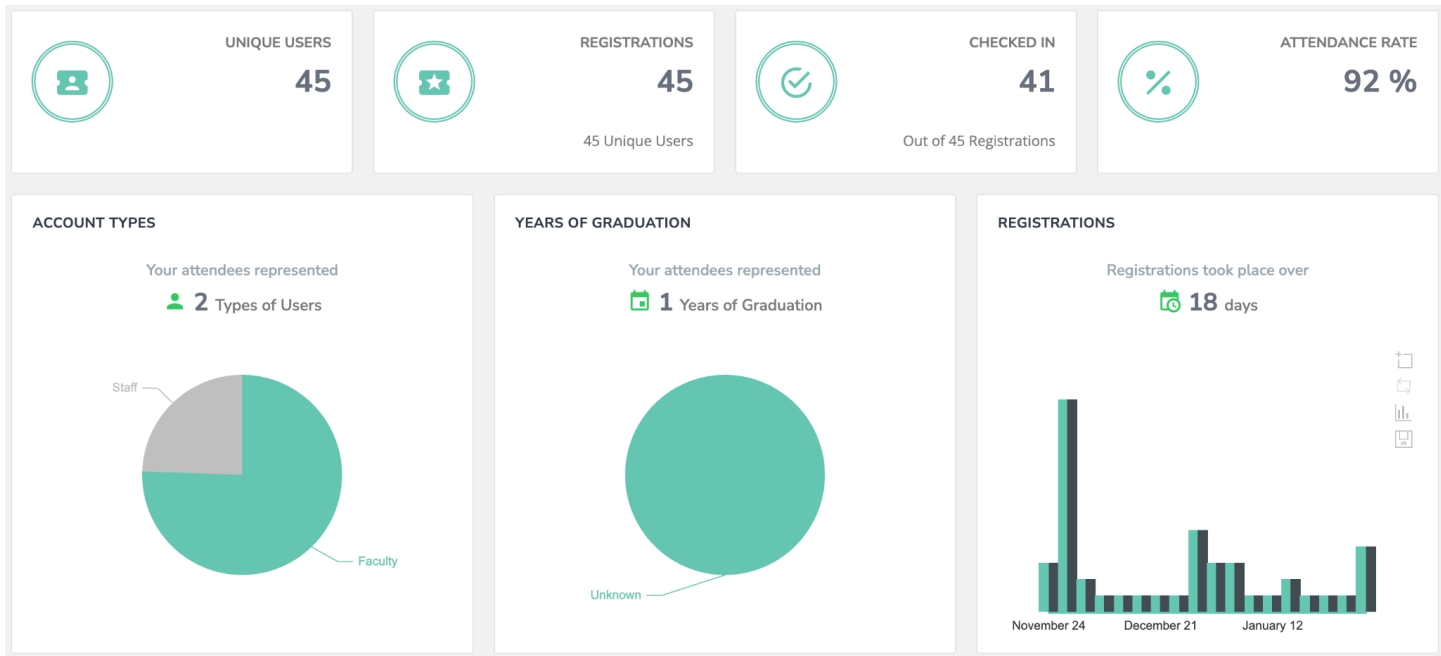


Teaching with AI Workshop Metrics: 1/20/26

The following dashboard is from the MySNC Event:



5 ⭐ rating from 7 attendees with the following comments:

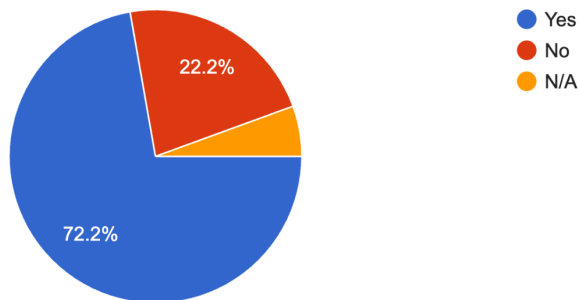
Outstanding, thanks so much for organizing!
Excellent event! It was obvious that the organizers put considerable thought, time, and effort into crafting an informative and interesting set of sessions. A big thank you and chef's kiss to them!
It was a great event. I think it helped the skeptics gain some understanding, while allowing the all-in types the ability to see that caution is needed. Well presented.
Excellent. The keynote speaker was articulate, engaging, and knowledgeable. This set the tone for a well designed series of thoughtful and interactive sessions. I am interested in thinking more about AI in the classroom and discussing this with my colleagues during the semester. Thank you!

Feedback from post-workshop survey:

Did you include an AI syllabus statement in your Fall '25 Courses?

Fall '25 Syllabus

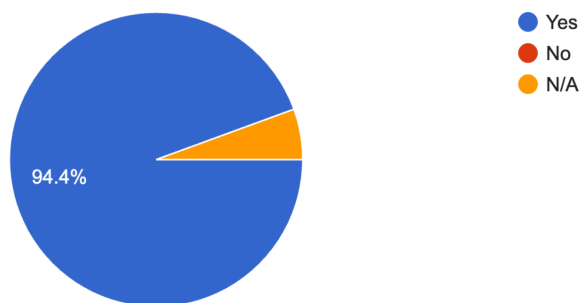
18 responses



Will you include an AI syllabus statement in your Spring '26 Courses?

Spring '26 Syllabus

18 responses



What AI Statement are you leaning towards for your Spring '26 syllabi?

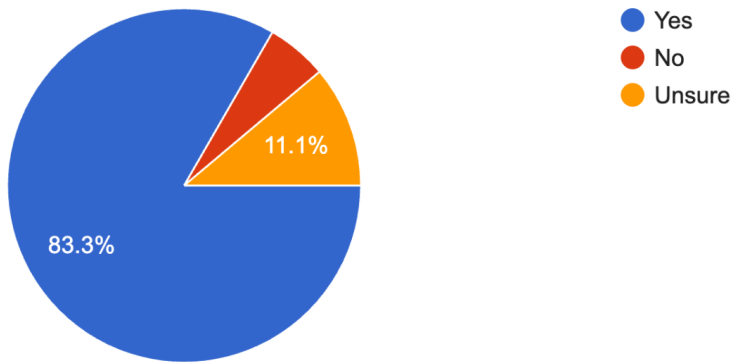
Syllabus Statement

17 responses



Has your approach to AI changed as a result of this workshop?

AI Approach
18 responses



Qualitative Feedback:

Faculty AI Workshop Impact Analysis

Survey Question

"How has your approach to AI changed as a result of this workshop?"

Part 1: Executive Summary

The analysis of 15 faculty responses reveals overwhelmingly positive sentiment toward AI adoption following the workshop, with the strongest themes emerging around assignment redesign and transparent communication with students about AI use.

Part 2: Quantitative Analysis

Sentiment Distribution

Sentiment Category	Count	Percentage
Enthusiastic/Optimistic	7	47%
Cautiously Positive	4	27%
Pragmatic/Neutral	4	27%
Concerned/Hesitant	0	0%
Total	15	100%

Thematic Distribution

Note: Responses may contain multiple themes

Theme	Count	Percentage of Responses
Transparency & Communication	8	53%
Ethical Guidance & Limitations	6	40%
Assignment Redesign	6	40%
Modeling & Shared Learning	2	13%
Policy & Detection	2	13%

Part 3: Qualitative Insights & Representative Quotes

Sentiment Analysis

Enthusiastic/Optimistic (47%): Nearly half of faculty expressed excitement and hope about AI integration.

- **Quote 1:** "Today's promoted AI with a great degree of optimism and hope"
- **Quote 2:** "I'm much more excited now about incorporating student use of AI into assignments"
- **Quote 3:** "Continuing to be more interested in integrating AI"

Cautiously Positive (27%): Some faculty showed openness while acknowledging concerns.

- **Quote 1:** "I'm more open to using certain aspects of it myself and allowing it for more things. And I'm nervous about all the complications it is going to create for me."
- **Quote 2:** "I'm more open to launching some assignments that intentionally engage with AI."

Pragmatic/Neutral (27%): Several faculty described concrete plans without strong emotional language.

- **Quote 1:** "I'll be clearer about the contexts in which AI is acceptable. I'll also make an effort to use AI detectors for certain assignments."
- **Quote 2:** "I will be looking for more ways to be transparent and give students specific guidance"

Thematic Analysis

Transparency & Communication (53%): Over half of faculty plan to be more open and clear with students about AI.

- **Quote 1:** "I will be looking for more ways to be transparent and give students specific guidance"
- **Quote 2:** "Open conversation with students on how AI can support learning when used ethically"
- **Quote 3:** "Yes - I'll provide even more guidance to my students for ethical and transparent uses of AI."

Ethical Guidance & Limitations (40%): Many faculty emphasized teaching responsible use and AI's limitations.

- **Quote 1:** "I will be more proactive about sharing the pitfalls of AI."
- **Quote 2:** "I will more directly address with students the problematic results of AI use and how it might be useful towards learning goals."
- **Quote 3:** "I will acknowledge AI but explain how it is so important for students to do their own work and learning since AI is not allowed on professional exams, like the CPA exam"

Assignment Redesign (40%): A significant portion plan to intentionally incorporate AI into coursework.

- **Quote 1:** "I'm more open to launching some assignments that intentionally engage with AI."
- **Quote 2:** "I spent this morning updating my syllabi to incorporate AI as a research tool for the students to achieve the same goal of 'connecting' — I'll guide them in using AI to research examples of how environmental geology relates to other subjects. My plan is to have them do this several times during the semester, collate their work in some sort of diary, and include that material on exams."

Modeling & Shared Learning (13%): A smaller group plans to demonstrate their own AI learning journey alongside students.

- **Quote 1:** "I'm going to be more actively modeling my own struggles and triumphs and encouraging the class to do the same"

Policy & Detection (13%): Some faculty focus on enforcement and detection tools.

- **Quote 1:** "I'll be clearer about the contexts in which AI is acceptable. I'll also make an effort to use AI detectors for certain assignments."

Part 4: Actionable Recommendations

Based only on the analysis, the following concrete, actionable steps are suggested for consideration:

1. **Offer a "Designing AI-Integrated Assignments" Workshop:** With 40% of faculty expressing interest in assignment redesign and one faculty member providing a detailed example of transforming a traditional assignment into an AI-research exercise, there is clear demand for hands-on support in curriculum redesign. Consider a workshop that provides templates, examples, and collaborative design time.
2. **Create Resources for Transparent AI Communication:** With 53% of faculty prioritizing transparency and communication with students, develop ready-to-use resources such as syllabus language templates, first-day-of-class discussion guides, and sample "AI use policies" that faculty can adapt for their courses.
3. **Develop Discipline-Specific AI Ethics Modules:** The 40% of faculty focused on ethical guidance and limitations — including concerns about professional exams like the CPA — suggests a need for discipline-specific workshops that address how AI intersects with professional standards, licensure requirements, and field-specific ethical considerations.

Methodology Notes

- **Analysis Type:** Dual-layer rubric (Sentiment + Thematic)
- **Total Responses Analyzed:** 15
- **Analysis Confidence:** High (93%) — Responses are detailed and substantive, allowing for clear categorization.
- **Limitation:** The low response rate (n=15) means these findings represent engaged faculty who attended the workshop, not necessarily all faculty perspectives.
- **Data Privacy:** All responses were anonymized prior to analysis. No data was retained after this session.

Before and after word clouds from workshop attendees.

Share one word or phrase that captures your current feelings about AI in teaching.



Write one word/phrase describing how you currently feel about AI in teaching.

