



**INNOVATIVE USE OF
AI IN EDUCATION**



AI Development Accelerator



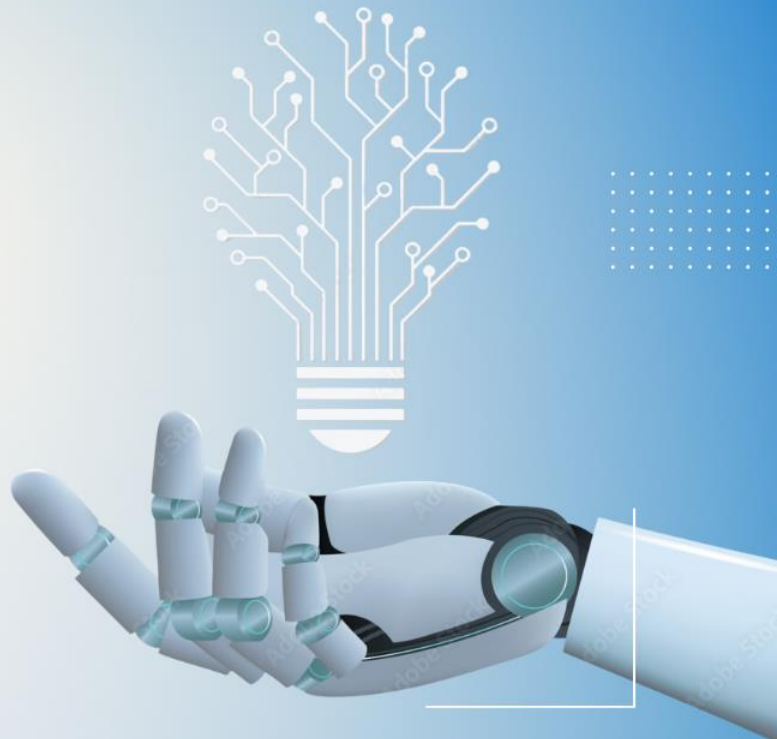
Institute for Excellence in Teaching & Learning

AI Usage Policies in Courses: What works, what does not, and what else should we consider

Panel Led Discussion with
faculty across various
disciplines

October 1, 2025
4:00 PM - 6:00 PM

CDS 1750
665 Comm. Ave.



AIDA Core Team & Governance

	Name	Title	Organization
	AIDA Core Team		
	Ken Lutchen Interim Executive Director	Vice President for Research, Dean of Engineering, <i>Emeritus</i>	Strategy & Innovation
	 John Byers Co-Director, AI in Academics	Professor of Computer Science; Former Senior Associate Dean of Faculty for Mathematical & Computational Sciences	College and Graduate School of Arts & Sciences
	 Yannis Paschalidis Co-Director, AI in Academics	Distinguished Professor of Engineering; Director, Hariri Institute for Computing and Computational Science and Engineering	College of Engineering
	Bob Graham Interim Chief AI Officer	Associate Vice President, Enterprise Architecture and Applications	Information Services & Technology

AIDA Core Team & Governance

Name	Title	Organization
AIDA Academic Advisory Council		
Joseph Bizup	Associate Dean Undergraduate Academic Programs & Policies	College of Arts & Sciences
Priya Garg	Associate Dean, Office of Medical Education, Chobanian & Avedisian School of Medicine	School of Medicine
Amie Grills	Associate Provost for Undergraduate Affairs	Undergraduate Affairs
Tal Gross	Professor, Markets, Public Policy, and Law	Questrom School of Business
Alexander Olshevsky	Professor (ECE, SE)	College of Engineering
Wesley Wildman	Professor of Philosophy, Theology, and Ethics, and of Computing and Data Sciences	School of Theology
AIDA Administrative Advisory Council		
Diane Baldwin	Associate Vice President, Sponsored Programs	Research
Kevin Gonzales	Assistant Vice President, Operations	Operations
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Jen King	Executive Director, Continuous Improvement & Data Analytics	Financial Affairs
Kelly Lockard	Associate VP, Continuous Improvement & Data Analytics	Financial Affairs
Marylou O'Donnell-Rundlett	Associate Vice President, Enrollment Service Operations	Enrollment and Student Administration
Kerri Saucier	Associate Vice President, Advancement Information Strategy	Development & Alumni Relations

What does AIDA do?

■ Mission

- catalyze the development, adoption, and governance of AI at BU
- advance AI literacy and competence
- comprehensive and coordinated approach across the University

■ Activities in 2025

- AIDA Symposia: learning/designing/sharing best practices with AI
- TerrierGPT: access to GenAI models for all faculty, staff, and students
- GenAI usage guidelines (but not **policies**)
- 4-hour online course for BU undergraduates (October release)

+ we seek your input

TerrierGPT. About that... Students ask:

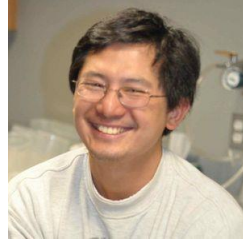
- *Q: Now we're training another AI model?! Why?*
- *A: It's not a model. It's a gateway for the BU community to access leading models (e.g., from OpenAI, Anthropic, Gemini, Llama).*
- *Q: I use ChatGPT. Why would I need or want TerrierGPT?*
- *A: ChatGPT-4.1 is available through TerrierGPT. GPT-5 is coming soon. With ChatGPT, OpenAI is training on your queries. With TerrierGPT, your data is protected. It's also **free**.*
- *Q: Does BU see my queries or train on my data?*
- *A: No. TGPT has the same privacy guarantees as your BU email.*

Panelists



Michael Dowding

Director of COM Writing Program
Master Lecturer
COM



Andy Fan

Senior Lecturer of Biomedical
Engineering
ENG



Tal Gross

Professor of Markets, Public Policy,
and Law
QST



David Shawn

Associate Director of Writing in the
Disciplines
Master Lecturer in the Writing Program
CAS



Kevin Gold

Panel Discussion Moderator
Associate Professor of the Practice
CDS

GAIA Policy and Some Recent Adaptations

klgold



The GAIA Policy

<https://www.bu.edu/cds-faculty/culture-community/gaia-policy/>

- Developed by a class, CDS DS-380, “Data, Ethics, and Society” in Spring 2023; adapted as default CDS policy (that could be amended for individual classes)
- Students shall:
 - Give credit when AI is used
 - Include appendix with transcript
 - Not use AI unless explicitly instructed ok
 - Use AI detection tools on themselves
 - Use AI wisely!
- Instructors shall:
 - Seek to understand AI tools
 - Treat “no AI” as baseline for grading
 - Use AI detection tools
 - Severely penalize just reproducing AI solutions



My Fall '25 Adaptations to GAIA



- Require AI use statement (worth points) at the end of each assignment
 - Not a transcript – had compliance problems, no time to read
 - Forces student to say something instead of quietly turning in AI work
 - Lets us summarize how AI is being used & its possible effects on grades
- No AI detectors – too unreliable on code
- Assignments worth less, from ~50% down to ~10-15% - they are graded "participation activities"
 - AI similar to "back-of-the-book" answers – students can check their work
 - Leaning too much on AI will cause problems at test time!
- Our AI-driven problem generator gives a way for students to catch up

AI Usage Policies in Courses

David Shawn
CAS Writing Program
Associate Director for Writing in the Disciplines

Quick Overview

- **Personal Consideration**
- **CAS Writing Program AI Use Guidelines**
- **Expanded Version of WP AI Use (later)**
- **AWAC and AI Statements (later)**

CAS Writing Program

Writing Program AI Use Guidelines

At orientation, you learned that it is only allowable to use generative AI tools (such as ChatGPT) to “generate ideas, words, designs, or any other type of work product” when the use of AI has been authorized.

The following AI uses are authorized across all WR classes:

- Using AI tools to **learn about or translate terms or vocabulary words** (*not* translate entire papers)
- Using AI tools to **offer you feedback on whether your grammar and usage conform with standard academic English**. (Note: There may be times when the choice not to use standard academic English in your writing is appropriate and/or effective.)
- It is **not necessary to cite the AI tool for these two Writing Program-authorized uses**.

If I authorize additional or other **uses of AI tools** for particular assignments, I will do so in writing, and I will offer guidance on if and how to cite the AI tool (using the **MLA** format).

Remember that ultimately you are responsible for any work you submit, including any language, ideas, or information introduced through your use of AI tools.

Expanded
Guidelines
(Dr. Max White)

Writing, AI Use & Decision-Making Questions

When you're unsure about AI use, ask:

- Does choosing to use AI here help me learn the skill this task is designed to teach?
- Will I be able to explain how AI influenced my work?
- Will the reader be hearing my own ideas and voice, or AI's?

If yes to all three, AI use is probably appropriate. If no to any, rethink your approach.



Michael Dowding
Director –
COM Writing Program
Master Lecturer
COM

COM Writing Program AI Policy

In all areas of academic inquiry, research, scholarship, and professional practices, the College of Communication places the highest emphasis on integrity and ethics. In alignment with these values, COM only permits student use of text-authoring tools (including, but not limited to, generative AI tools such as Grammarly or ChatGPT) under certain highly restrictive conditions:

- The course leader (e.g., professor or lecturer) must expressly grant permission to the student or students to use the tool.
- Any assignment submitted for academic credit or review must include an explicit and affirmative declaration that the assignment was prepared, reviewed or edited with the use or assistance of the expressly permitted tool and an explanation of how it was used for the assignment.

It is impermissible under any circumstances for a student to submit an assignment that is fully or partially created or reviewed by a third-party tool without instructor permission AND full notification. Failure to do so is considered a form of plagiarism – an academic conduct violation that may lead to grading penalties and/or review by the COM Academic Affairs Committee.



Tal Gross

Professor of Markets,
Public Policy, and Law
QST

Signs of AI



An NYU student: “He’d just finished his finals, and estimated that he’d spent between thirty minutes and an hour composing two papers for his humanities classes.

“Without the assistance of Claude, it might have taken him around eight or nine hours...

“He received an A-minus and a B-plus.”

...

“It’s cheating, but I don’t think it’s, like, *cheating*.”

[–New Yorker Article](#)

Three Facts:

1. If you assign writing, many students will have an AI tool do the writing.
2. AI-detection tools are unreliable.
3. If you assign reading – *even a short article* – many students will have an AI tool summarize the reading for them.

MITIGATION

Blue books

ExamSoft

The flipped classroom

Oral exams

INTEGRATION

AI-based assignments

AI tutoring

One approach: *jutly*



Contrast (?)



Home

Dashboard

Lisa Rohrer ▾

MO712 Fall 25 Case Assignment The challenge of remote teams

Started 7 minutes ago



(?)

Brian Goldin



(?)

Kris Goodfellow



(?)

Ryan McKinley



(?)

Marisa Campbell



(?)

Esther Stanlame



(?)

Justin Deoliveira



For remote teams, ensuring a sense of belonging and accountability is crucial. It's important to have structured processes, like daily check-ins and self-reporting, to keep everyone aligned and motivated.

How do you like to structure a daily check-in?



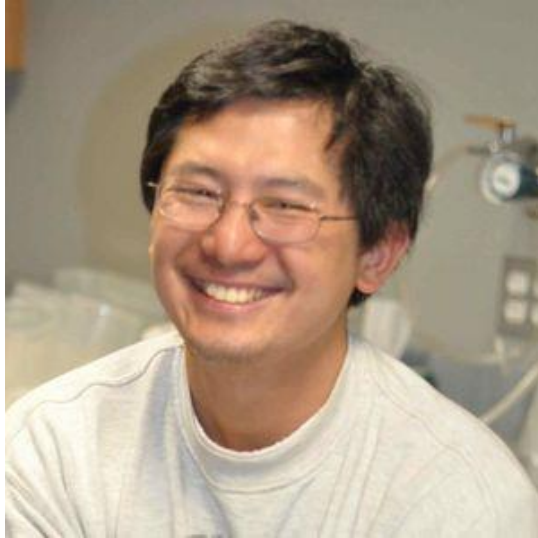
Kris Goodfellow

A daily check-in should be quick and focused. I like to have team members share what they accomplished yesterday, their goals for today, and any obstacles they need help with. This keeps everyone informed and engaged while identifying potential issues early.



type anything

Send ↗



Andy Fan

Senior Lecturer of Biomedical Engineering ENG

Andy Fan - Senior lecturer, Biomedical engineering

Classes that I teach:

Math + physics
abstraction level

Student
experience

EK 103 - Freshman computational linear algebra
(required for all ENG students)



BE 403 - Signals + systems
(required for all BME juniors)



BE 601 + 604 - Applied linear algebra + statistical analysis
(1st year MS / PhD students)



Panel Discussion

Additional Slides: AI Usage in Assignments

David Shawn
CAS Writing Program
Associate Director for Writing in the Disciplines

AI Headnote (expanded)

AI Headnote or Memo - for each major assignment

For each major assignment, you'll write a short memo reflecting on how you did or didn't use AI in your process. This memo should be at the top of the first page or on a separate cover page. While I am very interested in learning about your AI use, this memo is meant more as **a reflective space** for you to notice how you actually worked **rather than a justification** of your methods. The point is to help you **pay attention to your own habits** and **make informed decisions** about how and when AI tools do and don't help. A few sentences for each prompt is plenty. You may not use AI to write the headnote. The required questions are below.

Questions for AI memo:

- In this assignment, what parts of your writing process did you use AI tools for?
- Which AI tools did you use?
- How did using AI affect the way you thought about your writing or your ideas?
- What part of the process or the final piece still felt most like *you* — your thinking, your voice, your choices?

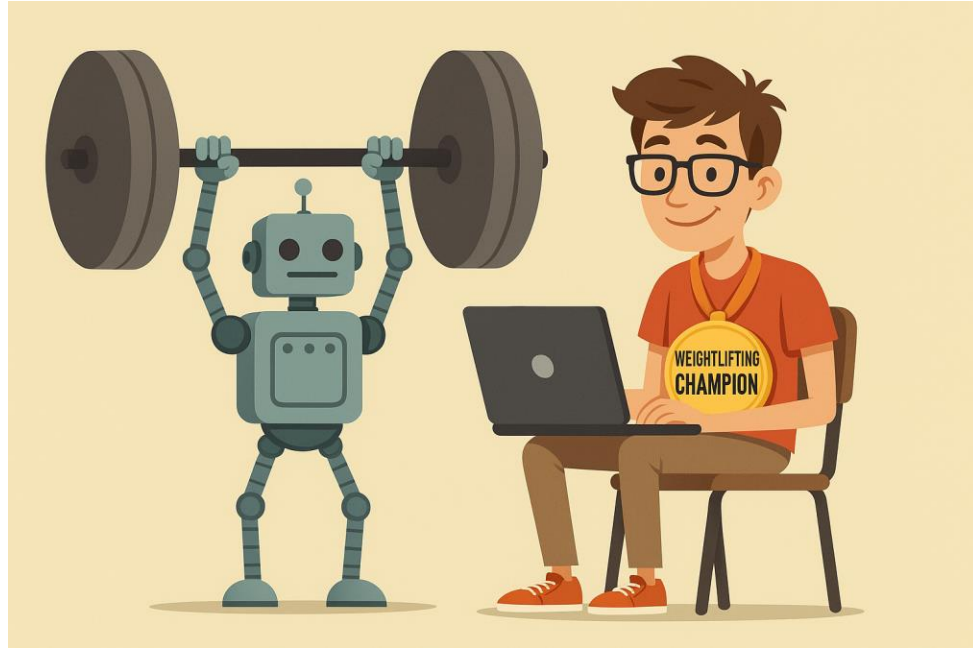
**Skills:
AI Prohibitions &
Potentially
Helpful AI Use
(expanded)**

Writing Practice/Skill	Prohibited AI Use	Potentially Helpful AI Use
Text generation	Submitting AI-generated text for any assignment that does not explicitly ask you to use AI; Submitting writing without the required AI headnote	Asking AI for suggestions on specific issues like wordiness, tone, clarity, or paragraph/sentence structure.
Source suggestions	Relying only on AI-suggested sources for outside research; Using a chatbot instead of a research-specific AI tool	Asking for source ideas, then reading real descriptions (library, Amazon, etc.) before deciding; Using AI research tools like Consensus or Litmaps or Undermind



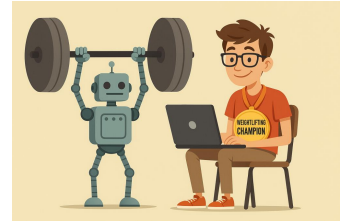
Michael Dowding
Director - COM
Writing Program
Master Lecturer
COM

Writing is Thinking



Ironically, image generated by ChatGPT...

Writing is Thinking



- The process of writing helps us identify what we think. It emerges.
- When you're learning, **friction** is the point.
- When you're working, **friction** is the barrier.
- Are we focusing on process or output?
 - Lower-level courses vs. capstone courses

The Math Analogy

- We can't give a calculator to a 7-year-old and claim he knows calculus
 - The register clerk who no longer makes change in his/her head.
 - The restaurants tabs that no longer trust us to calculate a 20% tip
- We're already fighting a similar uphill battle with reading and writing



The Answer for Writing Instruction: *Authenticity*

- The experiences of COM Writing Program faculty
- We need ensured authenticity to teach writing.
- Blue books? No.
- Locked browsers? Yes.
- We can't control student motivation, but we can control our promise to deliver an education – and gen AI does not deliver education in a writing classroom.



Additional Slides: AI Guidelines from AWAC

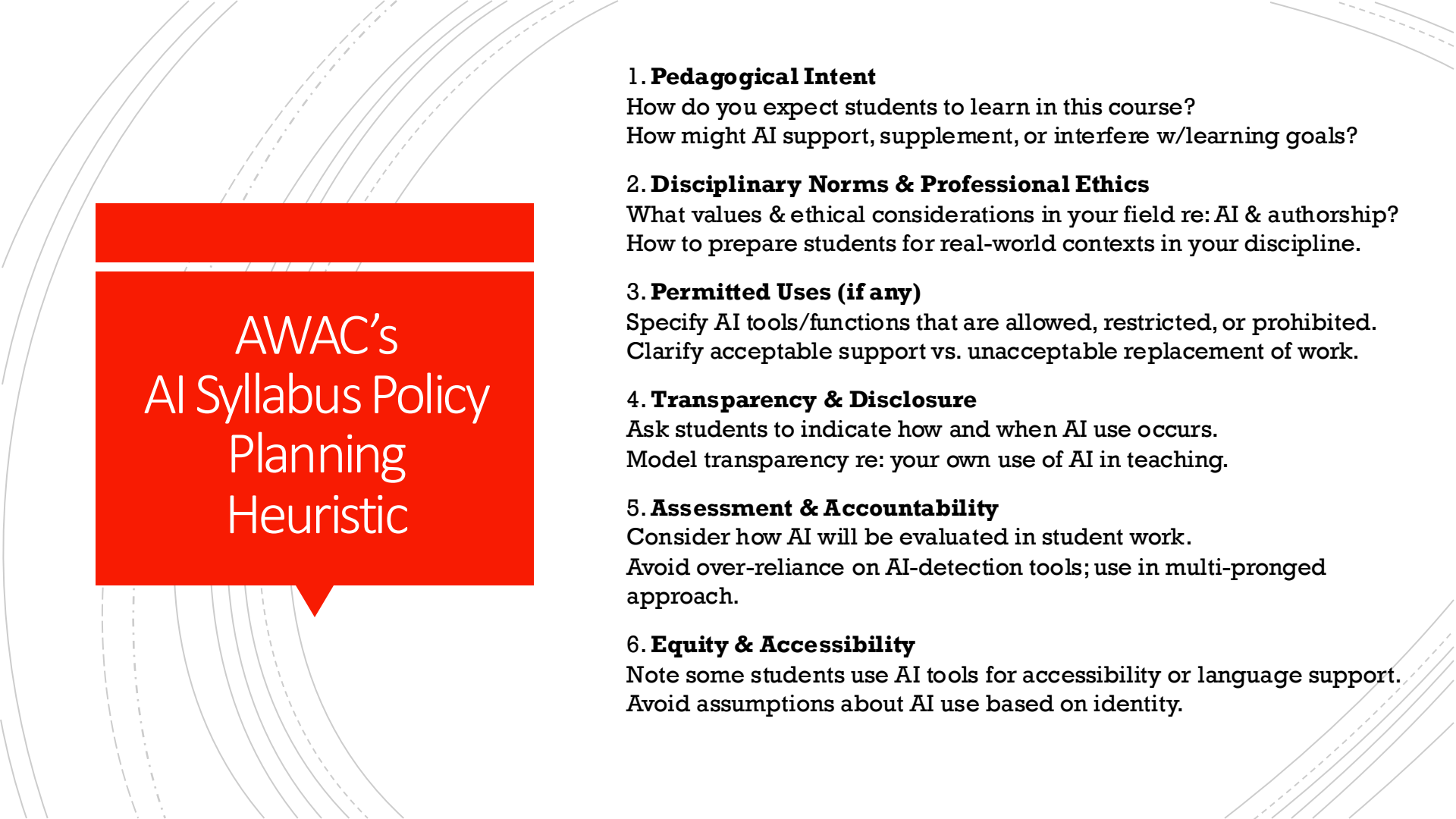
David Shawn
CAS Writing Program
Associate Director for Writing in the Disciplines

AWAC
Association for
Writing Across
the Curriculum

AWAC Statements (2023 and 2025)

- 2023 Statement: Two (2) pages; about 650 words
*Emphasizes importance of "writing to learn"

- 2025 Statement: Twenty-seven (27) pages
*Principles & Reaffirmation of Writing as a Human-Centered Inquiry
*Guidance for Educators & Students
*Policy Guidance for Institutions
*Glossary
*Resources/Further Reading
*Sample Activities
*AI Use Syllabus Policy Planning Heuristic



AWAC's AI Syllabus Policy Planning Heuristic

1. Pedagogical Intent

How do you expect students to learn in this course?

How might AI support, supplement, or interfere w/learning goals?

2. Disciplinary Norms & Professional Ethics

What values & ethical considerations in your field re: AI & authorship?

How to prepare students for real-world contexts in your discipline.

3. Permitted Uses (if any)

Specify AI tools/functions that are allowed, restricted, or prohibited.

Clarify acceptable support vs. unacceptable replacement of work.

4. Transparency & Disclosure

Ask students to indicate how and when AI use occurs.

Model transparency re: your own use of AI in teaching.

5. Assessment & Accountability

Consider how AI will be evaluated in student work.

Avoid over-reliance on AI-detection tools; use in multi-pronged approach.

6. Equity & Accessibility

Note some students use AI tools for accessibility or language support.

Avoid assumptions about AI use based on identity.



Any questions?

Additional discussion topics

- Where is the best place/places for relevant policies to be set?
 - Individual faculty members
 - Departments or other cognizant units
 - Colleges
 - University-wide
- Policies regarding faculty disclosure on their use of AI

***The Professors Are Using ChatGPT,
and Some Students Aren't Happy
About It***

NYT, 5/14/25

Students call it hypocritical. A senior at Northeastern University demanded her tuition back. But instructors say generative A.I. tools make them better at their jobs.

- “Conscientious objectors”: students who prefer not to use AI



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