI outputs.[36]

Many researchers and organizations have created AI literacy frameworks to guide teaching, policy and research. While each framework has unique elements, there are some commonly recurring elements that are supported by systematic reviews of AI literacy research: technical knowledge of how AI works; critical evaluation of AI systems and outputs; ethical and societal awareness of the impacts of AI technology; and practical application in specific contexts.[37] In particular, researchers stress that AI literacy cannot solely represent a technical understanding, and must address environmental, social, cultural and political implications.[38] As concerns about the cognitive and learning impacts of GenAI use have become more central, there are increasing discussions of a metacognitive element to AI literacy that enables users to distinguish their own cognitive contributions when using GenAI tools and the effects of using GenAI on their cognition. For students, it is critically important to recognize GenAI uses that produce durable learning and distinguish them from those uses that undermine it.

Notably, "the literature agrees that AI literacy enhances appropriate behavior toward an AI, for example, to delegate a certain task or to rely on an AI decision when it is favorable to do so," but there is some evidence that this relationship may be stronger for people who already have specific knowledge of the related task.[39] The literature suggests that project-based learning may be an effective approach for developing AI literacy, and also shows some support for the idea that AI literacy education encourages a more human-centered approach to AI.[40] This is underscored by the findings of several studies indicating that sequential or progressive approaches to developing AI literacy may be more effective than those that lack a clear sequence of learning goals.[41] Scholars stress the importance of embedding AI literacy interventions in courses and programs in a holistic fashion and connecting AI literacy to existing frameworks and curricula.[42] The committee recognizes that such a holistic approach to curriculum design can present a significant new burden for faculty and their departments.

Many higher education institutions have identified developing students' AI literacy as a strategic priority in response to the rapid adoption of GenAI technologies in multiple sectors, including higher education. For example, the DEC, with a global membership of more than 150 institutions, including several Association of American Universities (AAU) institutions, has developed an AI literacy framework and online certificate programs in AI literacy for faculty, administrators and

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[36] Biagini, "Towards an AI-Literate Future"; Gu and Ericson, "AI Literacy in K-12 and Higher Education in the Wake of Generative AI"; Sandy Hervieux and Amanda Wheatley, Building an AI Literacy Framework: Perspectives from Instruction Librarians and Current Information Literacy Tools (Choice (Association of College and Research Libraries), 2024), https://www.choice360.org/wp-content/uploads/2024/08/TaylorFrancis_whitepaper_08.28.24_final.pdf; MLA-CCCC Joint Task force on Writing and AI, Building a Culture for Generative AI Literacy in College Language, Literature, and Writing, Working Paper no. 3 (Modern Language Association & Conference on College Composition and Communication, 2024), https://hcommons.org/app/uploads/sites/1003160/2024/11/MLA-CCCC-Joint-Task-Force-WP-3-Building-Culture-for-Gen-AI-Literacy.pdf; Fengchun Miao et al., AI Competency Framework for Students (UNESCO, 2024), https://doi.org/https://doi.org/10.54675/JKJB9835; Pinski and Benlian, "AI Literacy for Users — A Comprehensive Review and Future Research Directions of Learning Methods, Components, and Effects."

[37] Biagini, "Towards an AI-Literate Future"; DEC, "DEC AI Literacy Framework," accessed September 25, 2025, https://www.digitaleducationcouncil.com/post/digital-education-council-ai-literacy-framework; Hervieux and Wheatley, Building an AI Literacy Framework: Perspectives from Instruction Librarians and Current Information Literacy Tools; Michelle Kassoria et al., "AI Literacy in Teaching and Learning: Executive Summary," EDUCAUSE, October 17, 2024, https://www.educause.edu/content/2024/ai-literacy-in-teaching-and-learning/executive-summary; Miao et al., AI Competency Framework for Students; Fengchun Miao and Mutlu Cukurova, AI Competency Framework for Teachers (UNESCO, 2024), https://doi.org/https://doi.org/10.54675/ZJTE2084; Davy Tsz Kit Ng et al., "Conceptualizing AI Literacy: An Exploratory Review," Computers and Education: Artificial Intelligence 2 (January 2021): 100041, https://doi.org/10.1016/j.caeai.2021.100041; Pinski and Benlian, "AI Literacy for Users — A Comprehensive Review and Future Research Directions of Learning Methods, Components, and Effects."

[38] Biagini, "Towards an AI-Literate Future"; Gu and Ericson, "AI Literacy in K-12 and Higher Education in the Wake of Generative AI"; MLA-CCCC Joint Task force on Writing and AI, Building a Culture for Generative AI Literacy in College Language, Literature, and Writing; Letitia Onyango, Who's the Boss? Cultural Flexibility in the Age of AI (Brown University Center for the Study of Race and Ethnicity in America, 2026), https://www.flipsnack.com/AEEA9EB569B/csrea_ai-zine/full-view.html.

[39] Pinski and Benlian, "AI Literacy for Users — A Comprehensive Review and Future Research Directions of Learning Methods, Components, and Effects," 14.

[40] Almatrafi et al., "A Systematic Review of AI Literacy Conceptualization, Constructs, and Implementation and Assessment Efforts (2019-2023)"; Pinski and Benlian, "AI Literacy for Users — A Comprehensive Review and Future Research Directions of Learning Methods, Components, and Effects."

[41] Hervieux and Wheatley, Building an AI Literacy Framework: Perspectives from Instruction Librarians and Current Information Literacy Tools; Leo Lo, "AI Literacy for All: A Universal Framework," University of New Mexico Digital Repository, 2025, https://digitalrepository.unm.edu/ulls_fsp/213; Miao et al., AI Competency Framework for Students; MLA-CCCC Joint Task force on Writing and AI, Building a Culture for Generative AI Literacy in College Language, Literature, and Writing.

[42] Biagini, "Towards an AI-Literate Future"; DEC, "DEC AI Literacy Framework"; Hervieux and Wheatley, Building an AI Literacy Framework: Perspectives from Instruction Librarians and Current Information Literacy Tools; Kassoria et al., "AI Literacy in Teaching and Learning"; MLA-CCCC Joint Task force on Writing and AI, Building a Culture for Generative AI Literacy in College Language, Literature, and Writing.

students.[43] The AI literacy these institutions are pursuing is broadly defined to include critical evaluation of AI outputs, ethical reasoning around AI use and recognition of critical human skills to spotlight when using AI. As part of its efforts to develop academic innovation around GenAI technologies, the University of Michigan has prioritized developing AI literacy for faculty, students and staff.[44] Centers for teaching and learning at Yale, Cornell and Duke are playing a central role at their institutions in communicating the importance of AI literacy broadly defined and offering professional development resources for instructors.[45] See Appendix C for a discussion of similar efforts at Brown. Some computer science departments have designed service courses along these lines, emphasizing the technology and its broader impacts.[46]

The library has hosted the Critical AI Learning Community since 2023, nurturing a vibrant community of faculty, students and staff that has explored the capabilities and limitations of GenAI technologies together. This community has increasingly focused on the questions of essential elements of critical AI literacy and how people develop these intellectual habits. The library's learning community continues to serve the University community as a clearinghouse of valuable information for critical AI literacy.

PROMOTING ACADEMIC INTEGRITY

In the AAC&U's Fall 2025 survey, more than three-quarters of faculty respondents reported that the release of GenAI has led to an increase in cheating.[47] This rate matches the percentage of Brown faculty who expressed a concern about student cheating in their feedback to the committee. Factors including easy availability, near-instantaneous output and vagueness of sources are suspected to contribute to students' inappropriate use of GenAI tools. Inappropriate GenAI use may also reflect a more longstanding view among students about what really constitutes cheating. In studies of cheating by college students from 2002 to 2010, researchers noted that a smaller share of undergraduate students considered cut-and-paste plagiarism (from the internet, for example) a serious or moderate form of cheating (60%) compared to using crib notes (90%), using an electronic device during an exam (95%) or copying from another student (93%).[48] This longstanding trend suggests that since the emergence of the internet, many students have not considered the use of technologies for academic work outside of proctored situations as "really" cheating.

The ease with which GenAI tools can create entirely novel text and other media presents a significant challenge. Researchers and faculty themselves have cast doubt on whether instructors are able to reliably identify text generated by LLMs.[49] Some instructors and institutions have turned to GenAI detectors looking for something akin to the plagiarism detectors commonly used in higher education for the last two decades. A number of technology firms offer GenAI detection tools that use a variety of methods to arrive at a probabilistic likelihood that a piece of text is AI-generated.[50] While GenAI detection technologies have become increasingly sophisticated, current tools struggle with accuracy, resulting in both significant false positives and false negatives.[51] The tools have also been shown to have significant bias against non-native English speakers.[52]

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[43] DEC, "DEC AI Literacy Framework," accessed September 25, 2025, https://www.digitaleducationcouncil.com/post/digital-education-council-ai-literacy-framework.

[44] University of Michigan, Generative Artificial Intelligence Advisory Committee Report (2023), https://genai.umich.edu/committee-report.

[45] Poorvu Center for Teaching and Learning, "AI Literacy," Yale University, 2026, https://poorvucenter.yale.edu/teaching/teaching-resource-library/ai-guidance-for-teachers/ai-literacy; Cornell University Center for Teaching Innovation, "Ethical AI for Teaching and Learning," 2026, https://teaching.cornell.edu/generative-artificial-intelligence/ethical-ai-teaching-and-learning; Duke Center for Teaching and Learning, "Artificial Intelligence Policies: Guidelines and Considerations," August 25, 2025, https://ctl.duke.edu/ai-and-teaching-at-duke-2/artificial-intelligence-policies-in-syllabi-guidelines-and-considerations/.

[46] Zifan Xu et al., "The Essentials of AI for Life and Society: A Full-Scale AI Literacy Course Accessible to All," Symposium on Educational Advances in Artificial Intelligence (EAAI), January 2026.

[47] Watson and Rainie, The AI Challenge: How College Faculty Assess the Present and Future of Higher Education in the Age of AI, 3.

[48] Donald L. McCabe et al., Cheating in College: Why Students Do It and What Educators Can Do about It (Johns Hopkins University Press, 2012), 61-63, http://ebookcentral.proquest.com/lib/brown/detail.action?docID=3318632.

[49] Johanna Fleckenstein et al., "Do Teachers Spot AI? Evaluating the Detectability of AI-Generated Texts among Student Essays," Computers and Education: Artificial Intelligence 6 (June 2024): 100209, https://doi.org/10.1016/j.caeai.2024.100209; Jiří Milička et al., "Learning to Detect AI Texts and Learning the Limits," PLOS ONE 20, no. 10 (2025): e0333007, https://doi.org/10.1371/journal.pone.0333007.

[50] Louie Giray et al., "Beyond Policing: AI Writing Detection Tools, Trust, Academic Integrity, and Their Implications for College Writing," Internet Reference Services Quarterly 29, no. 1 (2025): 83-116, https://doi.org/10.1080/10875301.2024.2437174.

[51] Giray et al., "Beyond Policing."

[52] Cesare Giulio Ardito, "Generative AI Detection in Higher Education Assessments," New Directions for Teaching and Learning 2025, no. 182 (2025): 11-28,

In much the same way that we cannot see how LLMs produce their outputs, GenAI detectors do not provide concrete evidence to support claims that a certain percentage of a document is AI-generated. In addition, GenAI detectors are not currently able to distinguish kinds of GenAI use, such as grammatical revision, changes to style and tone or wholesale structuring and drafting.[53] Given that some instructors allow, or even encourage, some of these GenAI uses, this limitation is significant.

In the GAITL Committee's review of peer institutions, it found that many institutions discourage instructors from using GenAI detection tools given the significant levels of false positives for GenAI use. For example, among Ivy Plus and Public Ivy institutions with medical schools,[54] seven of 13 recommended against, discouraged or explicitly did not endorse the use of AI detection software. None endorsed their use. Perversely, the fear of accusations of misuse of GenAI tools may be leading some students to alter their writing, intentionally dumbing down their language and even intentionally including language errors.[55] Since AI detection tools do not provide an ethical or universally effective means to identify GenAI use, experts on academic integrity and teaching and learning in higher education point to two general strategies that emphasize ethics and learning: communicating explicitly about academic integrity and rethinking assessment strategies.

Research on academic integrity emphasizes the importance of clearly communicating the purpose, expectations and consequences for violations. Researchers have shown the importance of communicating this information at the institutional level and program level, and by instructors at the course level.[56] These findings are particularly important when instructors and students are questioning whether GenAI has undermined the relevance of academic integrity. Across higher education, including Brown's Ivy Plus and Public Ivy peers, institutions are reasserting the importance of academic integrity and calling for instructors to specify to what extent AI use is permitted in their courses. For example, Duke University offers instructors clear guidance that unauthorized use of GenAI tools constitutes cheating and calls on all instructors to establish clear parameters for their courses in their syllabi.[57] At the University of Michigan, instructors have been told that students can use GenAI tools to enhance their learning unless expressly prohibited.[58] Although these two examples start from opposite assumptions, the primary guidance to instructors is to make their expectations around GenAI use clear.

Early guidance for instructors at peer institutions such as the University of Michigan and Cornell has been to choose among three options: no AI use, limited AI use with attribution and fully leveraged AI use.[59] More recently, scholars of teaching and learning have developed more nuanced descriptors for acceptable GenAI use. The AI Assessment Scale provides a GenAI use typology that helps instructors be much more specific about the intellectual tasks for which students are permitted to use GenAI, and why.[60] Interestingly, developers of the assessment scale recommend that students document their GenAI use rather than cite it, reflecting a growing recognition that GenAI outputs cannot be accessed by others as traditional references can. Some institutions, such as the Medical University of South Carolina, have adapted this framework university-wide to help set some common language to orient students to course-by-course differences in

https://doi.org/10.1002/tl.20624.

[53] Mark Andrew Bassett et al., "Heads We Win, Tails You Lose: AI Detectors in Education," Journal of Higher Education Policy and Management 0, no. 0 (2026): 1-16, https://doi.org/10.1080/1360080X.2026.2622146.

[54] Columbia, Cornell, Dartmouth, Duke, Harvard, Northwestern, Princeton, Stanford, University of California at San Francisco, University of Michigan, University of Pennsylvania, and Yale.

[55] Noor Al-Sibai, "College Students Are Sprinkling Typos Into Their AI Papers on Purpose," Futurism, May 8, 2025, https://futurism.com/college-students-ai-typos; Tyle Kingkade, "To Avoid Accusations of AI Cheating, College Students Are Turning to AI," NBC News, January 28, 2026, https://www.nbcnews.com/tech/internet/college-students-ai-cheating-detectors-humanizers-rcna253878.

[56] Tricia Bertram Gallant and David A. Rettinger, The Opposite of Cheating: Teaching for Integrity in the Age of AI (University of Oklahoma Press, 2025).

[57] Duke Center for Teaching and Learning, "Artificial Intelligence Policies: Guidelines and Considerations."

[58] University of Michigan, Generative Artificial Intelligence Advisory Committee Report.

[59] Cornell University, Generative Artificial Intelligence for Education and Pedagogy (2023), https://teaching.cornell.edu/sites/default/files/2024-01/Cornell-GenerativeAIForEducation-Report_2.pdf; University of Michigan, Generative Artificial Intelligence Advisory Committee Report.

[60] Mike Perkins et al., "The AI Assessment Scale (AIAS)," 2025, https://aiassessmentscale.com/.

expectations. It is important to note that, given the ways that technology firms are embedding GenAI tools into common office productivity tools and library research platforms, instructors adopting "no AI" use policies will need to offer specific guidance around using standard productivity tools that run AI analyses automatically.

While communicating clear policies around AI use will bolster academic integrity, it is not sufficient as a solution.[61] Many experts on teaching and learning in higher education are calling for the redesign of assessment practices to not only address concerns about cheating but also, given increasing GenAI capabilities, focus students on the most essential kinds of learning. In the book "Teaching with AI: A Practical Guide to a New Era of Human Learning" (2024), José Bowen and C. Edward Watson argue that LLM chatbots can routinely produce "C"-level work, and that faculty expectations for student work should radically alter in response. They recommend instructors refocus assignments on the uniquely human contributions students need to be able to make in the context of GenAI capabilities. Doing so involves a fundamental rethinking of rigor that requires faculty members to interrogate their own expertise and understand what remains critical in light of GenAI capabilities (which for many fields still remains unclear or under debate).[62]

A second approach to rethinking assessments focuses on ensuring students develop foundational knowledge and skills that GenAI tools easily simulate in their outputs. Students will need a fundamental fluency with key knowledge and skills in their fields of study or around competencies that all graduates need (for example, Brown's Liberal Learning Goals) to operate in a world increasingly awash in GenAI tools. This fluency will be particularly important to critically evaluate GenAI outputs. To support this kind of learning, some scholars of teaching and learning are recommending in-person assessment strategies that replace written assignments outside of class with blue book exams and increasing use of oral examinations.[63] Yet this strategy has drawbacks. Significant problem-solving, intellectual argumentation, editing and revision, and gathering and analysis of evidence cannot fit into a class period or even a multi-hour exam period. These are part of the essential competencies students need to develop in most fields of study.

One proven strategy instructors are adopting to help students develop these sophisticated competencies and receive critical feedback is the use of low-stakes classroom assessment techniques.[64] It can be particularly effective for instructors to have students engage in key tasks that are part of larger projects in class.[65] This scaffolding of complex projects helps instructors take the pulse on student performance earlier, provide feedback and follow the development of students' intellectual work.[66] This kind of thoughtful scaffolding can also reduce the likelihood that students turn to GenAI tools just in time for deadlines.[67]

A third approach to assessment of student learning in the context of GenAI capabilities has been to return to the principles of authentic assessment.[68] This strategy focuses on increasing student motivation by redesigning assessment activities to mirror ways that the knowledge and skills developed in academic courses is used outside the classroom.[69] This heightens students' sense of relevance and helps them connect their learning to their personal goals. Many authentic assessment activities now ask students to engage with GenAI tools as they might in a workplace or other non-course

[61] Bertram Gallant and Rettinger, The Opposite of Cheating: Teaching for Integrity in the Age of AI.

[62] José Antonio Bowen and C. Edward Watson, Teaching with AI: A Practical Guide to a New Era of Human Learning, 1st ed. (AAC&U and Johns Hopkins University Press, 2024).

[63] Bertram Gallant and Rettinger, The Opposite of Cheating: Teaching for Integrity in the Age of AI; Thomas Corbin et al., "Talk Is Cheap: Why Structural Assessment Changes Are Needed for a Time of GenAI," Assessment & Evaluation in Higher Education 50, no. 7 (2025): 1087-97, https://doi.org/10.1080/02602938.2025.2503964.

[64] Thomas A. Angelo and K. Patricia Cross, Classroom Assessment Techniques: A Handbook for College Teachers, 2nd Ed. (Jossey-Bass, 1993).

[65] Corbin et al., "Talk Is Cheap."

[66] John C. Bean, Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom., 2nd Ed. (Jossey-Bass, 2011).

[67] Bertram Gallant and Rettinger, The Opposite of Cheating: Teaching for Integrity in the Age of AI.

[68] Grant Wiggins, "The Case for Authentic Assessment," Practical Assessment, Research, and Evaluation 2, no. 1 (1990), https://doi.org/https://doi.org/10.7275/ffb1-mm19; Judith T. M. Gulikers et al., "A Five-Dimensional Framework for Authentic Assessment," Educational Technology Research and Development 52, no. 3 (2004): 67-86; Marc Chun, "Taking Teaching to (Performance) Task: Linking Pedagogical and Assessment Practices," Change: The Magazine of Higher Learning 42, no. 2 (2010): 22-29.

[69] Oleg Kirsanov et al., "Beyond Detection: How Students Use—and Hide—AI in Online Assessments and What Authentic Tasks Can Do about It," Journal of Academic Ethics 24, no. 1 (2025): 14, https://doi.org/10.1007/s10805-025-09691-3.

context to demonstrate key features of their learning. Many of these activities are also excellent opportunities for students to practice critical AI literacy and engage in metacognitive reflection on their GenAI use. These kinds of assessments are particularly effective for online courses, which often serve students who are in the workforce and being asked to use GenAI tools in their jobs.

EDUCATIONAL INNOVATION

The emergence of widely accessible GenAI tools has fueled visions of AI-powered innovations that transform education with 24/7 learning support for students that is completely personalized.[70] However, the reality to date has not lived up to these high hopes. These technologies regularly produce fabricated information ("hallucinations"), biased judgments and unhealthy advice. Given these challenges, universities and colleges need some form of risk management protocol for evaluating these kinds of innovations.[71] To begin to move toward this vision, GenAI technology firms have released modified chatbots that claim to promote student learning (for example, Google Gemini's guided learning mode, OpenAI's ChatGPT study mode and numerous homework helpers that integrate into web browsers). While these learning-focused modes have instructions to prompt users to answer questions themselves, experts in teaching and learning have found that it often takes little prompting to have these tools directly provide answers that undercut the learning process.[72] Given the quality-control issues and potential to undermine learning posed by widely available GenAI tools, some faculty and students have begun experimenting with customizing commercial chatbots or creating their own retrieval-augmented generation (RAG) chatbots to curate higher quality support for student learning. There are a number of exciting experiments underway at Brown along these lines (see Appendix D), but faculty and teaching assistants have not been given clear guidance on what responsibilities they bear when deploying these tools or what they should communicate to their students about the limits of these tools.

Another form of educational innovation involves developing novel approaches to assessment that focus on critical AI literacy or leveraging AI for intellectual work. There is significant campus expertise that institutions can bring to bear to support these educational innovations. Centers for teaching and learning and similar units across higher education are playing a central role in supporting faculty as they adapt their teaching and particularly the assessment of student learning to GenAI technologies. The most common programs (for example, course design institutes like the Sheridan Center's 2025 Compass program) have focused on course redesign, including assessments. Many Ivy Plus and Public Ivy institutions have focused specifically on assessment redesign. Several peers, such as Harvard and Cornell, have developed digital catalogs or web resources with faculty examples of redesigned assignments. The Sheridan Center has developed and regularly offers the Brown community an asynchronous online course that helps instructors work through key decisions as they redesign assignments in light of GenAI. To date, 177 Brown faculty members and 101 graduate students have participated in this program. Peer institutions like the University of Michigan have also offered small grants or pilot funds alongside instructional design and learning technology support to help faculty explore how they might incorporate AI use into their courses.

A third form of educational innovation involves instructors using GenAI tools for components of teaching that are often outside their expertise. For example, few faculty members are experts in the creation of multiple choice questions. It also can be particularly challenging for instructors to develop new versions of exams on the same material at the same level of rigor. A customized chatbot could be given instructions for how to solicit relevant information from instructors and

[70] See for example, Bill Gates, "The Road Ahead Reaches a Turning Point in 2024 | Bill Gates," Gates Notes, December 19, 2023, https://www.gatesnotes.com/The-Year-Ahead-2024.

[71] National Institute of Standards and Technology (US), Artificial Intelligence Risk Management Framework : Generative Artificial Intelligence Profile (National Institute of Standards and Technology (U.S.), 2024), https://doi.org/10.6028/NIST.AI.600-1.

[72] Kathryn Palmer, "Understanding Value of Learning Fuels ChatGPT's Study Mode," Inside Higher Ed, accessed February 17, 2026, https://www.insidehighered.com/news/tech-innovation/artificial-intelligence/2025/08/07/understanding-value-learning-fuels-chatgpts.

a knowledge base of essential principles for developing effective multiple choice questions, and instructors could add course-specific information including lecture notes and example questions from past exams. The University of Michigan's Academic Technology team offers a tool along these lines, called the Wolverine Multiple Choice Questions Assistant, which creates "scenario-based assessment questions with rich feedback to support deep student understanding."[73]

There are many more instructor tasks that GenAI tools could support, with the caveat that faculty members' expertise and discretion remains crucial in their use. In addition, instructors may be required to consider aspects of compliance managed at an institution level. At Brown, faculty and staff are required to use approved software (including GenAI tools) that is appropriate for the risk category of any data that will be entered, including student data.[74] The Office of Information Technology has arranged and continues to arrange commercial licenses for some GenAI tools that protect data privacy, which protects both student information and intellectual property.

In thinking about ways to shift some instructional tasks to GenAI tools, it is worth noting that Brown students and faculty both expressed concern around certain use cases: instructors having GenAI create lectures and course content and instructors using GenAI for grading and/or feedback. For faculty to confidently explore using GenAI for instructor tasks, the University should offer clear guidelines (for example, transparency with students on GenAI use and accountability of instructors for materials produced or feedback given).

Access to GenAI tools and to experts on their pedagogical use are critical for the kind of experimentation, piloting, reviewing and scaling that will lead to significant impacts on student learning. Equally important — and often a prerequisite — are opportunities for faculty to work together within departments and across disciplines and fields. Doing so can involve coming together to share problems, questions and lessons learned. These conversations not only foster experimentation and innovation — they also help develop shared understanding and increasing coordination among faculty that benefits students with increasing consistency and clarity of expectations. One barrier to these conversations can be people's hesitancy to engage across very different perspectives on the adoption of GenAI tools. The entire Brown community could benefit from establishing principles for effective dialogues across these differences.

[73] "Streamline Tasks and Amplify Learning with Instructor Tools," accessed February 3, 2026, https://academictechnology.umich.edu/get-help/training/instructional-support/workshops/429.

[74] Brown University Office of Information Technology, "Data Risk Classifications," March 25, 2022, https://it.brown.edu/policies/data-risk-classifications.

V. RECOMMENDATIONS

The Committee developed phased recommendations, suggesting actions the University should undertake in the short term, medium term and long term for GenAI in teaching and learning. And just as important as the recommendations are the principles that guide them. The principles can be understood as foundational both to the development and also the consideration of implementation of the recommendations.

THE COMMITTEE'S GUIDING PRINCIPLES

Over the course of its work, the GAITL Committee developed 10 principles to guide its recommendations. These principles help make the committee's implicit values explicit, and provide clarity regarding the context and rationale for the recommendations. The committee encourages the University to adopt these principles for future decision-making around this topic, as the GenAI landscape continues to evolve.

1. **Focus on principles of use over formal rules.** The GenAI-in-higher-education issue is complex, and facts have been changing rapidly. As such, the University should not make highly specific rules that are likely to be quickly outdated. Instead, Brown should articulate principles of use that can help community members make critical decisions as systems and circumstances change.
2. **Stay true to Brown's core institutional values and mission.** The University's use of GenAI and rules around GenAI should be grounded in Brown's institutional values and unique culture. The University cannot simply adopt what other institutions are doing — its policies and practices need to fit within Brown's ethos.
3. **Partner with students.** Students have a stake in their exposure to GenAI tools for teaching and learning and also have experience that is complementary to that of many faculty. They should be a part of discussions about designing rules for GenAI use.
4. **Make expectations clear.** Members of the Brown community have different, well-reasoned perspectives on GenAI. There is no one-size-fits-all approach to these issues. Some courses may allow students to use GenAI tools to enhance their learning; others might limit the use of GenAI to protect student cognitive and skill development. Instructors should clearly communicate their expectations about AI use with their students, advisees and mentees.
5. **Offer reasons for GenAI use and avoidance.** When instructors require students to use GenAI, they should include their reasoning concerning how it can help enhance student learning. Similarly, when instructors limit GenAI use, these limitations should be paired with justifications that help students understand what the instructor is trying to accomplish and appreciate the importance of complying with the restrictions.
6. **Be mindful of students who wish to opt out.** Some students are strongly opposed to GenAI for a variety of reasons, and they avoid it completely. If a class expects/requires GenAI use, it should be spelled out in the syllabus and communicated clearly in class so students can select their courses appropriately. If GenAI use is expected/required, the justification also should be provided (see #5).
7. **Ensure academic integrity.** Academic integrity is a core standard at Brown. The existence of GenAI does not change that fact. Instructors can only support students in their intellectual development and personal growth when students sincerely demonstrate their knowledge and abilities.
8. **Maintain the primacy of human judgment and responsibility.** Maintain the standard that all work, including work completed using the assistance of GenAI tools, should reflect the judgment of the person taking credit for it. GenAI tools should not be used as a substitute for human judgment, even if they provide raw material for consideration. In line with the academic codes, the University Code of Conduct, and Guidelines on Authorship

in Scholarly or Scientific Publications, all students and faculty are asked to take honest responsibility for their work, which can include giving an account of when and how GenAI tools were used in its development.[75]

9. **Focus on process over product.** It is rare that an instructor asks students to complete an exercise because the instructor wants the finished product itself. Rather, the reason for learning exercises is to spur students to develop and demonstrate skills, knowledge and abilities through the process of completing a task. As such, assessments and learning exercises should emphasize process-oriented growth, and this priority should be reflected in the development and completion of student work.
10. **De-emphasize punishment.** The University should avoid highly restrictive and punitive rules around GenAI use. There is no way to check with 100% accuracy whether GenAI has been employed, and norms are likely to change in the years to come. Moving the conversation beyond punishment also allows for open dialogue that will be necessary as Brown navigates this moment.

NEAR-TERM RECOMMENDATIONS

Publish university-wide baseline rules for GenAI while departments/programs develop and publish standards for their areas.

ACTIONS

- Brown University should publish baseline rules for GenAI use in teaching and learning.
- Departments/programs should publish any deviations from this baseline or clarifications that apply to their students, especially to address the question of GenAI policy for independent studies, dissertations and the like that have no other formal syllabus.
- Instructors should include any course-level deviations from the departmental rules in their syllabi and any assignment-level deviations in their assignment descriptions.
- The University should create workshops/videos to support departments and instructors in making and communicating their decisions.
- The Standing Committee on the Academic Code should take the documented rules for GenAI use at every level (University, department, course, assignment) into consideration when assessing potential violations.

RATIONALE

It is essential that members of the Brown community have a common understanding of what constitutes acceptable and unacceptable use so students and instructors are not forced to guess. As a start, the committee recommends that Brown base its expectations for AI assistance on existing norms for human assistance. There are (often unwritten) expectations about what is acceptable and unacceptable help on assignments that a student can get from other people. For example, having a classmate serve as a "study buddy," quizzing and discussing the material from the class, is generally viewed as acceptable. Having a professor at another school provide a custom outline for a required paper is generally perceived to be unacceptable. Paying a service to solve a problem on a take-home exam is completely unacceptable. Asking a roommate to read through a term paper and flag passages that are confusing could be seen as acceptable. A similar baseline could be valuable for instructors, perhaps by asking whether it would be appropriate for an instructor to ask a colleague at another institution to develop course content, to include images by a professional photographer in a presentation, to have

[75] Office of the Dean of the College, Brown University, "The Academic Code"; Brown University, "University Code of Conduct," January 21, 2020, https://policy.brown.edu/policy/code-conduct; Brown University Division of Research, "Guidelines on Authorship in Scholarly or Scientific Publications," accessed February 17, 2026, https://division-research.brown.edu/research-cycle/conduct-research/ethics-research/guidelines-authorship-scholarly-or-scientific.

a graduate student provide feedback on papers, or to outsource the task of assigning final grades to an outside service. If a version of this baseline, focused on AI, was communicated and reinforced as the community's default assumption of what constitutes appropriate behavior, that would go a long way toward giving faculty and students the ability to see otherwise invisible guardrails. For some disciplines, classes or assignments, however, these baseline rules may be too permissive or too restrictive. For these situations, it is essential that departments or instructors step in to clarify deviations from the norm with explicit AI use statements in syllabi, assignments and/or departmental communications. This professional judgment of instructors should supersede University baseline rules. These AI use statements should clearly describe what GenAI use is prohibited, as well as provide sufficient context and justification so students understand why the deviation from the University baseline rules is needed. The committee acknowledges that modifying syllabi, assessments and learning activities is additional labor for instructors. The University should provide a range of professional development to support instructors in the significant process of transitioning to and maintaining this new course delivery model.

Over time, the community's perception of the baseline may shift. Given the current lack of established norms around GenAI use, however, explicit guidelines are essential to avoid misunderstanding and an erosion of trust.

Provide additional centralized, enterprise-level GenAI tools supported by the Office of Information Technology.

ACTIONS

- Brown's Office of Information Technology (OIT) should set up processes to identify, evaluate and support appropriate GenAI tools for use in teaching and learning, in conjunction with committee members from the Brown University Library and the Sheridan Center and faculty representatives.
- The University should provide additional resources to OIT to support the office's expanded role.

RATIONALE

Google Gemini tools are currently approved by OIT for use by students and instructors, and are accessible, free of charge, through their Brown accounts. Subject to constraints due to cost and assurances around data privacy and accessibility standards, the University should provide access to additional GenAI tools, since they differ significantly in their strengths and weaknesses. For example, ChatGPT, Claude Code and Brisk's quiz generator provide different functionalities and would be an excellent complement to Gemini. In addition, many services have "premium" licenses available, and there are equity issues if some students have sufficient resources to use them and others in the same classes do not.

MEDIUM-TERM RECOMMENDATIONS

Develop new GenAI training and preparation for faculty and staff to support AI literacy.

ACTIONS

- Departments and programs should review their curricula to identify what aspects of AI literacy are relevant to their fields and identify opportunities to teach beneficial habits in existing or new courses. In all fields of study, it will be important to ensure students have the knowledge and skills to make appropriate choices about when to use and when to avoid GenAI use to support their learning in the discipline.
- The Sheridan Center and the Brown University Library should enhance their existing offerings with additional AI literacy workshops and seminars for faculty and staff, especially with an eye toward helping instructors design effective curricula and courses. These programs should address different teaching stances toward AI, including the following: no AI use; tightly structured AI use to develop AI literacy; and fully leveraged AI use for discipline-specific competencies.

The committee recommends that AI literacy resources and programs include:

- Examples of how (or explanation of if) GenAI can be used responsibly for research, brainstorming, study support, outlining, drafting and so on
- Examples of ways that GenAI can be both helpful (for example, as an assistive technology) and harmful (for example, by interfering with critical thinking or learning goals). These should be science-backed, where possible, and use example course goals from a variety of disciplines.
- Explanation of the nuance involved in "GenAI detection," especially in the context of different course designs and why it is not appropriate to base an academic code case entirely on GenAI detection
- Descriptions of existing GenAI tools that students might be employing, their "modes" and basic/advanced use cases for artifact creation and their safety/security implications
- Discussion of responsible and ethical use of GenAI by instructors, including in the context of course design, assessment material creation and grading

RATIONALE

The scholarly literature and concerns expressed in community feedback make clear that students, faculty and staff will need more sophisticated AI literacy habits as GenAI capabilities increase and the technology is deployed into new domains. The University's offerings in AI literacy should be expanded. The committee views AI literacy as an understanding of the technology, its strengths and weaknesses, its impact on people and its ethical and responsible use.

Update the academic codes to address GenAI.

ACTIONS

The University should modify both the College Academic Code and the Academic Code, Graduate Student edition to address GenAI realities and safeguard against misuse. The academic codes should speak to integrity, but also to the potential harms to student learning and personal growth.

RATIONALE

Beyond the campus baseline regarding GenAI use, it is important that bright lines around misuse be enforced. As such, the academic codes should explicitly address high-level issues such as:

- Is something in "your own words" if GenAI provides grammatical improvements?[76]
- Are the thoughts "your own" if you formed them through a brainstorming exercise with GenAI in the same way you would engage a colleague in conversation?[77]
- How do we apply the concepts of knowledge production, original research, citation and attribution in the context of GenAI?
- Beyond GenAI, what is the academic codes' perspective on the adjacent idea of "sampling," in which elements of the works of others are incorporated into a new work product?

[76] Office of the Dean of the College, Brown University, "The Academic Code," 5.

[77] Ibid.

LONG-TERM RECOMMENDATIONS

Develop a coalition of institutions to set standards around the use of GenAI in teaching and learning.

ACTIONS

- The University should work to build and perhaps help lead a broad coalition of higher education institutions to set standards and expectations around the GenAI tools being used by their communities. Brown can leverage its existing networks through Ivy Plus, the AAU and the AAC&U in an effort to develop a basic consensus around expectations for technology firms whose tools significantly shape the educational environment.
- Existing inter-university leadership groups should discuss and identify shared goals and potential mechanisms for GenAI use.

RATIONALE

The University's goal should be to use its expertise (technological, societal and pedagogical), purchasing power and cross-institutional coordination around review processes and contract language to ensure that firms will provide institutions with the ability to change defaults or even turn off features that may be deleterious to student learning, and to report on the power use, water use and other environmental impacts of the data centers that power their tools. In the absence of governmental leadership, such a coalition represents the best hope of ensuring that these tools support and do not undermine Brown's educational mission.

Create an AI literacy course designation for Brown.

ACTIONS

The committee recommends that an AI literacy course designation be created. The College Curriculum Council should be tasked with assessing the viability and potential benefits of a new designation, including the closely related question of whether the WRIT requirement might also need to be updated in light of GenAI tools. AI literacy is particularly relevant to students' development as writers, and the University should consider how writing-designated courses might be sequenced by developmental level to address this issue.

RATIONALE

Brown University uses course designations to highlight specific learning goals and interdisciplinary connections within its Open Curriculum. These designations help students find courses fulfilling specific skills (e.g., writing/WRIT) or thematic areas (e.g., Race, Power and Privilege/RPP). Infusing AI literacy courses across the curriculum would makeit possible for students to develop this competency in fields most relevant to their own intellectual development and personal growth. Existing documents such as the DEC literacy framework could help identify core material that would need to be covered. Alternatively, the designation could be broadened beyond AI to include discipline-specific research methods.

VI. LOOKING AHEAD: IMPLEMENTING THE RECOMMENDATIONS

The GAITL Committee submits its findings and recommendations to the provost while recognizing that the AI technological landscape will continue to shift, not always in linear ways, and that there is more work to be done to engage the community in thinking about advancing Brown's educational mission in this dynamic context. The committee believes that centering the University's core institutional values and remaining true to Brown's educational mission will serve the community well as we navigate GenAI's impacts on the learning environment and strive to prepare students for lives of "usefulness and reputation."

While the report distinguishes between near-, medium- and long-term recommendations, the committee recognizes that students, faculty and staff are looking for timely actions that clarify policies and provide resources and expertise as community members adapt to the impacts of GenAI in teaching and learning. The committee believes that the provost, in partnership with academic and administrative leadership, can establish an operational action plan with a short timeline while also continuing to consult with students, faculty and staff.

The committee's recommendations aim to preserve faculty and student autonomy to the maximum extent possible, because academic freedom is a core institutional value and central to Brown's approach to education. At the same time, there is real value in setting aside time for conversations at the school, department and program levels about what learning remains essential in this moment and the potential ways GenAI may impact that learning. A useful framework for these conversations would prioritize interrogating GenAI approaches that support student learning, and those that undermine it. There will undoubtedly be different positions and perspectives in these conversations, and the goal should not be a forced consensus. Instead, amidst differences of opinion, shared touchpoints between faculty and students can be made more explicit as a means of ensuring an intellectually vibrant learning environment. An effective operational action plan will provide time for these kinds of conversations and gather lessons learned from them.

VII. CONCLUSION

In responding to the provost's charge, the committee developed a shared sense of humility that recognized the limits of its members' perspectives and the challenges of accurately predicting the most important impacts of this rapidly changing technology on Brown's educational mission. Committee members responded with a sincere curiosity to learn from peer institutions, the scholarly literature and, most importantly, Brown colleagues and students. Hundreds of community members generously shared their expertise, experiences and perspectives on GenAI in teaching and learning. The committee is grateful for their engagement with the process and believes that continuing to listen and learn from one another is essential moving forward.

The committee acknowledges the complexity of this issue. The lack of consensus about how to address emergent challenges around GenAI in teaching and learning is real, but this should not overshadow Brown's core institutional values and mission. As a community, we can create opportunities to collaborate with other institutions and expand collaborations across our own institution. We have a window now to experiment with more unified university responses and to carefully track their repercussions. It is likely that GenAI technology will continue to evolve, raising even more acute challenges and opportunities. The more we can learn now about effective strategies, the better we will be prepared for this possible future.

APPENDICES

APPENDIX A: CHARGE TO THE GENERATIVE AI IN TEACHING AND LEARNING (GAITL) COMMITTEE

Generative AI (GenAI) is already impacting education at Brown, as well as higher education more broadly, and the rapid pace of change poses a challenge to institutional responses. Brown needs to continually adapt to emerging and pervasive AI capabilities — many of which are widely available and now embedded in educational technology systems used by Brown faculty, staff and students. In light of the technology's pervasiveness, the key question this committee will explore is not, "Should our teaching and learning communities use generative AI?" but rather, "How can we best utilize GenAI to support innovative and equitable teaching and learning?" In answering this question, the committee should make broad recommendations for how Brown can develop the organizational capacity to not only adapt to current developments in GenAI but also rapidly respond to future developments. With this focus in mind, the Generative AI and Teaching and Learning (GAITL) Committee will prepare a report and recommendations in the following areas:

1. How are Brown's peer institutions responding to GenAI as an innovation? What is happening now in Brown's practice and policy, regarding GenAI as an innovation?

Key Deliverables:

- Review of literature on GenAI-related policies and practices for teaching and learning
- Benchmarking of policies and recommendations from peer institutions
- Analysis of a sample of syllabi at Brown for GenAI-related policies, content and assignments
- Review of current GenAI approaches in support of teaching and learning for faculty and students
- Survey of faculty (including postdoctoral scholars) inquiring into a) current GenAI use in teaching practices and course policies and b) potential benefits and concerns
- Review of existing surveys of graduate and undergraduate students for insights on their perspectives and current use. Collect focus group insights from graduate and undergraduate students to supplement (see the Defining and Implementing AI Literacy cohort project from Ithaka S+R).
- Survey of staff responsible for curriculum and policy processes at the college, school or department level around how GenAI in teaching and learning is and could be addressed
- Focus groups/interviews with faculty and departments trying to innovate around GenAI at the course and curriculum level
- A statement about the value proposition of a liberal education in the context of rapidly expanding AI capabilities

2. What are the well-established principles in Brown's approach to its educational mission that should guide Brown's decision-making about the role of GenAI in teaching and learning? How should these principles shape the review of policies and practices related to teaching and learning that are impacted by the existence of GenAI?

Key Deliverables:

- Review of Brown's mission, the Open Curriculum as described in the Faculty Rules and Regulations, the Academic Code and other relevant governance documents (e.g., Brown's data governance framework, FERPA requirements)
- Identification of uniquely human capabilities that will remain critical even as AI capabilities advance (perhaps in reference to Brown's Liberal Learning Goals)

- Specific recommendations for possible modifications to:
    - The Academic Code
    - Faculty Rules and Regulations guidance for faculty on their responsibilities around teaching
    - Use of plagiarism detection tools
    - Assurance of Learning for New England Commission of Higher Education accreditation
- Recommended guidelines for educators and learners for the appropriate and ethical use of GenAI for teaching and learning:
    - In teaching activities (e.g., content creation, answering student questions, feedback on student work, and grading)
    - For learning (e.g., recording and summarizing lectures, generating practice exams and quizzes, generating ideas for assignments)

3. How should Brown help faculty, students and staff develop a general level of AI literacy for use in academic contexts and beyond? How can Brown develop the organizational capacity to support these efforts?

Key Deliverables:

- Literature review of best practices for developing AI literacy (being an informed user) and organizational capacity around GenAI in teaching and learning
- Recommendation for an AI literacy model that is appropriate for university-wide conversations and planning
- Identification of strategies to encourage departments and programs to consider how GenAI will impact their curricula and make curricular revisions:
    - How can the University support departments and programs to reduce barriers to curricular revision?
- Recommendation of a process to identify and support pilots by faculty and staff around the use of GenAI to enhance student learning:
    - Benchmark supports around GenAI for instructors and students offered by peer institutions
- Identification of policy changes, if needed, to better support faculty in developing and delivering cross-unit courses that involve AI

APPENDIX B: SUMMARY OF GAITL COMMUNITY FEEDBACK

How has Brown's community responded to Generative AI?

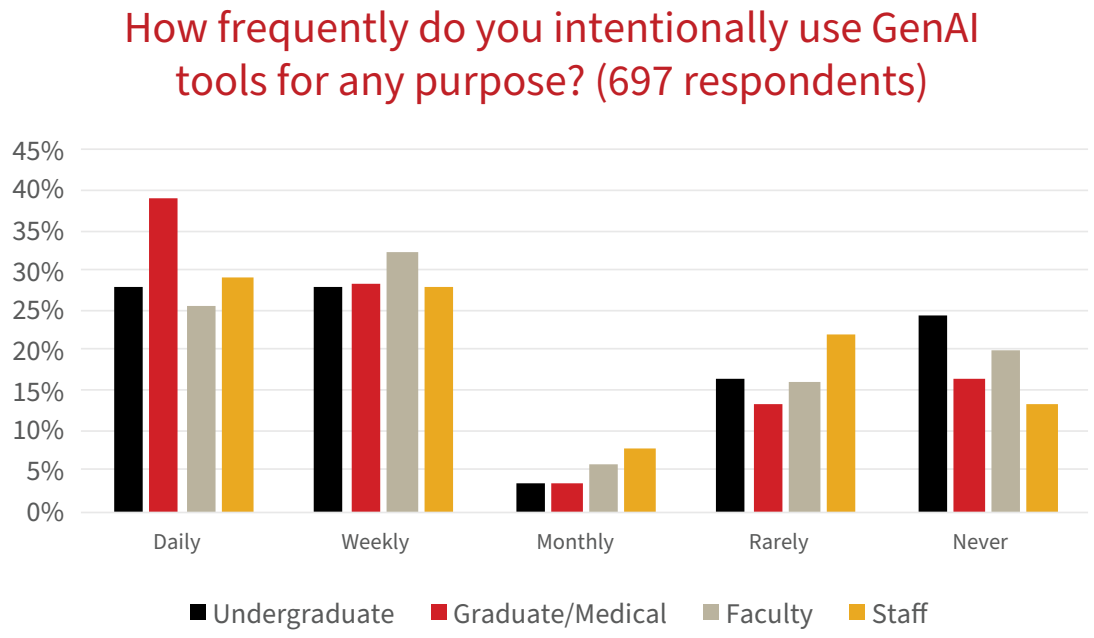
Over the last two years (2024-25 and 2025-26), Brown's community has spent significant time thinking about and experimenting with GenAI tools. The committee sought the Brown community's feedback on their experiences and perspectives on GenAI in teaching and learning through a digital form that included closed-ended and open-ended questions from October 1 to October 22, 2025.

The committee received feedback from 697 respondents, including 147 undergraduate students, 276 graduate (master's and doctoral) and medical students, 105 faculty and 169 staff. As this number represents just a fraction of the total community, the responses must be interpreted cautiously and should not be considered fully representative. The committee assumes that members of the community with strongly formed perspectives were more likely to use the feedback form. The community feedback does offer insights into the relationship between different perspectives and experiences with GenAI.

Below is a summary of what the committee has learned about these efforts.

FREQUENCY OF AI USE

There are two predominant approaches to AI use among respondents: frequent users and those refusing or avoiding AI.



Among community responses, 61% reported frequently using GenAI tools weekly or daily. At the same time, 34% reported using these tools rarely or never. Graduate and medical students reported the highest percentage of frequent users (67%), while a similar percentage of faculty, staff and undergraduates reported frequent use (56%-58%). Undergraduate respondents reported the largest percentage of never using GenAI tools, followed by faculty, staff and then

graduate and medical students. When viewed by knowledge area among all categories of student response, those in the physical sciences were more likely to report using these tools frequently, followed by those in the social sciences. Among faculty, 80% of faculty from the life sciences reported frequent use compared to 59% of social science faculty, 54% of physical science faculty and 43% of humanities faculty. Among graduate and medical students, 85% of master's students reported frequent use, 77% of medical students and 50% of doctoral students.

PREFERRED GenAI TOOLS

While there are many GenAI tools available, OpenAI's ChatGPT was overwhelmingly the tool of choice, and the most common access is through a free subscription.

OpenAI's ChatGPT was the most commonly used tool (63% of respondents). Google Gemini usage was a distant second, with 37% of respondents using it (56% of staff respondents and 42% of faculty respondents compared to 24% of undergraduate respondents and 29% of graduate and medical student respondents). Among all the paid and free options available, 26% of respondents reported using a personal subscription to access tools, 51% reported using free subscriptions and 24% reported using Brown's Gemini for Education service. Another 29% reported using none of these tools. Respondents in online master's programs reported the highest percentage using paid subscriptions (73%) followed by respondents in residential master's programs (35%). Only 17% of undergraduate respondents indicated they used a paid subscription.

CONCERNS ABOUT AI

The top concerns for students and faculty respondents were the potential for AI use to undermine long-term learning and diminish cognitive abilities.

Respondents from the Brown community have real concerns that the use of GenAI will impact learning. As the table below shows, overwhelming percentages of students and faculty respondents indicated concerns around their learning and cognitive capacity. Similar numbers also reported concern around student cheating. A large percentage of respondents (including staff) noted concerns around excessive natural resource usage and biased outputs, which are noteworthy because these concerns can lead some to avoid AI use.

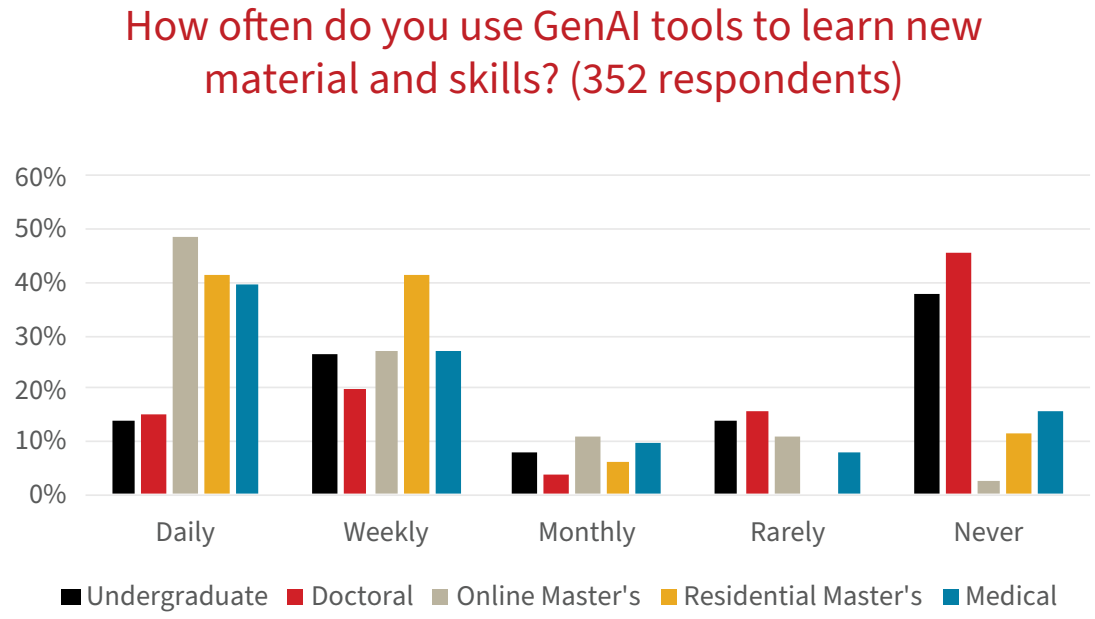
While respondents who used AI rarely or never were more likely to identify each of the concerns, frequent users did report significant concerns. For example, among undergraduate students who use GenAI tools daily, 78% indicated concern for reduced long-term learning, 66% for negative consequences for cognitive capacity and 50% for excessive natural resource usage.

TABLE 1

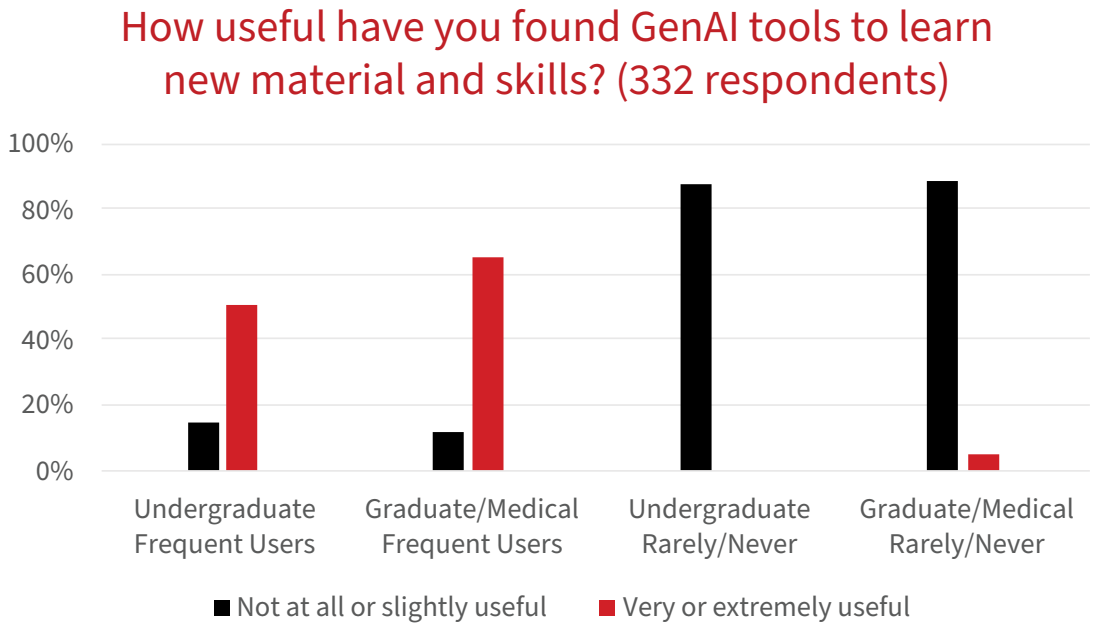
What concerns do you have about the use of GenAI in educational contexts?	Undergraduate Students	Graduate and Medical Students	Faculty	Staff
Reducing your long-term learning	88%	73%	95%	61%
Negative consequences for users' cognitive capacity	87%	79%	80%	64%
Excessive natural resource usage	74%	62%	55%	67%
Student cheating	74%	61%	75%	43%
Instructors using AI to grade student work and provide feedback	63%	56%	44%	39%
Biased outputs	63%	75%	62%	79%
Instructors using AI to generate lectures and other course materials	59%	52%	41%	34%
Violations of intellectual property rights	56%	57%	60%	69%
Personal data or usage being used by corporations for training, etc.	53%	62%	51%	70%
Labor exploitation in the creation and deployment	51%	46%	36%	60%

USE OF GenAI TOOLS TO LEARN

A significant number of respondents reported using GenAI tools to learn. This was particularly common among graduate student respondents. Ratings for the usefulness of these tools for learning were varied.



A large number of student respondents reported using GenAI tools frequently (daily or weekly) to learn new material and skills (not complete new assignments), including 41% of undergraduate respondents and 54% of graduate and medical student respondents. Graduate and medical students were much more likely to report the tools were useful for learning new material and skills than undergraduates, with 45% reporting the tools were very or extremely useful, compared to only 29% of undergraduates.



Frequency of AI use in general is strongly associated with ratings of usefulness for learning. For example, 50% of undergraduate respondents and 66% of graduate and medical students who use GenAI tools daily or weekly rated the tools very or extremely useful for their learning. In contrast, 88% of all students who rarely or never used GenAI tools reported the tools not at all or slightly useful for their learning.

There are real differences in the rating of usefulness for learning across the knowledge areas. A much greater percentage of undergraduates in the physical sciences, 43%, reported the tools useful for learning, compared to 20%-24% of students in humanities, life sciences and social sciences. In contrast, 60% of graduate and medical student respondents in the life sciences reported these tools to be very or extremely useful, followed by 55% in the physical sciences, 48% in the social sciences and 29% in the humanities and arts. Across student respondents, those in the humanities reported the lowest usage of GenAI tools for learning, and the percentage of students in the humanities reporting that GenAI tools were very or extremely useful for learning was also the lowest among the disciplines.

AI USE FOR SPECIFIC ACADEMIC TASKS

The top uses of GenAI tools for academic tasks by undergraduate and graduate student respondents included a combination of learning tasks and assignment completion tasks. Some uses are on the boundary between learning aid and collaborative assistant (which might violate the academic codes).

For undergraduate respondents, the six academic tasks listed below were identified by at least 30% as ones that they had used GenAI tools to do:

- Explain solutions for difficult homework problems or assignments (42%)
- Help you assess your understanding of course material (36%)
- Revise drafts you have written (36%)
- Explain difficult vocabulary or technical terms (35%)
- Summarize assigned course readings (31%)
- Debug computer code (31%)

In addition, 30% of undergraduates reported that they did not use GenAI tools to support their learning or complete coursework. It is noteworthy that 28% reported using GenAI tools to compose emails to instructors or teaching assistants. In contrast, only 4% reported using the tools to write first drafts of written work. Among undergraduates who reported rarely using AI, the top two uses were using the tools to explain difficult vocabulary or technical terms (48%) and to help them assess their understanding of course material (45%).

For graduate and medical student respondents, the seven academic tasks listed below were identified by at least 30% as ones that they had used GenAI tools to do:

- Revise drafts you have written (41%)
- Help you assess your understanding of course material (36%)
- Explain difficult vocabulary or technical terms (33%)
- Write/revise computer code (31%)
- Compose emails to instructors or teaching assistants (31%)
- Brainstorm possible perspectives or arguments on a topic (30%)
- Debug computer code (30%)

Compared to undergraduate students, a smaller percentage of graduate and medical students (24%) reported that they did not use GenAI tools to support their learning or complete coursework, and a greater percentage reported using these tools to write first drafts of written work (11%). A greater percentage of graduate and medical students who are daily users of GenAI tools report a large number of academic tasks that they have used GenAI tools for (19 of 22 tasks were identified by over 30% of daily users), with 100% reporting they used the tools to assess their understanding of course material and 80% reporting they used the tools to review drafts they had written as examples. It is noteworthy that 60% of these users reported using the tools to write first drafts. Note that 39% of graduate and medical student respondents reported being daily users compared to 28% of undergraduate respondents. A similar analysis at the undergraduate level was not appropriate because of the small number of daily users answering this question (n=9).

FACULTY APPROACHES TO GenAI

Among Brown faculty respondents, 39% reported using GenAI tools frequently (daily or weekly) to support their work as an expert in their field (62% life sciences, 41% physical sciences, 31%, social sciences, and 25% humanities and the arts). A slightly lower percentage reported using these tools to support their work as an instructor (32% overall), including 45% of those in life sciences, 31% in social sciences, 28% in humanities and the arts and 23% in physical sciences.

Faculty respondents were asked which of three stances to GenAI reflect approaches they use in their courses. Respondents were asked to select all that apply, since they might take different stances for different courses. There is some variation in

stances taken by knowledge area, as shown in the table below, but the most significant pattern was by frequency of faculty members' AI use.

TABLE 2: STANCE TOWARD AI USE BY FACULTY KNOWLEDGE AREA

Stance Toward AI Use	All	Humanities-Arts	Life Sciences	Physical Sciences	Social Sciences
No AI use	48%	60%	29%	43%	50%
Tightly structured AI use	49%	37%	71%	52%	38%
Unrestricted AI use	21%	11%	29%	24%	23%

A much greater percentage of daily and weekly faculty users of GenAI reported taking the tightly structured AI use stance compared to those who rarely or never use the tools. These frequent users adopt tightly structured AI use over no AI use and unrestricted AI use. Faculty who rarely or never use AI adopt the no AI use stance much more than tightly structured and unrestricted use.

TABLE 3: STANCE TOWARD AI USE BY FREQUENCY OF FACULTY AI USE

Stance Toward AI Use	Daily	Weekly	Monthly	Rarely	Never
No AI use	8%	40%	33%	71%	95%
Tightly structured AI use	83%	67%	33%	18%	11%
Unrestricted AI use	33%	27%	33%	12%	0%

Twenty-three percent of faculty respondents indicated they ask students to use AI tools in their courses. In these courses, students are asked to:

- Critically evaluate AI output (73%)
- Reflect on their use of AI tools (73%)
- Use an AI tool as a learning assistant (50%)
- Conduct literature searches and reviews (36%)
- Generate specific types of writing (32%)
- Solve problems (27%)
- Code and debug programs (27%)
- Create visual and audio media (27%)
- Translate from one language to another (14%)

All student respondents were asked to report helpful and unhelpful course policies from their perspective. Their responses were coded into 33 themes, but a small number of themes were most commonly reported. Twenty-one undergraduates reported prohibiting AI use as the most helpful AI policy. However, 11 undergraduates reported forbidding AI use as the most unhelpful AI policy. Some undergraduates pointed to three very specific AI use policies as helpful: allowing AI use with disclosure (12 students), evaluating AI output (6 students) and having AI as an assistant (6 students).

Graduate and medical students were as divided in their open-ended responses as undergraduates. Twenty-one graduate and medical students reported that they would like the department or University to oppose AI use, and 17 reported

that a zero-tolerance AI policy is the most helpful AI policy. On the other hand, 19 graduate and medical students reported that totally forbidding AI use is the most unhelpful AI policy, and 12 reported that allowing AI use with disclosure is the most helpful AI policy.

COMMUNICATING COURSE POLICIES FOR AI USE

An analysis of course syllabi from the 2023-24 and 2024-25 academic years found that only 22% and 34% of courses, respectively, included a discussion of inappropriate and appropriate AI use, with a similar percentage of course syllabi specifying no AI use and some AI use in 2023-24 and a slightly greater percentage of courses allowing some AI use in 2024-25 relative to no AI use.

TABLE 4

AI Policy in Syllabus	2023-24	2024-25
No Policy	78%	66%
Integrated AI Use	2%	1%
No AI Use	9%	14%
Some AI Use	11%	19%
Undetermined	1%	0%
Total	100%	100%

Eighty-one percent of faculty respondents indicated that they had a course policy discussing inappropriate and appropriate AI use, with 94% of those with a policy reporting that they shared the policy in their syllabus; 71% discussed the policy in the first days of class, 43% included the policy in their assignment instructions, and 38% posted the policy on their Canvas course site. A number of faculty members also noted that they discussed their policy throughout the course.

Faculty responses closely matched undergraduate student responses regarding their preference for how to be informed about course AI policies, with 94% preferring to be informed (or provide the information) in the syllabus, 74% preferring to discuss the policy in the first days of class, 51% preferring to have the policy outlined on the Canvas site for the course, and 46% preferring the policy be provided in assignment instructions.

For courses with assignments that have students use AI, 39% of undergraduate and 36% of graduate student respondents indicated that it was very or extremely important that instructors offer an opportunity to opt out.

CURRICULUM AND AI

Fifty-one percent of faculty respondents indicated that the curriculum in their discipline will need substantial change in response to GenAI capabilities, with another 32% indicating minor changes were needed. Small percentages reported no change was needed (7%) or a complete revision was required (8%). There were no meaningful differences across knowledge areas.

In open-ended questions, all students were asked what they most wanted to learn about AI. Students most often described wanting to develop critical AI literacy, understand the environmental impacts of AI use and learn practical ways to use AI.

SUPPORT AND RESOURCES FOR FACULTY AND STAFF

GenAI has been rapidly thrust into higher education and the workplace by highly resourced technology companies. Many faculty members and staff are seeking help to adapt on a number of fronts. Faculty respondents noted an array of resources and support that would be helpful in their roles as instructors; however, the kinds of support that were rated as helpful

varied by frequency of faculty AI use. Faculty with different levels of experience using AI will likely benefit from different kinds of support and resources.

TABLE 5

Support/Resource	All	Daily	Weekly	Rarely	Never
Training on the Academic Code with student AI use in mind	51%	33%	60%	64%	50%
Clear guidelines on acceptable use of AI tools for work tasks, including teaching	50%	50%	60%	50%	25%
Free or low-cost subscription to GenAI tools to learn how to use them in disciplinary context	44%	71%	47%	36%	0%
Roundtables and workshops that highlight how other Brown faculty members are approaching GenAI in their teaching	44%	58%	43%	43%	25%
A web catalog of example faculty assignments and learning activities adapted to AI, including no-use cases	42%	42%	50%	36%	17%
Training on how to use specific AI tools	37%	38%	47%	29%	17%
Monthly newsletter with tips and updates on the latest developments	30%	21%	40%	36%	8%
Annual GenAI in higher education forum	28%	42%	30%	7%	0%
Faculty learning community on teaching and AI	27%	33%	27%	21%	25%
1:1 course consultations	24%	33%	27%	7%	33%
Four-day course redesign institute	19%	33%	23%	0%	8%

Staff members also play a critical role in creating a rich and inclusive learning environment for Brown students. Large percentages of staff respondents identified support and resources that would be helpful. There are many similarities with faculty responses, including a similar variation by frequency of staff use. The overlap between faculty and staff interest in a monthly AI newsletter and an annual forum suggests that one or both of these resources might be valued across both groups, particularly by frequent AI users.

APPENDIX C: EXAMPLES OF EXISTING AI SUPPORT AT BROWN FOR FACULTY AND STUDENTS

This section lists examples of current activities on campus designed to support faculty and students in engaging on topics related to AI, organized by the leading unit.

Brown University Library

CRITICAL AI LEARNING COMMUNITY

Open to the entire Brown community, this group meets about twice a month during the academic year for presentations, discussions and informal chats.

Topics in 2025-26:

- Working with Historical Tabular Data; Or, Learning from GenAI Failure
- Ph.D. Panel on AI Research
- Silicon Valley and Storytelling in Building AI for Citizenship Surveillance
- Agentic Research Assistants
- Drag vs. AI
- Tweaking the Robot: Experimenting with a Real-World AI Scholarly Application
- Let's Discuss Bias: Human Bias, System Bias and What To Do About It
- Teaching AI in the Context of Information Literacy
- Casual Conversations: Discussion Tables
- AI in Medical Education at Brown
- Agentic Assistants
- Transcribe AI + Building AI Tools for the Brown Community
- Critical AI Literacy — What, Why and How
- Chatbots in the Classroom

ASYNCHRONOUS RESOURCES

- Generative Artificial Intelligence research guide
- AI at the library webpage
- Writing and Citing Critically: An AI Guide for Informed Students (a Canvas course created in collaboration with the Sheridan Center)

CONSULTATIONS FOR FACULTY

For faculty and instructors seeking to integrate AI technologies into the curriculum, Brown University Library experts are available to partner in designing classroom instruction. Sessions focus on the ethical and practical application of AI within the context of course requirements and can be scheduled through the instruction request form. Additionally, instructors can consult with library experts for personalized guidance on incorporating AI into courses.

Course, Department or Program Sessions

Representative examples (not an exhaustive list)

- "AI in Context: Using AI Tools to Support Research and Professional Work," presented by Hilary Kraus to the Department of Psychiatry and Human Behavior on Dec. 8, 2025
- "Using AI in the Research Process," presented by Micah Saxton for CLAS 1120S Greek and "Others" in the Mediterranean, taught by Jana Mokrisova, on Feb. 5, 2026
- "AI and Library Research," presented by Micah Saxton for HIST 1835A Unearthing the Body, taught by Jonathan Conant, on Sept. 17, 2025

Practical AI Series

- Using Gemini's "Deep Research" to Contextualize Your Research Project (Feb. 17, 2026, and March 17, 2026)
- Using NotebookLM to Distill, Synthesize and Transform Research Works (April 9, 2026, Oct. 28, 2025)
- Using Google Gemini to Summarize Articles (Oct. 15, 2025)
- Using ResearchRabbit to Discover Literature (forthcoming in 2026)

Critical AI Literacy Salon

In collaboration with the Sheridan Center (Jason Cerrato and TJ Kalaitzidis)

- **Session 1 |** What is GenAI, Really? (Oct. 6, 2025) — Deconstructing the "black box" to understand how these tools work (including limitations), what they "know" and where their "knowledge" comes from.
- **Session 2 |** Thinking with AI: Pharmaka and the Enduring Value of Human Cognition (Oct. 15, 2025) — Exploring a cognitive partnership: How does co-creating with AI extend our thinking, and what are the consequences for our habits of mind?
- **Session 3 |** Power, Bias and Design (Oct. 20, 2025) — Investigating the ethical and societal implications of AI, and exploring our role in shaping a more just and equitable cognitive ecology.

Center for Digital Scholarship

- Humanities and AI Roundtable: Each spring since 2022, the Center for Digital Scholarship (CDS) has hosted this roundtable, which consists of events with three invited speakers from across campus who discuss their work in the humanities and AI.
- "Experiments in Artificial Intelligence and Digital Scholarship": CDS supports this running project that works with a variety of faculty across disciplines on integrating AI into their research.
- Other events related to AI research events:
  - A Critical Look at AI for Text Analysis in ProQuest TDM Studio (March 12, 2026)
  - Digital Humanities Salon: AI Opportunities and Perspectives (April 16, 2026)
  - Digital Humanities Salon: Knowledge Indiana (Feb. 26, 2026)
  - Workshops on using AI for programming in digital humanities research (recurring)

Center for Language Study

WORKSHOPS AND WORKING GROUPS

Examples of Center for Language Study (CLS) activities with an emphasis on language teaching and learning:

- Potentialities of Applied Translation for Language Learning in the Era of Artificial Intelligence (Sept. 18, 2023)
- Artificial Intelligence in the Language Classroom: Utilizing ChatGPT for Language Teaching (Sept. 21, 2023)
- Group watch of the University of Arizona Center for Educational Resources in Culture, Language and Literacy webinar "Generative AI in Language Education: Rewards, Risks, and Reboots" with Ilka Kostka, Northeastern University (March 3, 2024)
- Artificial Intelligence and Language Education working group
    - Setting Working Group Goals (Feb. 7, 2025)
    - AI in Language Assignments | If, When and How? (March 7, 2025)
    - Teaching Language with AI: Ethical and Pedagogical Considerations. (April 11, 2025)
- AI and the Shifting Landscape of Language Education (March 6, 2026)
- Gen AI in Language Teaching: Potential Uses and Challenges (April 3, 2025)
- AI-Resilient Assignments: Motivating Students to Do Original Work in Language Classes (with Digital Learning and Design, May 5, 2025)
- Critical AI Literacy for Multilingual and Global Graduate Writers (with the Sheridan Center, Dec. 2, 2025)

SPEAKERS

- Per Urlaub, Associate College Professor, Middlebury College, Associate Dean for Curriculum, Middlebury Language Schools, "Against Best Practices" (April 2019)
- Jonathan Reinhardt, Professor, English Applied Linguistics and Ph.D. Program in Second Language Acquisition and Teaching, University of Arizona, "Digital Literacies in the Language Classroom: Participatory, Multifarious, and Everyday" (March 2021)

Sheridan Center for Teaching and Learning

RESOURCES AND PROGRAMS FOR FACULTY

- Assignment Design in the Age of AI (a self-paced Canvas course).
- Intentional Pedagogy with AI Technology (webpage)
- Digital Learning and Design Faculty Guides:
    - How Do I Create Assessments That Encourage Original Work and Deter Use of AI?
    - Overview: Learning Technologies and Academic Integrity
    - Teaching in the Age of AI
    - AI-Generated Summaries in Teaching and Learning
- Teaching with AI in Mind departmental workshops
- Creating AI Policies for Student Academic Work

- Compass program for faculty to critically investigate AI and how to adapt their courses (Summer 2025)
- Conversations on AI policies for AI tasks (2025-26)
- Seminar on AI Literacy (SAIL) for faculty-student teams to design critical AI literacy into their courses and build AI literacy in their departments and programs (with the Brown University Library, launching Fall 2026)
- 1:1 consultations with faculty as they consider their own approaches to AI in their teaching

RESOURCES AND PROGRAMS FOR STUDENTS

- Writing and Citing Critically: An AI Guide for Informed Students (a Canvas course created in collaboration with the Brown University Library)
- Critical AI Literacy for Multilingual Graduate Writers synchronous workshop (in collaboration with the Center for Language Studies, Fall 2025)
- Critical AI Literacy for Multilingual Academic Writers asynchronous learning module
- "Ask Anne" columns for undergraduate international-identifying students: Considerations for Using GenAI Part I and Part II, and Using Editing Tools
- Considerations for Using Generative AI for Multilingual Learners
- Graduate student book clubs on "The Opposite of Cheating: Teaching for Integrity in the Age of AI" led by Sheridan Center head teaching consultants

SPECIAL TOPIC WORKSHOPS

- Sheridan Faculty Roundtable: AI and Teaching (May 2, 2023)
- AI in the Classroom, Department of Epidemiology faculty meeting (Oct. 23, 2023)
- Designing Creative Assessments in the Age of AI (Nov. 8, 2023)
- Graduate School of Engineering nuSTEM series: Understanding and Applying Generative AI in Scientific Writing (Feb. 28, 2024)
- AI and Media Production: Facilitated conversation on cutting-edge AI tools currently shaping online learning experiences at Brown to Critical AI Learning Community (April 29, 2024)
- Assignment Design and Considerations in the Age of AI (May 14, 2024 and May 20, 2025)
- Faculty-Athletic Coaches Learning Community: Generative AI (Oct. 10, 2024)
- Learning in the Age of AI: Panel of Sheridan Center tutors and fellows discussing how students are using and not using GenAI (Oct. 23, 2024)
- Canvas module: Assignment Design in the Age of AI Modules (Nov. 11, 2024)
- STEM Ed Fridays: AI in Teaching and Learning (Dec. 6, 2025)
- Overview of Zoom AI Companion (co-hosted with OIT, Jan. 16, 2025)
- AI-nnovate or Stagnate? Exploring Generative AI's Promise and Perils in Education with Lance Eaton (Feb. 5, 2025)
- Explore Gen AI with Colleagues conversation facilitated by Jim Valles (STEM Ed Fridays, March 21, 2025; Teaching Tuesdays, June 2025)

- AI-Resilient Assignments: Motivating Students To Do Original Work in Language Class (collaboration with CLS, May 6, 2025)
- Teaching AI Ethics virtual workshop with Emily Dux-Speltz, Embry-Riddle Aeronautical University Worldwide (Feb. 10, 2026)

Office of Information Technology

AI TOOLS

- Google Gemini and NotebookLM
  - Available to faculty, staff and students
  - Brown's contract with Google specifies that they cannot train the models on community data
  - Approved for use with Level 3 data
  - Help article: Google Gemini Chat and NotebookLM AI Services
- Zoom AI tools
  - Available to faculty, staff and students
  - Approved for use with Level 3 data
  - Help article: Zoom AI Companion Overview
- Transcribe
  - A Brown-developed tool to transcribe audio and video
  - Approved for use with Level 2 data (seeking Level 3 approval)

SECURITY REVIEWS FOR OTHER AI TOOLS

The OIT Software Catalog includes a list of tools that have gone through security review (available through SSO login). The approved data level is listed for each tool — including if they are not approved for use at all (e.g., ReadAI).

APPENDIX D: EXAMPLES OF GenAI EDUCATIONAL INNOVATION AT BROWN

In addition to offering courses featuring AI-specific content (see Appendix E for an overview), Brown instructors are incorporating GenAI exercises into classes across the curriculum. A common thread through many of the assignments is deep critical engagement with the output of GenAI systems. This kind of assignment serves several purposes, including: (1) practice in metacognitive reflection and the development of a critical eye for the subject matter; (2) specifically highlighting ways in which GenAI goes wrong to help students remain thoughtful and avoid overdependence on the tools; and (3) practice interacting with GenAI systems in a way that produces high-quality output, ideally better than either the student or the GenAI system alone would produce. This last item is of increasing relevance in preparing students for a labor force in which they are expected to use appropriate tools — increasingly GenAI — to create high-quality artifacts.

Generating persona-driven problem sets

A faculty member in the physical sciences is having students craft personas based on their level of expertise and interests in relation to the field. The students share this persona with Gemini, and it develops problems they must then solve while also noting how the problems change depending on how they change their persona.

Critiquing AI-generated clinical diagnostic reports

A faculty member in the medical sciences is inviting medical students to have Gemini generate a clinical diagnostic report, which each student must then critique based on their own observations of the patient's symptoms. The intent of the activity is to help students develop a critical approach to working with AI, and to cultivate the expertise necessary to work with AI rather than rely on it for answers.

Comparing language translations

A faculty member in language studies is having students write a short essay in their target language, which they then have Gemini translate into English. Students are asked to reflect on how they liked the AI translation and whether they felt it captured the meaning of their original essay. The instructor then leads a larger discussion with the class on the nature of translation. The goal of the exercise is to help students recognize the risks of relying on machine-generated translations.

Generating a contrary stance

A faculty member in public health asks students to write a policy brief. Once they have composed the brief, students are directed to use Gemini to generate a stance or opinion that they had not considered and that is contrary to their own beliefs. The goal of the assignment is to broaden the students' understanding of how policy briefs are received by different audiences.

Co-creating an AI policy for the course

One month into the semester, a faculty member has students generate an AI policy for their course. They share this assignment several weeks into the course as a way to encourage students to be more candid. The goal is not just to develop a policy but also to help students reflect on their own stance toward AI and how it affects their learning.

Simulating mediation and negotiation

The instructor of an online master's course asks students to use the GenAI tool of their choice to simulate a mediated dispute around a health topic and community they have previously explored. The GenAI tools generate a sample dialogue with specific moves made by a hypothetical mediator. Students are tasked with applying what they have learned about mediation and negotiation to edit the GenAI-proposed moves for the mediator to increase the likelihood of a result that is beneficial to all sides.

Creating problem sets for students and delivering feedback

Working in collaboration with AI experts at the Sheridan Center and the Center for Computing and Visualization, an instructor is developing a custom bot to help students learn foundational course concepts. Students will interact with the bot through a chat interface that relies on Brown's secure campus LLM. The bot will operate based on detailed instructions on how to ask students questions and give feedback, a custom-crafted pedagogical interaction style, and a knowledge base of course materials and problem sets from past exams. Through dialogues, the bot will deliver one problem at a time. Students will hand-write their answers and upload an image to the bot, and the bot will read the answer and provide feedback. Depending on the accuracy of the student's answer, the bot may ask the student to try again. After the student completes an assigned number of problems, the bot will produce a transcript of the session, which the student will submit to the instructor. This project is currently under review, and is not yet in use with students.

Providing feedback on student drafts

An instructor who teaches a large lecture course for undergraduate students with significant writing requirements wanted to find a way to share the most common feedback on writing with students before they submitted their final drafts. Working with a Sheridan Center learning technologist, the instructor created a custom bot with detailed instructions on how to give feedback, as well as examples of feedback given by the instructor in the past. Use of the bot is optional for students, and they remain responsible for their final submission. In initial trials, students expressed appreciation of this source for feedback on their drafts.

Assessing and improving grading consistency with rubrics across teaching assistants

An instructor of a large course had short writing exercises across the semester. After the first submissions were graded by teaching assistants (TAs) for the course using a rubric, the instructor became concerned about consistency of rubric use and re-graded all student submissions. Identifying clear variation, the instructor asked for student permission to enter the submissions into a GenAI tool for grading according to the rubric. While the GenAI somewhat improved the consistency, significant variations persisted. After reviewing the GenAI tool's assessment of student work, the instructor recognized that important aspects of how the instructor grades were not made explicit in the rubric. The instructor adjusted the rubric and again used the GenAI tool to test it until the GenAI tool's assessments were consistent with the instructor's. When TAs used the updated rubrics, their grading was now consistent with the instructor's.

Critically evaluating GenAI output

In a seminar course, students engage in a two-phase reading and AI analysis activity that makes visible the distinctions between human and GenAI interpretation. In the first phase, small groups discuss scholarly texts and collaboratively generate a synthesized set of questions without using AI tools. These questions are presented on a whiteboard, and the class collectively maps conceptual connections, productive tensions and relationships between the questions through Socratic discussion. The instructor draws these connections visually as they emerge, building a network that reflects the class's negotiated understanding. In the second phase, the same student-generated questions are submitted to a GenAI

tool (Gemini, NotebookLM, etc.) under varying conditions (no context, the source texts uploaded, an explicit critical persona prompt and the like). Students are then asked to identify where the AI flattened tensions that the class identified, which modes of discourse the AI defaulted to, and what the differences reveal about the difference in knowledge production between human synthesis and GenAI outputs based on statistical recombination.

Interacting like a TA

Two undergraduate students developed a custom bot that interacts with students in a course like a skilled TA. The instructor selects not only the course content to be loaded into the bot's knowledge base but also the specific dates when the TA bot should access that information. This restriction means that the TA bot is answering questions or prompting students based on where the students are in the course schedule. A few STEM courses have trialled these customized TA bots, and instructors are evaluating their efficacy.

Designing and critically evaluating an AI learning application

In this course's capstone project, students design, build, test and critique their own AI application for learning. Working in small groups, students move from proposal to prototype to public presentation, producing a tangible artifact such as a lightweight tutor, assessment tool, interactive demonstration or critical redesign of an existing AI system. No coding is required; the emphasis is on intentional pedagogical design rather than technical complexity. Each project includes a 10- to 12-minute presentation, a short written project specification detailing goals and AI integration decisions and an individual critical reflection. Students are expected not only to demonstrate what their AI tool does but also to analyze how it shapes cognition, authorship and learning, identifying both its affordances and its limitations.

APPENDIX E: EXAMPLES OF AI-RELATED COURSES AT BROWN

To convey a sense of the significant impact of AI on Brown's curricular offerings, the following is a list of courses from the 2025-26 academic year that include "artificial intelligence," "machine learning" or "deep learning" in their descriptions. In some classes, AI is a topic of study through a particular disciplinary lens. In others, AI is a tool used to support the study of other topics. Many other courses include AI content in other ways. It is notable that 25 different course categories appear on the list, from APMA (Applied Mathematics) to RELS (Religious Studies).

- APMA 1931B: Foundations of Machine Learning
- APMA 2070: Deep Learning for Scientists and Engineers
- APMA 2670: Mathematical Statistics I
- APMA 2680: Mathematical Statistics II
- BHDS 2040: Advanced Topics in Health Data Science
- BHDS 2130: Methods III: Statistical Machine Learning
- BIOL 1595/2595: Artificial Intelligence in Health Care
- BIOL 2370: Applied AI/ML in Biotechnology
- CPSY 1950: Deep Learning in Brains, Minds and Machines
- CSCI 0300: Fundamentals of Computer Systems
- CSCI 0410/1411: Foundations of AI and Machine Learning
- CSCI 1420: Machine Learning
- CSCI 1430: Computer Vision
- CSCI 1460: Computational Linguistics
- CSCI 1470/2470: Deep Learning
- CSCI 1640: AI and Security
- CSCI 1715: Formal Proof and Verification
- CSCI 1851: Machine Learning for Biology and Health
- CSCI 2640: AI and Cybersecurity Policy
- CSCI 2951F: Learning and Sequential Decision-Making
- CSCI 2951K: Topics in Collaborative Robotics
- CSCI 2952C: Learning with Limited Labeled Data
- CSCI 2952G: Deep Learning in Genomics
- CSCI 2952N: Advanced Topics in Deep Learning
- CSCI 2952W: Critical AI and Data Studies
- CSCI 2952Y: Special Topics in Computational Design and Fabrication
- DATA 1030: Hands-on Data Science
- DATA 2030: Forces of Influence in AI Governance
- DATA 2060: Machine Learning: From Theory to Algorithms

- DSIO 2000: Technical Foundation for Data Science Success
- DSIO 2100: Basic AI and Policy Ethics
- DSIO 2110: Evidence-Driven Policy Making
- ECON 2460: Applied Macroeconomics and Text Analysis
- EDUC 1485: AI and Education: Critical and Applied Perspectives
- EEPS 1350: Spatial Data Science
- EEPS 1720/DATA 1720: Tackling Climate Change with Machine Learning
- ENGN 2020: Mathematical Methods in Engineering and Physics II
- ENGN 2350: Data-Driven Design and Analysis of Structures and Materials
- ENGN 2520: Pattern Recognition and Machine Learning
- ENGN 2605: Image Understanding
- ENGN 2911X: Reconfigurable Computing
- GISP 0006: Learning with Artificial Intelligence
- HCL 2150: Health Technology, Data, and Analysis
- HCL 2200: Digital Health Innovations and AI in Healthcare
- HIST 0576B: History of Artificial Intelligence
- IAPA 0310: Reimagining Human Security
- IAPA 1701T: Technological Transformations: A Global Perspective
- IAPA 1801I: Human Rights and AI: Impacts, Risks, and Opportunities
- LITR 1153F: Reading and Making with Large Language Models
- MATH 1810C: Artificial Intelligence and Euclidean Geometry
- MPA 2221: Human Rights and AI: Impacts, Risks, and Opportunities
- MPA 2475C: Policy Problems of the 21st Century: Digital Peacebuilding
- NEUR 1940B: Deep Learning in Neuroethology
- NEUR 2110: Statistical Neuroscience
- PHIL 0401: Ethics of Digital Technology
- PHIL 1835: The Philosophy of AI
- PHP 1685: Digital Innovations and Artificial Intelligence in Healthcare
- PHP 2650: Statistical Learning and Big Data
- PHP 2691: Statistical and AI-Powered Methods for High-Dimensional Genomics Data Analysis
- PHYS 1570/2570: Physics of Climate and Energy
- PHYS 2550: Applied Machine Learning and AI
- RELS 2650: Digital Religion