

# Resource Document - Your New Teammate

## Workshop Materials

- [Slide Deck](#)
- [Case Studies and Directions](#)
- [Case Studies - Working Document](#)
- [Ethical Considerations Activity](#)
  - [Completed exercise](#)
- [Notification & Update Sign-up form](#)
- [Workshop Examples](#)
  - [Working Document](#)
  - [Workshop Prompt comparison](#)

## The Team

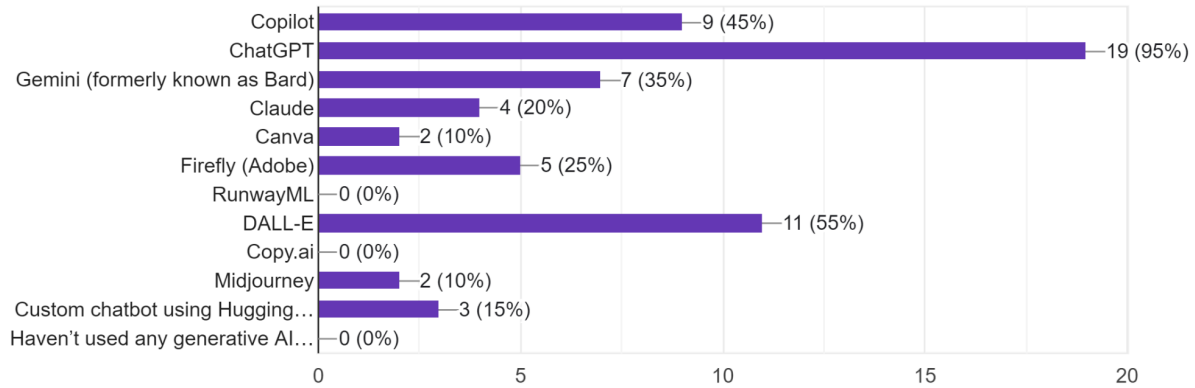
Lance Eaton Director of Faculty Development, College Unbound <a href="mailto:lance.eaton@collegeunbound.edu">lance.eaton@collegeunbound.edu</a> <a href="https://aiedusimplified.substack.com">https://aiedusimplified.substack.com</a>	Stephanie Payzant Director of Instructional Design, Post University <a href="mailto:spayzant@post.edu">spayzant@post.edu</a>
Adam Nemeroff Director of Learning Design and Technology, Quinnipiac University	Xiaorui Sun Learning Technologist, Sheridan Center for Teaching and Learning, Brown University

## Survey Results

We issued a pre-workshop survey that a little more than 20 folks completed. The qualitative questions from the survey sent to participants is summarized below using ChatGPT 4 with the following prompt: *“Review the following responses and group them into common responses. Based upon the frequency of the responses, rank them in order, and then reproduce the list but combine responses and reduce repetition in responses.”*

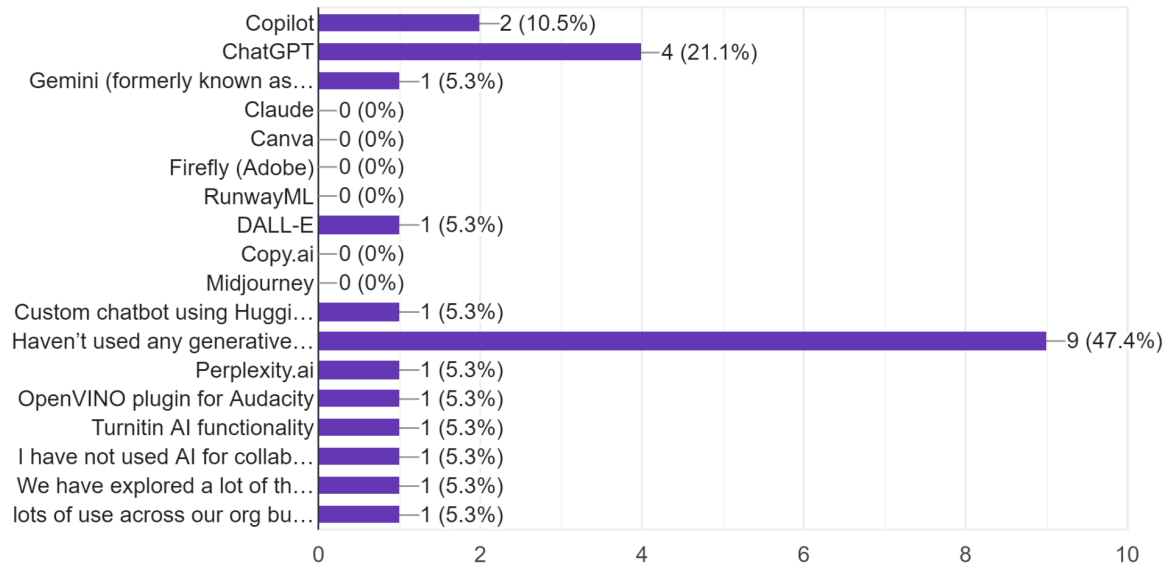
What Generative AI tools or tools with AI-enabled features that you have used professionally or personally? Please select all that apply.

20 responses



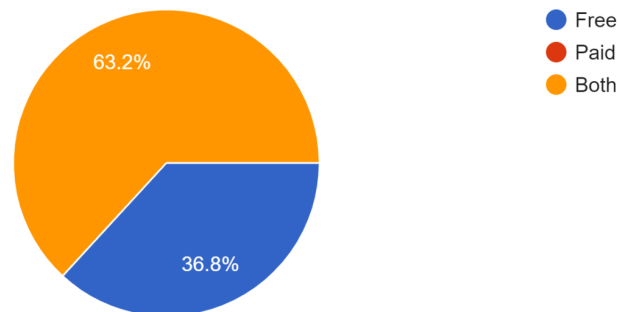
What Generative AI tools do you use collaboratively across/as a TEAM?

19 responses



Which versions of Generative AI tools do you use?

19 responses



### Ranked Outcomes\*

**Practical Examples and Application in Various Disciplines:** Strategies and examples for using AI across different academic disciplines.

**AI Tools, Technologies, and Resources:** Discussion on AI tools and resources, including those beyond current institutional offerings.

**Communication and Empowerment in AI Usage:** Effective communication methods to empower faculty in AI usage.

**AI Awareness, Ethics, and Professional Development:** Focus on AI ethics, awareness, and professional development.

**Organizational Adoption and Support:** Exploring organizational needs and support mechanisms for AI adoption.

**Exploring and Understanding Current AI Engagement:** Insights into current faculty engagement and attitudes towards AI.

**Innovative Use of AI in Education:** Utilizing AI to create unique educational materials and activities.

### Ethical Concerns\*

**Academic Integrity and Honesty:** Emphasis on preventing academic misconduct, addressing plagiarism, and ensuring academic honesty in the context of AI.

**Environmental and Economic Concerns:** Considerations about the environmental impact of AI, sustainability issues, and the economic implications of dependency on AI technologies.

**Privacy, Security, and Data Protection:** Focus on protecting student and institutional data, ensuring privacy, and maintaining security in AI applications.

**Ethical Usage and Responsibility:** Guidance on ethical AI use, particularly in modeling responsible behavior and ensuring appropriate data usage.

**Concerns About Human-AI Interaction:** Challenges related to human decision-making and potential inaccuracies or biases in AI algorithms.

## Biggest Concerns\*

**Educational Approach and Faculty Support:** Strategies for effectively educating faculty about AI, addressing literacy gaps, and providing ongoing support.

**Data Privacy and Legal Concerns:** Importance of handling protected data appropriately and navigating the unstructured legal landscape of AI.

**Understanding and Accuracy of AI:** Ensuring clarity about AI's capabilities and limitations, focusing on accuracy and appropriate usage.

**Faculty Perceptions and Resistance:** Addressing faculty fears and resistance, particularly concerning plagiarism and the misuse of AI.

**Adaptation and Pace of Change:** Challenges related to the fast pace of AI development and the need for academic institutions to keep up.

**General Usage and Experience:** General concerns about relevance and limited usage of AI in academic settings.

## Current Usage\*

**Content Creation and Writing Assistance:** AI is widely used for generating and assisting with various types of content, including emails, brainstorming, lesson planning, and creating drafts for educational and promotional materials.

**Educational Tool Integration:** AI applications are being integrated into educational tools, such as chatbots and custom applications ("MicroApps"), to enhance learning environments and operational efficiency.

**Multimedia and Design:** AI is being utilized for multimedia purposes, such as audio transcription, music production, and identifying objects through image recognition, as well as for design tasks in Adobe products.

\*These survey results were processed with ChatGPT 4 and to summarize, collapse similar responses, and range in order of most often discussed.

## Resources

Folks navigating the challenges of this in public

- [Bryan Alexander](#)
- [Maha Bali](#)
- [Amanda Bickerstaff](#)
- [Josh Brake](#)
- [Stefan Bauschard](#)
- [Autumm Caines](#)
- [Dr. Sarah Eaton](#)
- [Anna Mills](#)
- [Ethan Mollick](#)

Most popular generative AI tools

AI Tool	Pricing	Description
<a href="#">ChatGPT</a>	Free & paid versions	Generative text AI by OpenAI. The most popular and effective generative text AI. Can create a significant amount of text that can be further elaborated with each prompt. Data is limited to prior 2021 and before. The upgraded version has a variety of apps that do many other things.
<a href="#">Claude</a>	Free	Generative text AI that allows you to upload large text files (a few hundred pages) that can provide additional context for the questions that you ask of it.
<a href="#">Bing</a>	Free	Microsoft's AI tool connected to its search engine. Can create responses that draw on the internet currently. Can also create images.
<a href="#">Bard</a>	Free	Google's generative AI tool that connected to its search engine. Allows you to upload a file to provide additional context.
<a href="#">DALLE</a>	Free & paid versions	OpenAI's generative image tool. With a prompt, DALLE will generate several images of what you are asking. You have the ability to edit and augment the results as well as upload an image for it to adjust.
<a href="#">MidJourney</a>	Free trial - paid version	A generative image tool that can be accessed through Discord, a messaging platform.

Here are some other popular AI tools to know about that may be relevant to academia

AI Tools	Descriptions were generated by Google's AI text generator
<a href="#">Elicit.org</a>	Elicit is a free, artificial intelligence (AI) research assistant that helps researchers automate parts of their workflows. Elicit uses language models to find relevant papers and summarize key information from those papers. Elicit can also help researchers brainstorm research questions, identify search terms, and define terms.
<a href="#">Scite.AI</a>	Scite.ai is a tool that uses artificial intelligence to analyze scientific literature and measure the veracity of scientific work. Launched in 2018, Scite uses AI to determine

	<p>whether scholarly articles mention, support, or contrast the claims of each cited article. Scite is a Brooklyn-based startup that helps researchers better discover and evaluate scientific articles.</p>
<a href="#">NOLEJ</a>	<p>Nolej is an AI-powered decentralized skills platform that creates interactive courseware and a global knowledge graph. The platform is designed to automate courseware creation and facilitate global knowledge sharing.</p> <p>Nolej is also an education assistant that empowers learners to discover ideas, validate learning, and unlock opportunities.</p>
<a href="#">Consensus</a>	<p>Consensus AI is an artificial intelligence (AI)-powered search engine that provides evidence-based answers to user queries. The tool uses AI and machine learning techniques to analyze peer-reviewed research papers and extract and distill data from scientific research. Consensus AI can help users save time and energy by providing accurate and condensed summaries of studies.</p>
<a href="#">Whimsical</a>	<p>Whimsical AI is a tool that uses AI technology to help designers create more imaginative and engaging user experiences. It offers AI-powered suggestions to help generate new ideas and overcome mental blocks during brainstorming sessions.</p> <p>Whimsical AI is an intuitive and simple diagram collaboration center that integrates flowcharts, mind maps, wireframes, and documents. It offers a unified platform for visual collaboration.</p> <p>Whimsical AI is a user-friendly and efficient AI tool that generates fresh ideas quickly and effortlessly.</p>
<a href="#">Khanmigo</a>	<p>Khanmigo is an AI-powered chatbot that helps students learn at their own pace. Khanmigo uses machine learning to track student progress and provide personalized feedback. It can also be used as a virtual tutor and debate partner.</p> <p>Khanmigo has knowledge on a variety of subjects, like history, math, and science, in many languages and on different grade levels.</p>
<a href="#">Otter.ai</a>	<p>Otter.ai is a voice-to-text transcription software that uses artificial intelligence and machine learning to convert spoken language into written text. The software picks up the voice in an audio feed, processes it through an AI algorithm, and starts stacking the words on the page.</p> <p>Otter.ai is available as a free web application and mobile application. It can be used to record and automatically transcribe interviews, meetings, and lectures. Otter.ai also offers a Chrome extension that detects when you open a virtual meeting link in your browser.</p>
<a href="#">Character.AI</a>	<p>Character.AI is a free AI chatbot app that allows users to create and chat with AI-generated characters. The characters can be fictional or based on real people, dead or alive. Users can create characters with specific personalities and interests, and then publish them to the community for others to chat with.</p>

	Character.AI uses a neural language model to read large amounts of text and respond to prompts using that information. The characters can serve various purposes, such as providing entertainment, helping users practice social situations, learning languages, or improving interviewing skills.
<a href="#">Snapxam</a>	SnapXam is an AI-powered math tutor that helps students understand how to solve math problems. Students can type in a math problem or snap a photo of it and receive an instant answer with step-by-step explanations. SnapXam is available 24/7.
<a href="#">Quillbot</a>	<p>QuillBot is an artificial intelligence (AI) writing tool that helps users create, edit, and improve their text.</p> <p>QuillBot offers features such as sentence rephrasing, article rewriting, and grammar checking. It also helps users summarize and improve the clarity of their writing. QuillBot can help users cut their writing time by more than half. It can paraphrase text in British, American, and Australian English.</p> <p>Using a paraphrasing tool like QuillBot is not inherently cheating. However, using the tool irresponsibly by directly replacing large parts of sources without proper citation could potentially be considered plagiarism.</p>

### Faculty Considerations

- [Why faculty members are polarized on AI](#)
- [AI Generative Tools and Teaching - A Look at the Landscape](#) (35:20 minutes)
- [Opinion: Higher Education Entering Year 2 of Generative AI](#)
- [How can educators use generative AI in the classroom?](#)
- [3 critical considerations for generative AI on campus](#)

### Teaching & Learning

- [Generative AI Policies in over 100+ Syllabi](#)
- [Teaching with AI checklist](#)
- [100+ creative ways to use AI in education](#) by Chrissi Nerantzi, Antonio M. Arboleda, Marianna Karatsiori, & Sandra Abegglen
- [Assigning AI: Seven Ways of Using AI in Class](#)
- [The Use of Generative AI in Education: Applications, and Impact](#)
- [How to use generative AI in your teaching and research](#)
- [50 Time-Saving ChatGPT Prompts for Teachers](#)
- [7 Essential Questions About AI for Teachers to Consider](#)
- [Teachers Are Going All In on Generative AI](#)
- [Generative AI Hits Education, Ushering in a Sea Change for Schools](#)
- [How Instructional Designers Use AI to Optimize Workflow and the Learning Experience](#)
- [10 Ways Artificial Intelligence Is Transforming Instructional Design](#)
- [Generative AI In eLearning Development: Tips And Best Practices](#)
- [Instructional Design and AI: Beginner's Guide to Prompt Engineering for Corporate Training](#)

- [Course Design, Teaching, and Generative AI \(GenAI\)](#)
- [7 Questions on Generative AI in Learning Design](#)
- [Embracing generative AI as a co-design partner for designing and developing courses](#)
- [15 Ways to Use ChatGPT as an Instructional Designer, Instructor, and Teacher \(49:09 minutes\)](#)

### Student Perspectives on Generative AI

- [Students' voices on generative AI: perceptions, benefits, and challenges in higher education](#)
- [Here's What Students Think About Using AI in the Classroom](#)
- [Back-to-school for higher education sees students and professors grappling with AI in academia](#)
- [What Students Are Saying About ChatGPT](#)
- [Don't assume your students are eager about AI](#)
- ['Please do not assume the worst of us': students know AI is here to stay and want unis to teach them how to use it](#)

### Generative AI Checkers

- [Janelle Shane: 'Don't use AI detectors for anything important'](#) by Stephen Pastis
- [Detecting Artificial Intelligence \(AI\) Plagiarism](#) from University of Missouri
- [OpenAI Abruptly Shuts Down ChatGPT Plagiarism Detector—And Educators Are Worried](#) by Casey Epstein-Gross
- [Professor Flunks All His Students After ChatGPT Falsely Claims It Wrote Their Papers](#) by Miles Klee
- [GPT detectors are biased against non-native English writers](#) by Weixin Liang, Mert Yuksekgonul, Yining Mao, Eric Wu, James Zou
- [AI Detection Tools Falsely Accuse International Students of Cheating](#) By Tara García Mathewson
- [6 Tenets of Postplagiarism: Writing in the Age of Artificial Intelligence | Learning, Teaching and Leadership](#)

### Guidance on Prompt Creation

- [12 ways to get better at using ChatGPT: Comprehensive prompt guide](#)
- [12 ways to get better at using ChatGPT: Comprehensive prompt guide](#)
- [20 Chat GPT prompts to brainstorm and find infinite new ideas](#)
- [250+ Most Useful ChatGPT Prompts Examples](#)
- [50 Time-Saving ChatGPT Prompts for](#)
- [How to Communicate with ChatGPT – A Guide to Prompt Engineering by Hillary Nyakundi](#)
- [How to Use AI to Do Stuff: An Opinionated Guide by Ethan Mollick](#)
- [In Praise of Boring AI - by Ethan Mollick by Ethan Mollick](#)
- [Prompt Engineering Guide](#)
- [Prompt Engineering Guide](#)

## Teachers

- [500+ ChatGPT Prompts from InterestedInAI](#)
- [6 Tips for Using ChatGPT to Brainstorm Better](#)
- [A guide to prompting AI \(for what it is worth\) by Ethan Mollick](#)
- [AI for JobSeekers Prompts](#)
- [Brainstorming With AI](#)
- [Prompt Framework for Educators: The Five "S" Model](#)
- [Prompt Library – AI for Education](#)
- [The ChatGPT Prompt Book](#)
- [Tips & Tricks for working with ChatGPT from InterestedInAI](#)

## Prompts for Task Minimizing

<b>Adapt a Rubric</b>	<p>Using the attached document, develop a comprehensive, student-friendly writing rubric tailored for community college students aimed at self-assessment and enhancement of their written assignments. This rubric should break down the complex process of writing into clear, understandable criteria that reflect both academic standards and real-world communication skills. Ensure the rubric is structured to be engaging, with straightforward language and actionable feedback that students can use to independently evaluate and improve their work.</p> <p>Your goal is to create a tool that not only assesses writing quality but also serves as a learning aid, helping students to understand the components of effective writing and how to achieve them in their own work.</p> <p>The rubric itself should be in a table format.</p>
<b>Calendar Listing</b>	<p>Provide me with a listing of all the Tuesdays between August 21, 2023 and December 18, 2023. Please list them in the following format: Tuesday, September [Date], 2023. If any US holidays happen between each Tuesday listed, please include the holiday and its date. Additionally, please include any religious holidays or special days for Christianity, Judaism, Islam, Hinduism, or other major religions</p>
<b>Daily Planner</b>	<p>Create a daily routine for me in a tabular format by considering the given points. Be sure to include 5 minutes between activities for transition. Morning is 5am-11am, midday is 11am-4pm, and evening is 4pm-10pm.</p> <p>Sleeping happens from [Enter times]. [List additional activities that you want to do each day and their duration as well as any required activities at specific times]</p>
<b>Find Key Insights from Report</b>	<p>Examine the attached report on the Massachusetts biotech industry with a focus on its implications for academic affairs in community colleges.</p> <p>First, identify key insights and trends that are most relevant for a Vice President of Academic Affairs at a Massachusetts community college.</p> <p>Follow this by address each of the following:</p> <p>The critical findings from the report that impact curriculum development, student skills training, and industry-academia partnerships. Immediate actions that can be implemented within the next 6 months to align academic offerings with industry needs. Short-term strategies (6-18 months) for enhancing student employability</p>

	<p>and college-industry collaboration.  Long-term initiatives (beyond 18 months) to position the college as a leader in biotech education and research partnerships.</p> <p>For each point, provide a rationale based on the report's data and insights. Where applicable, suggest innovative approaches to integrate biotech advancements into academic programs and community engagement.</p>
<p><b>Grant strategy</b></p>	<p>Assist our small grants team at a Connecticut community college with a detailed strategic plan for applying to the Hewlett Foundation Open Educational grant. Our goal is to maximize our chances of success by thoroughly understanding the grant's requirements, the realistic award size we should target, and the comprehensive scope of work involved in both the application process and the execution of the grant. To achieve this, your guidance should cover the following critical areas:</p> <p>Program Overview: Provide an in-depth analysis of the Hewlett Foundation Open Educational grant, including its objectives, focus areas, and how it aligns with our college's mission and projects.</p> <p>Application Timeline: Break down the entire grant process timeline, from the initial application submission to the final decision notification, highlighting key milestones, deadlines, and preparation checkpoints.</p> <p>Realistic Award Expectations: Assess the typical range of awards granted by the Hewlett Foundation in this program, advising on how to determine the most appropriate funding amount to request based on the scale and impact of our proposed project.</p> <p>Workload Estimation: Evaluate the amount of work required for a successful application, including proposal writing, project planning, and budgeting. Offer insights into the post-award phase, detailing the project management, reporting, and evaluation efforts needed to comply with the grant terms.</p> <p>Collaborative Strategy: Identify all necessary institutional stakeholders and external partners whose involvement is crucial for a successful application. Outline a plan for engaging faculty, administration, IT specialists, and potential community or industry partners, specifying their roles and contributions.</p> <p>Success Factors and Challenges: Highlight key factors that contribute to a successful grant application to the Hewlett Foundation, as well as common pitfalls or challenges to avoid. Provide strategies for overcoming these challenges and leveraging our strengths.</p> <p>Resource and Support Needs: Detail the resources (e.g., data, technology, expertise) and support services (e.g., grant writing assistance, project</p>

	<p>management tools) that will be critical throughout the grant lifecycle, from application to project implementation and reporting.</p> <p>Your objective is to equip our grants team with a comprehensive understanding and actionable plan that addresses all facets of the grant application process, ensuring that we are well-prepared, strategic, and collaborative in our approach to securing and successfully managing the Hewlett Foundation Open Educational grant.</p>
<p><b>HR Communication</b></p>	<p>Draft a message from an HR representative at a Massachusetts community college to all staff, designed to convey a sense of warmth, inclusion, and anticipation regarding the responsible use of generative AI technologies. The message should assure the staff that the development of a comprehensive use policy and forthcoming training sessions are in the works, emphasizing the college's commitment to leveraging these technologies effectively and safely. Incorporate the following elements into your improved message:</p> <p>Personal Greeting: Start with a friendly opening that personalizes the message, acknowledging the staff's dedication and resilience.</p> <p>Positive Framing: Reiterate the college's excitement about exploring the potential benefits of generative AI for enhancing teaching, learning, and administrative processes.</p> <p>Collaborative Tone: Emphasize the importance of teamwork and collective responsibility in navigating new technological landscapes, inviting staff feedback and questions.</p> <p>Assurance of Support: Assure staff that comprehensive support, including policy guidelines and training, will be provided to ensure everyone feels confident and informed about using generative AI tools.</p> <p>Forward-Looking Encouragement: Encourage a sense of anticipation for the positive changes and opportunities that responsible AI use can bring to the college community.</p> <p>Conclusion with Gratitude: Conclude the message by expressing gratitude for the staff's understanding and cooperation during this period of transition and innovation.</p> <p>Your aim is to craft a message that not only advises caution in the use of generative AI until official guidelines are established but also fosters a welcoming atmosphere of mutual respect, enthusiasm for innovation, and a shared vision for the future of the college.</p>
<p><b>Job Questions</b></p>	<p>Act an expert in job interviewing and in instructional design in higher education. You are about to interview someone for the position of "instructional designer"</p>

	<p>at a community college in Massachusetts. The job description includes the following:</p> <p><i>The Instructional Designer is responsible for collaborating with faculty to develop, refine, and enhance the quality of online, hybrid, and face-to-face courses. This role involves advising on best pedagogical practices, ensuring courses align with academic standards, providing expertise in the college's Learning Management System (LMS), and developing assessments that align with learning objectives. Additionally, the designer ensures course accessibility and inclusivity, offers professional development workshops for faculty, and remains updated on current trends in instructional design. Candidates should possess a Master's degree in a relevant field, have experience in instructional design within higher education, and be proficient in the institution's LMS and eLearning tools.</i></p> <p>Provide a list of 20 distinct and significant questions that might come up in the interview. Rate each question on a 10 scale of its likeliness of being asked with 1 being not likely and 10 being definitely going to be asked. For each question, also provide an explanation of why that question would be asked and what might be 2-3 points to highlight in one's answer. The output should be structured in a table.</p>
<p><b>Note organizing</b></p>	<p>[Instructions] You will now reformat the text I will submit by:</p> <p>Task 1: Divide your notebook page into equal half using a ruler.  Task 2: Label the left-hand column with the main topics that the instructor is presenting.  Task 3: Record the supporting details or sub-points in the right-hand column.  Task 4: Use bullet points to jot down main ideas in short, concise phrases.  Task 5: Use arrows or asterisks next to important ideas that you do not want to forget.  Task 6: Use abbreviations and symbols to help with speed and efficiency.  Task 7: Use # for important or significant details,   to separate main ideas, and &amp; to represent "and" in complex topics.  Task 8: Use w/ for with, y for why, b/c for because, e.g. for example, i.e. for in other words, as common abbreviations.</p> <p>FIRST: Ask for text [End of Instructions]</p>
<p><b>Skill Analyzer</b></p>	<p>Assume the role of an expert job and skills analyzer. Your task is to examine the given scenario and identify a comprehensive set of skills exhibited. For each skill, provide a detailed explanation covering two aspects: how the individual has demonstrated this skill within the scenario, and the professional value or importance of this skill.</p> <p>Structure your analysis in a tabular format for clarity, with columns for 'Skill', 'Demonstration', and 'Importance'. Before proceeding with the analysis, pose any clarifying questions to ensure a deep understanding of the scenario, aiming to uncover as many relevant skills as possible, with a minimum of five identified</p>

skills.

Scenario Overview: [Explain an activity or job you worked in 2-3 sentences in terms of what you did and its scope]

Instructions:

Clarification Phase: You must start by asking questions to gather additional information about the individual's specific responsibilities, challenges faced, and achievements in each role within the historical association. You must ask one question and get an answer before asking the next question.

Analysis Phase: After the Clarification Phase, you can start the Analysis Phase. Based on the information provided and the scenario overview, identify and list the skills in the structured table format. Ensure each entry comprehensively explains the skill's demonstration and its professional significance.

## Prompts for Brainstorming

<b>Considerations &amp; Concerns of Generative AI in teaching &amp; learning</b>	<p>You're an expert educational developer at a state university with extensive experience drawing out the nuance and subtleties in challenging situations where faculty have to rethink their pedagogical approaches such as how they teach, how they assess, and engage with students. In any scenario, you used a variety of lenses to engage, problem-solve, and think critically about the situation. You leverage approaches such as universal design for learning, antiracist pedagogy, constructivism, inclusive pedagogy, and student-centered practices in how you analyze a situation or when providing feedback to faculty.</p> <p>Leveraging that experience, identify the three most significant challenges and the three most significant opportunities that generative AI represents for teaching and learning for the discipline of <i>Women's, Gender, and Sexuality Studies</i> [Change to your discipline of choice].</p> <p>The results should be a table that includes the challenge or opportunity, why its a challenge or opportunity, and useful questions for a faculty member to consider to address the challenges or leverage the opportunities.</p>
<b>Create an Information Literacy Campaign</b>	<p>Envision a scenario where you are the chief strategist for an information literacy campaign at a college library. This library faces the challenge of having a limited staff but is determined to educate its community about generative AI. Your objective is to devise a comprehensive, creative, and feasible plan that encompasses a series of engaging events, interactive activities, and valuable resources. This plan should specifically cater to the unique constraints of limited staffing while maximizing impact and outreach. For each component of the campaign:</p> <p>Detail the concept and objectives: Explain the purpose, goals, and expected outcomes for each event, activity, and resource.</p> <p>Outline implementation strategies: Provide step-by-step instructions on how to organize and execute these initiatives, including digital platforms and physical setups that could enhance engagement.</p> <p>Estimate resource allocation: Offer an assessment of the staff requirements, detailing the number of personnel involved in planning and execution phases, alongside any necessary training.</p> <p>Time management plan: Estimate the preparation and active execution time for each initiative, offering suggestions for time-efficient practices.</p> <p>Incorporate feedback mechanisms: Suggest methods to gather participant feedback and measure the success of each campaign element, ensuring continuous improvement.</p> <p>Aim for inventive solutions that leverage the library's existing infrastructure and digital tools, ensuring the campaign is both impactful and manageable given the staffing constraints. Encourage the integration of collaborative tools, community partnerships, and volunteer</p>

	involvement to augment the library's capabilities.
<b>Deciding to apply for a grant</b>	<p>You're an expert in assessing grant requirements and institutional bandwidth. We're considering applying for a very large grant that could open up new opportunities but also require us to shift lots of human and physical resources.</p> <p>Walk me through step by step of a full analysis interview—using at least 3 different methods of analysis to help determine the totality of challenges and opportunities in applying to this grant and potentially receiving this grant.</p> <p>Interview me to collect all relevant details. Ask questions one at a time.</p> <p>When you gather all the information, provide a detailed output that gives me insight to decide what to do.</p>
<b>Determining strengths and weaknesses</b>	<p>You're an expert at instructional design and faculty development in higher education. You are skilled at helping other people highlight their strengths and weaknesses in these fields through motivational and behavioral interviewing using a range of questions that draw out experiences, viewpoints, and understandings about the work of instructional design and faculty development.</p> <p>You will interview my motivational and behavioral interviewing methods. Always ask 1 question at a time. Make sure as you formulate a new question you are leveraging both your expertise and what you are learning from me. Ask as many questions as you need to and when you have no more questions, ask me if I would like my comprehensive assessment.</p>
<b>Employee Assets</b>	<p>You are an expert recruiter and job-placer. You will interview me, asking me 1 question at a time and using follow up questions for clarity and specific details. When done, you will provide me with an assessment of my strengths and assets in the field of finance. That output should be in a table format. It should include:</p> <ul style="list-style-type: none"> <li>the strength or asset</li> <li>a rating on 1-10 (10 being expert; 1 being novice) in terms of the degree that have the asset or strength</li> <li>Identify specific ways that I have demonstrated the strength of asset</li> </ul> <p>After you provide that assessment, you will enter into a standard recruiter interview and ask me questions that a recruiter in finance would ask. After each answer I provide, you will provide feedback about my answer and how well it ties into my strengths and assets. When my answer's don't fully draw upon my strengths and assets, you'll specific and clear advice on how to improve my response based upon my strengths and assets.</p>
<b>Guidance for a new employee</b>	<p>You're an expert at onboarding and helping new people get acclimated to their employment in the first six months. I have a new staff member starting next month and I want to make sure they feel fully supported in getting up and</p>

	<p>situated. I am limited in how much time I can provide this person each week, starting with 6-8 hours in the first week and then going down to 4 hours in the next 2 weeks. After that, I will only have 2 hours a week (including 1-1 meetings) to support this person.</p> <p>Interview me one question at a time to learn more about our work, our projects, past and present challenges in the department and organization, and any other area that would be helpful in crafting a plan to onboard.</p> <p>Once you have all the information you need, begin to share your onboarding plan. However, only share it piece by piece. When you share a piece, ask me the feasibility of it. Based upon my answer, revise it and ask if that is acceptable. Ask follow up questions if you need to clarify why it isn't feasible and how to make it feasible.</p> <p>Only move onto the next piece once I confirm that it should work. As you change pieces that aren't feasible--use that input to help you adjust later parts of the plan.</p>
<p><b>HR Trainings for AI</b></p>	<p>Assist our HR department at a state university in Massachusetts in developing a catalog of educational sessions, including short information sessions (30 minutes) and more in-depth workshops (1 hour), designed to enhance the faculty, staff, and student workers' understanding and skills in utilizing generative AI tools in their roles. The goal is to provide a well-rounded perspective on both the challenges and advantages of integrating these tools into their daily tasks and projects. Each offering should cater to varying levels of AI familiarity and target specific university roles, ensuring a tailored learning experience.</p> <p>Guidelines for Proposal:</p> <p>Audience Identification: Define the primary audience for each session or workshop, categorizing them by their university role (faculty, staff, student workers) and their current level of experience with generative AI (beginner, intermediate, advanced).</p> <p>Session/Workshop Titles: Craft engaging and informative titles that clearly reflect the content and objective of each session or workshop.</p> <p>Descriptions: Provide concise yet comprehensive descriptions for each offering, detailing the key learnings, skills to be developed, and how these will apply to the participants' roles within the university.</p> <p>Relevance and Application: Ensure that topics not only cover the technical aspects of using generative AI but also include ethical considerations, best practices, and creative applications relevant to academic and administrative tasks.</p> <p>Format and Logistics: Indicate the format (information session or workshop), recommended duration, and any prerequisites or suggested preparatory materials for participants.</p> <p>Output Structure:</p>

	<p>Organize your response into a structured format with distinct sections for each educational offering, including:</p> <p>Title: The name of the session or workshop.</p> <p>Primary Audience and Experience Level: Who the session is for and the required level of prior knowledge.</p> <p>Description: A brief overview of what the session will cover, including objectives and key takeaways.</p> <p>Format: Indicate whether it is an information session (30 minutes) or a workshop (1 hour).</p> <p>Additional Details: Any other relevant information such as prerequisites, materials needed, or suggested follow-up activities for participants.</p> <p>Aim to create a diverse and comprehensive program that addresses the full spectrum of generative AI tools' potential impacts and uses within the university environment</p>
<p><b>Innovator OER Approaches</b></p>	<p>As a small, four-year degree-granting institution dedicated to adult learners, we are poised to apply for a \$100,000 grant aimed at the innovative expansion of Open Educational Resources (OER). Our mission is to facilitate adult learners' re-entry into the educational system, ensuring their persistence through to obtaining a Bachelor of Arts degree. We are distinguished by our unique approach, offering comprehensive support services that integrate academic content and instruction with students' prior studies, life experiences, and interests, thereby fostering a student-driven curriculum.</p> <p>Task Definition:</p> <p>Generate five innovative proposals that leverage OER to:</p> <ul style="list-style-type: none"> <li>Enhance our mission of supporting adult learners to re-enter and stay in college.</li> <li>Promote the attainment of Bachelor of Arts degrees through our unique educational approach.</li> <li>Incorporate our comprehensive wrap-around support services in academic content and instruction.</li> <li>Tailor the curriculum to build on students' prior studies, life experiences, and interests.</li> </ul> <p>Requirements:</p> <ul style="list-style-type: none"> <li>Each proposal should outline a distinct, innovative use of OER that aligns with our institution's focus and mission.</li> <li>Proposals should consider the feasibility of implementation within the \$100,000 grant budget.</li> <li>Highlight potential challenges and solutions for integrating OER into our existing framework.</li> <li>Discuss the expected impact on student engagement, learning outcomes, and overall educational experience.</li> </ul> <p>Audience Consideration:</p> <p>The response should cater to an audience familiar with the challenges and</p>

	<p>opportunities in adult education, including grant evaluators, educational professionals, and institutional stakeholders.</p> <p>Incentive for Quality: Proposals that demonstrate a deep understanding of our institution's mission and present feasible, impactful innovations will be instrumental in securing the grant and will be considered for immediate development and implementation.</p> <p>Formatting Guidelines: Begin with a brief introduction summarizing the institution's mission and the role of OER in enhancing educational opportunities for adult learners. List the proposals numerically, providing a title for each proposal followed by a detailed description, implementation strategy, and expected outcomes. Conclude with a summary of how these proposals collectively advance the institution's mission and the field of adult education through innovative use of OER</p>
<p><b>Job Exploration</b></p>	<p>Act an expert job and skills analyzer and interviewer, you are to act as an interviewer with me and begin asking me questions one at a time. Your goal is to determine what are the kinds of industries and jobs that I am best suited for based upon my education, professional experiences, volunteering, values, and what I find I'm good at or excited about in terms of work. As you ask about each area of my background, be sure to ask questions that don't ask me to just list every thing but deliberately help me figure out and examine my work in ways that I might not have otherwise.</p> <p>After you have gotten all the information that you can, review the entire dialogue and come up with a summary of the industries and jobs that seem particularly matched with me. The output should be a table that includes the job or industry, why I'm suited to work for it, and what are the strengths and abilities I bring to the job.</p>
<p><b>Marketable Skills</b></p>	<p>Adopt the role of an expert career coach specializing in assisting college students transitioning into the workforce within the next 6-12 months. Your objective is to conduct a thorough interview with me, focusing on uncovering my marketable skills and abilities.</p> <p>Use a strategic sequence of questions, ensuring you cover a broad spectrum of skills, experiences, and interests.</p> <p>Your questions should be designed to delve deep into my academic, extracurricular, and personal projects to accurately determine my strengths.</p> <p>You must ask one question at a time, get my response, and then ask the next question.</p> <p>Interview Guidelines:</p>

	<p>Initial Assessment: Begin with broad questions to understand my background, interests, and self-perception of skills.</p> <p>Skill Exploration: Proceed with more targeted questions to identify specific skills and examples of when I have effectively used them.</p> <p>Clarification and Depth: If responses are insufficient, rephrase or ask follow-up questions to gather more detailed information.</p> <p>Industry Alignment: Ask about my interests in various industries or sectors to gauge where my skills might be best utilized.</p> <p>Upon concluding the interview, synthesize the information into a detailed table. This table should:</p> <p>List my most marketable skills and abilities.</p> <p>Recommend industries and jobs that align with each identified skill or ability.</p> <p>Rank these industries or jobs from most to least suitable based on my skill set.</p> <p>Table Structure:</p> <p>Skill/Ability: What competencies stand out?</p> <p>Industry/Job Recommendations: Based on the skill, which industries or jobs are a fit?</p> <p>Rank: Order these from most to least aligned with my marketable skills.</p> <p>Your analysis will guide me in targeting my job search towards roles where I can leverage my strengths most effectively</p>
<p><b>Multifaceted Grant Program for Faculty Projects</b></p>	<p>Design a multifaceted grant program for our Center for Teaching and Learning, aimed at providing faculty with funding ranging from \$250 to \$5000 to support projects that align with our strategic mission. Our mission focuses on advancing the integration of inclusive, evidence-based, innovative teaching and learning practices within Stanford's undergraduate and graduate contexts.</p> <p>Please propose various structures, avenues, or project options that could be offered to faculty, considering the following criteria:</p> <p>Alignment with our strategic mission of inclusivity, evidence-based practices, and innovation in teaching and learning.</p> <p>Feasibility and impact potential within the specified funding range (\$250 to \$5000).</p> <p>Scalability and sustainability of the project outcomes.</p> <p>For each proposed project option, include:</p> <p>A brief description of the project structure or avenue.</p> <p>The recommended funding amount and justification based on the project's scope and potential impact.</p> <p>How the project promotes inclusivity, utilizes evidence-based methods, and introduces innovative practices in teaching and learning.</p>

	<p>Possible challenges and solutions for implementing the project. Aim to cover a spectrum of projects that can cater to varying interests and capacities of faculty members, ensuring that each suggestion contributes uniquely to our strategic mission. Rank or categorize these options based on their suitability for different levels of funding, providing insights into how each funding amount could best be utilized to achieve our strategic objectives.</p>
<p><b>Professional Development for part-time faculty for asynchronous online teaching</b></p>	<p>Identify 3 of the most effective professional development strategies for part-time faculty to excel in asynchronous online teaching.</p> <p>For each strategy, you must include the following:</p> <ul style="list-style-type: none"> <li>• A clear definition of high-impact practices in the context of asynchronous online education.</li> <li>• A breakdown of key strategies that facilitate rapid acclimatization and competence in these practices.</li> <li>• Examples of successful implementation of these strategies in academic institutions.</li> <li>• Suggestions for monitoring and evaluating the effectiveness of these professional development activities.</li> <li>• Assume the audience has a basic understanding of online education but seeks to deepen their knowledge on this specific aspect.</li> <li>• Your response must mirror the structure of an educational best practices guide, incorporating research-based evidence where applicable.</li> </ul>
<p><b>Strategies for Biotech Hub</b></p>	<p>Assume the role of a strategic advisor for a community college located in Massachusetts, tasked with transforming the college into a leading regional hub for biotechnology education and training. Your goal is to identify and detail a variety of strategies that are not only effective and financially viable but can also be implemented promptly to achieve this transformation. Consider the following aspects in your response:</p> <p>Your strategies should aim to position the college as a beacon of biotech education and research, fostering innovation and contributing significantly to the regional biotech ecosystem. Please provide detailed, actionable strategies, ensuring that they are feasible for a Massachusetts community college's context and resources.</p>
<p><b>Update a section of your History of Comedy course with open pedagogy</b></p>	<p>You're an expert educational developer at a private college in New England with extensive experience drawing out the nuances and subtleties in challenging situations where faculty have to rethink their pedagogical approaches such as how they teach, how they assess, and engage with students. You use a variety of lenses to engage, problem-solve, and think critically about the situation and deploy contemporary and relevant pedagogical approaches.</p>

	<p>A faculty member is looking to revise a part of their History of Comedy course using Open Pedagogy. They want to update their exploration of comedy films of the 1930s &amp; 1940s. Be sure to include topics, objectives, activities and assessments that align with an Open Pedagogy approach. Explain with each thing you include how it aligns with an Open Pedagogy approach and what might be 1-2 other ways it could be done with this approach.</p>
<p><b>Workshops for a Tutoring Center</b></p>	<p>Design a strategic plan for a series of innovative workshops and events to be hosted by the tutoring center at a community college in the New England area. The goal is to address the multifaceted needs of community college students, fostering academic success, career readiness, and personal growth. Consider the diverse backgrounds and aspirations of these students to ensure inclusivity and relevance. For each proposed workshop, include:</p> <p>Workshop Title: Provide a captivating and descriptive title that clearly indicates the focus of the workshop.</p> <p>Objective: Outline the specific goals and outcomes expected from the workshop. What will students learn or achieve by participating?</p> <p>Target Audience: Identify which student groups will benefit most from the workshop (e.g., first-year students, students in specific programs, non-traditional students).</p> <p>Content Overview: Briefly describe the key content areas and topics that will be covered. How does it meet the specific needs or interests of community college students in the New England area?</p> <p>Interactive Elements: Suggest interactive components or activities to engage participants actively. This could include group discussions, hands-on exercises, role-playing scenarios, or technology demonstrations.</p> <p>Resource Requirements: Estimate the resources needed to conduct the workshop, including materials, technology, and personnel.</p> <p>Potential Partners: Consider local organizations, businesses, or professionals who could be invited to collaborate or contribute to the workshop, enhancing its value and relevance.</p> <p>Evaluation Strategy: Propose methods for evaluating the workshop's</p>

	<p>effectiveness in achieving its objectives, such as feedback forms, follow-up surveys, or assessment tasks.</p>
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Focus on developing workshops that not only enhance academic skills, such as writing, research, and study strategies, but also cover career preparation, such as resume writing, interview skills, and networking. Additionally, include workshops on personal development topics, such as stress management, financial literacy, and navigating college life as a community college student in New England.

## Prompts for 1st Drafting

<b>Craft a Biotech hub strategy</b>	<p>Craft an elaborate strategy focused on community engagement and outreach with the objective of establishing our reputation as a developing hub for biotechnology professional and career development. As North Shore Community College located on the North Shore of Massachusetts, pinpoint and detail potential collaborations with local stakeholders including, but not limited to, entities, organizations, companies, and governmental bodies.</p> <p>This strategy should be scoped for the next two years and should include a timeline.</p> <p>For each component of your strategy, provide specific examples of local partners we could engage with, potential challenges we might face, and innovative solutions to address these challenges. Emphasize collaboration, inclusivity, and the long-term sustainability of these initiatives.</p>
<b>Community OER Plan</b>	<p>As a small, 4-year degree-granting institution focused on adult learners, we are exploring the opportunity to apply for a \$100,000 grant to enhance the accessibility and use of Open Educational Resources (OER). Our ambitious project, titled 'Community-Based OER Collaboration,' aims to forge partnerships with local businesses, nonprofits, and community organizations. The goal is to develop OERs that resonate with the local community's unique needs and opportunities, thereby making learning more relevant and impactful for our students.</p> <p>Please include the following elements in your response:</p> <p>Project Plan Overview: Outline a step-by-step strategy this program, focusing on the creation, review, and distribution of content. Emphasize innovative approaches that could set our project apart and work with a diverse population on many different levels.</p> <p>Partnership Strategy: Identify potential traditional and nontraditional partnerships within the community that could enhance the project's reach and effectiveness. Describe how these partnerships could work and the mutual benefits expected.</p> <p>Impact Measurement Strategies: Propose distinct and unique methods for evaluating the project's impact on education and learning outcomes. Include both qualitative and quantitative assessment techniques.</p>
<b>Craft a Job Description</b>	<p>Craft a detailed job description for the position of Business Information Analyst at our small liberal arts college in Massachusetts. This role is pivotal in leveraging data to inform strategic decisions, enhance operational efficiencies, and support the institution's mission of providing a high-quality education. The job description should reflect the unique needs and culture of our college, emphasizing interdisciplinary collaboration, innovation, and a commitment to educational excellence.</p>

	<p>Instructions for Content:</p> <p>Job Title: Business Information Analyst.</p> <p>Introduction: Begin with an overview that highlights the significance of the role within the context of a small liberal arts college, underscoring the analyst's contribution to both academic and administrative success.</p> <p>Key Responsibilities: Detail the core duties, including but not limited to data analysis and reporting, business intelligence, strategic planning support, and cross-departmental collaboration to improve college operations and academic programs.</p> <p>Required Qualifications: Specify educational background, technical skills (e.g., proficiency in data analysis software, database management), and experience relevant to the role, along with soft skills such as communication, problem-solving, and adaptability.</p> <p>Preferred Qualifications: Mention any additional qualifications that would be beneficial, such as experience in higher education or specific analytical methodologies.</p> <p>Employment Details: Include the position type (full-time/part-time), any reporting relationships (e.g., reports to the Director of Institutional Research), and the expected work environment (on-campus, hybrid, remote options).</p> <p>Application Process: Provide clear instructions for application submission, including required documents (resume, cover letter, references) and any specific questions applicants should address in their application materials.</p> <p>Output Structure:</p> <p>Organize the job description into sections for clarity and ease of reading:</p> <p>Introduction: Contextualize the role within the college.</p> <p>Key Responsibilities: Bullet points or numbered list for clarity.</p> <p>Qualifications: Separate into required and preferred.</p> <p>Employment Details: Clear, concise information on job specifics.</p> <p>Application Process: Step-by-step guide for applicants.</p> <p>Ensure the job description is both inviting and informative, designed to attract candidates who are not only technically proficient but also aligned with the values and goals of a liberal arts education.</p>
<p><b>Demonstrable work history</b></p>	<p>Act an expert job and skills analyzer and interviewer, you are to act as an interviewer with me and begin asking me questions one at a time. Your questions should be about my education, volunteering, internships, employment, and any other experiences that may contribute to analyzing the fullness of my abilities. Be sure to follow up with questions that effectively evoke specific examples of skills. Be persistent in getting as much information out of me even when I say I don't have any specific details (try asking the question differently).</p> <p>After you have gotten all the information that you can, review the entire dialogue and come up with a summary of skills that I have demonstrated. The</p>

	<p>output should be a table that includes the skill, why it's important for work, and at least 1 but ideally up to 3 ways I've demonstrated it.</p>
<p><b>Department Memo</b></p>	<p>You're an expert at creating effective, clear, and succinct prose that readers find useful and actionable—particularly, when it comes to work communications.</p> <p>Draft a memo to the department that includes the following items:</p> <p>[List of items]</p> <p>Tone: spartan and warm</p>
<p><b>Develop a Career Launchpad workshop</b></p>	<p>Develop a comprehensive plan for a 2-hour 'Career Launchpad: Resume Writing and Interview Techniques' workshop, aimed at equipping final-year students and those in career-oriented programs at a New England community college with the necessary tools to thrive in the job market. Your plan should encompass a multi-faceted approach to learning that not only covers the basics of resume and cover letter writing, interview preparation, and building a professional online presence but also incorporates innovative strategies to engage and empower students. Include the following components in your detailed plan:</p> <p>Workshop Structure: Break down the workshop into parts, specifying the duration and sequence. Consider integrating introductory sessions, deep-dives into specific topics, and wrap-up discussions to reinforce learning.</p> <p>Content Detailing:</p> <p>Resume and Cover Letter Writing: Offer guidelines on tailoring resumes to specific job descriptions, highlighting transferrable skills, and crafting impactful cover letters.</p> <p>Interview Preparation: Include common interview questions, techniques for answering behavior-based questions, and tips for virtual interviews.</p> <p>Professional Online Presence: Guide on optimizing LinkedIn profiles and using social media professionally.</p> <p>Possible Interactive Elements Enhancement:</p> <p>Resume Workshop: Implement peer review sessions and one-on-one consultations with career advisors.</p> <p>Mock Interviews: Organize panel interviews with faculty and local business representatives for diverse feedback.</p>

	<p>LinkedIn Profile Creation Stations: Offer personalized feedback sessions with digital marketing professionals.</p> <p>Resource Amplification: Identify specific software or online platforms for resume building and interview simulation. Consider virtual reality setups for immersive interview practice.</p> <p>Innovative Evaluation Strategy: Design pre- and post-workshop assessments to evaluate skill development. Implement a mentoring program to support students in their job search post-workshop, providing a more comprehensive measure of success.</p> <p>Support Materials: Develop a workshop handbook containing summaries, templates, checklists, and resource links. Create a series of short, instructional videos covering key workshop topics for ongoing access.</p> <p>Promotion and Recruitment Plan: Outline strategies for marketing the workshop to the target audience through campus newsletters, social media channels, and collaboration with academic departments.</p> <p>Your plan should prioritize actionable advice, hands-on experience, and real-world applicability, ensuring students leave the workshop with not only enhanced materials but also boosted confidence in their job search capabilities.</p>
<p><b>Drafting a plan for outreach for career services opportunities for second-year students</b></p>	<p>you're an expert at communications and event planning for a career development center for college students. Draft a detailed strategy for communications and events that focuses specifically on second-year students that covers the first two months of the Fall semester.</p> <p>The strategy must provide provide timely reminders, encouragements, and useful information about career services the college offers. The center provides job fairs, resume and cover letter feedback, mock interviews, and other typical services and programming of career development centers at colleges.</p> <p>Form the output as a table in chronological order of when the events should happen and communications should be sent out. Other columns must include a detailed outline of the event or communication (2-4 sentences), the method of communication, and 3-5 specific next steps for us to take after that.</p>
<p><b>Drafting a student communications strategy</b></p>	<p>you're an expert at communications and student support at a community college that includes both urban and suburban students. The semester starts on September 6, 2023 and ends on December 19, 2023. Draft a strategy for communications for students that covers from 1 month before the start of the semester to the one week after the end of the semester. The goal of the</p>

	<p>strategy is to provide timely reminders, encouragements, and useful information about support services that the college offers. The output should be in a table in chronological order of when communications are to be sent out. Other columns should include the platform, the outline of the communication, which office should send it, what platform(s) to send it out on, and what should be next steps after the communication has been sent out.</p>
<p><b>Implementa tion plan for a portfolio program for part-time faculty</b></p>	<p>Design a comprehensive implementation plan and detailed course map for a portfolio development program tailored for part-time faculty, aimed at enhancing their proficiency in asynchronous online teaching. The plan must include:</p> <p>Define clear objectives for the portfolio development program, emphasizing the advancement of teaching and learning skills.</p> <p>Outline a step-by-step implementation strategy, including timeline, resources needed, and stakeholder roles.</p> <p>Detail a course map that guides faculty through the creation of teaching portfolios, which should document their pedagogical growth, incorporate examples of course materials, gather student feedback, and include reflective insights on teaching practices.</p> <p>Propose methods for integrating innovative technologies to facilitate the creation and sharing of teaching portfolios.</p> <p>Suggest mechanisms for ongoing support and engagement of faculty in the portfolio development process, including workshops, peer reviews, and feedback sessions.</p> <p>Include examples of effective portfolio elements and documentations that have been successful in similar settings.</p> <p>Discuss evaluation metrics to assess the impact of the portfolio development program on teaching effectiveness in asynchronous online courses.</p> <p>Your response should serve as a blueprint for educational leaders looking to implement a portfolio development program, incorporating evidence-based practices and adapting to the unique needs of part-time faculty teaching asynchronous online courses.</p>
<p><b>Job Target List</b></p>	<p>Function as a job and internship planning expert, and provide detailed guidance to help a student formulate a targeted list of potential employers. This list should be relevant to the student's career interests, achievable based on their qualifications, and concise to ensure a focused application strategy. Present your advice in a structured table format. For each recommended step in the planning process, include the following columns: 'Step', 'Estimated Duration', 'Reason for Step', and 'Example Outcome'. Ensure that each example outcome illustrates how the step can be successfully achieved across various industries, with each example representing a unique industry to avoid overlaps.</p> <p>Instructions:</p>

	<p>Step: Clearly define the action the student needs to take.</p> <p>Estimated Duration: Provide an approximate time frame for completing this step.</p> <p>Reason for Step: Explain why this step is crucial in the process of developing a targeted list.</p> <p>Example Outcome: Offer a specific example of what achieving this step might look like, using distinct industries for each example to showcase versatility and applicability in different career paths.</p> <p>Focus on guiding the student through a strategic approach to identify and prioritize job and internship opportunities that align with their career goals, skillset, and the current job market trends.</p>
<p><b>Plan for a Day-long library event</b></p>	<p>Construct a comprehensive plan for a day-long event hosted by a college library with a small staff, aiming to demystify and showcase the practical applications of generative AI tools, including text and image generators for undergraduate students. Your blueprint should encompass the following components with a focus on creativity, inclusivity, and educational value:</p> <p>Event Objectives: Define the key goals for hosting this event. Include objectives such as educating undergraduate students on the potential and challenges of generative AI, promoting digital literacy, and fostering a community of innovation within the college.</p> <p>Agenda Development: Craft a detailed agenda that outlines the flow of the event. Specify timings, session titles, and brief descriptions. Ensure a mix of formats, such as live demonstrations, interactive workshops, and panel discussions to cater to diverse learning preferences.</p> <p>Activity Planning: Design engaging and educational activities for undergraduate students. Propose hands-on workshops where attendees use AI tools to create content, challenge sessions to identify AI-generated versus human-created content, and Q&amp;A rounds with AI experts to discuss ethical considerations and future prospects.</p> <p>Content Areas: Enumerate specific areas of content that will be covered. This should include an introduction to generative AI, practical demonstrations of text and image generation tools, discussions on the technology's current limitations, ethical considerations in AI usage, and a look into the future of AI in academic and professional settings.</p> <p>Resource Allocation: Provide recommendations for the resources required to facilitate each segment of the event, including technical setup for live demonstrations, materials for workshops, and personnel</p>

	<p>for guidance and support.</p> <p>Promotion and Engagement Strategies: Suggest methods for promoting the event to maximize attendance and engagement. Consider digital marketing tactics, partnerships with academic departments, and incentives for participation.</p> <p>Feedback and Evaluation Mechanisms: Outline strategies for collecting feedback from participants and evaluating the event's success. This could include post-event surveys, interactive polls during the event, and metrics to assess engagement and learning outcomes.</p> <p>Encourage innovation by integrating the latest trends in AI and educational methods, ensuring the event is not only informative but also inspiring and engaging for all attendees.</p>
<p><b>Part-time Faculty Laptop Lending Policy</b></p>	<p>You are an expert in developing policy that is effective, using clear and accessible language. Write up an agreement between a college and a part time employee. This agreement should acknowledge that our institution is granting the part-time employee a laptop for ownership for the duration of their work and in capacities related to their work at the college.</p> <p>In creating the policy, use boldface to indicate areas that we should make decisions on and then ask follow up questions about those areas.</p>
<p><b>Redesign a course from 6 to 15 weeks</b></p>	<p>you're an expert in asynchronous online teaching and learning at a expert at a state university. Review this attachment of readings and assignments for a 6-week Composition 2 asynchronous course.</p> <p>Recreate this into a detailed 15 week course that covers the same content. In a table, include each week, when themes are covered, when readings are due, and when activities should be due.</p>

## Prompts for Data Analysis

<b>Analyze faculty &amp; staff data</b>	<p>Analyze the attached dataset focusing on the performance metrics of a Massachusetts state university. Perform a comprehensive comparison with similar institutions in terms of academic achievements, financial health, student satisfaction, and innovation. From your analysis, distill key insights that highlight strengths, pinpoint weaknesses, and uncover opportunities for enhancement. Based on these insights, propose specific, strategic questions the university's executive team should consider to drive decision-making and strategic planning. Your comparison should include benchmarks that reveal where the university stands relative to its peers. Additionally, offer actionable recommendations that could improve its competitive stance. Ensure your analysis is structured to first present a comparative overview, followed by derived insights, and concluding with strategic questions and recommendations.</p>
<b>Analyze the grant proposal</b>	<p>Conduct a comprehensive review of the uploaded grant application, focusing specifically on the six critical criteria listed below. For each criterion, assign a rating on a scale from 1 to 5, where 5 signifies excellence and 1 indicates significant deficiencies. Your evaluation should not only reflect a quantitative rating but also include a qualitative analysis. Provide specific insights into the strengths and weaknesses of the application in relation to each criterion. Additionally, offer constructive recommendations for enhancement, drawing on both creative solutions and analytical reasoning to suggest ways the applicant can improve their proposal.</p> <p><b>Student Savings Impact:</b> Analyze the application's potential to offer financial benefits to students. Highlight observed strengths and pinpoint areas lacking in evidence or rationale.</p> <p><b>Teaching and Learning Impact:</b> Assess the application's capacity to improve teaching and learning outcomes. Identify innovative aspects and critique any shortcomings in approach or execution.</p> <p><b>Organization Planning and Feasibility:</b> Evaluate the project's level of preparation, detailed planning, and overall feasibility. Recommend strategies to strengthen the project's foundation and implementation plan.</p> <p><b>Qualitative and Quantitative Measures:</b> Examine the thoroughness and applicability of the proposed methods for assessing project outcomes. Suggest additional or alternative measures if necessary.</p> <p><b>Clarity and Alignment:</b> Determine the proposal's coherence and its alignment with the program's objectives. Offer advice on how to better integrate the project's goals with those of the program.</p> <p><b>Application Priorities:</b> Measure how effectively the proposal meets the</p>

	<p>priorities outlined in the Request for Proposals (RFP). Advise on adjustments to more fully address these priorities.</p> <p>Your review should be thorough, providing a balanced view that fosters a deeper understanding of the application's merits and areas for improvement. Your goal is to assist in refining the proposal to better meet its objectives and align with grant requirements.</p>
<p><b>Ask questions of a text or book.</b></p>	<p>Review this document. After providing me the key highlights, provide me with at least 10 significant questions I should ask to help me further understand and learn more about the document in question:</p>
<p><b>CTL Website Analysis</b></p>	<p>Conduct a thorough review and analytical comparison of the Center for Teaching and Learning (CTL) [website link] website against general standards and features observed in other CTL websites.</p> <p>Address the specific details and aspects about the website in the following areas in your analysis:</p> <p>Content Quality: Evaluate the relevance, comprehensiveness, and currency of the information provided.</p> <p>Usability and Design: Assess the website's ease of navigation, aesthetic appeal, and user experience.</p> <p>Resources and Services Offered: Compare the range and quality of teaching and learning resources available, including any innovative tools or services unique to this site.</p> <p>Engagement and Interaction: Analyze how the website facilitates interaction with and between faculty, including forums, feedback mechanisms, and community-building features.</p> <p>Accessibility: Review the site's compliance with accessibility standards and its inclusivity towards diverse users.</p>
<p><b>Evaluation analysis</b></p>	<p>Assuming the role of an expert in learning management systems (LMS) and student engagement, conduct a detailed overview of student experiences with faculty's use of LMS using the attached spreadsheet of student feedback. Your analysis should:</p> <p>Highlight key concerns raised by students regarding LMS usage by faculty, providing specific examples of practices that negatively impact student engagement.</p> <p>Identify and elaborate on outstanding positive practices in LMS usage by faculty that have significantly enhanced student engagement, supported by case studies or examples.</p> <p>Discuss the context in which these experiences were reported, including any relevant educational settings, disciplines, or specific courses.</p>

	<p>Offer actionable insights and recommendations for addressing the identified concerns, promoting best practices that lead to positive student experiences.</p> <p>Analyze potential biases in student feedback and how they might affect the interpretation of LMS effectiveness.</p> <p>Suggest innovative LMS features or instructional practices based on student feedback that could further improve teaching and learning outcomes.</p> <p>Your response should serve as a comprehensive guide for educators and institutions in optimizing LMS usage to foster student engagement, drawing on direct student experiences and current research in the field.</p>
<p><b>Make sense of terms of service</b></p>	<p>Review these terms of service. In clear language, provide me with all the serious considerations I should know if I am to use this platform to build out community for my college</p>
<p><b>Region Jobs Analysis</b></p>	<p>Perform a detailed analysis of the RI Seasonally Adjusted establishment employment report, focusing on identifying prevalent skills gaps within the current job market. Your analysis should not only highlight these gaps but also delve into the underlying causes and industry demands that contribute to these deficiencies. Based on your findings, generate a comprehensive list of both academic courses and extracurricular activities. These recommendations should be specifically tailored to equip students with the necessary skills to bridge the identified gaps effectively.</p> <p>Instructions for Analysis:</p> <p>Identification: Begin by identifying specific skills that are in high demand across various industries, as reported, yet appear to be lacking among the current workforce.</p> <p>Causation Analysis: Provide an analytical commentary on why these skills gaps have emerged. Consider factors such as technological advancements, shifts in industry practices, or changes in consumer behavior.</p> <p>Recommendation Development:</p> <p>For academic courses: Suggest courses that directly address the skills gaps identified. Include disciplines or subjects that are pivotal, considering current industry trends and future projections.</p> <p>For extracurricular activities: Propose activities outside the classroom that could complement academic learning. These could include clubs, workshops, online courses, internships, or volunteer experiences relevant to filling the skills gaps.</p> <p>Output Structure:</p>

	<p>Your output should be organized into two main sections, each presented in a clear and structured format:</p> <p>Skills Gap Identification and Analysis: A table listing the identified skills gaps, their relevance to specific industries, and a brief analysis of causation.</p> <p>Recommendations for Bridging Gaps: Two separate tables, one for academic courses and another for extracurricular activities, each detailing how the recommendation addresses the identified skills gap. Ensure that your recommendations are actionable, directly linked to the skills gaps identified, and reflective of a deep understanding of current job market trends and future employment projections</p>
<b>Review feedback</b>	<p>As an expert in learning management systems and student engagement, provide an overview of students experiences about faculty usage. Point out any particular glaring concerns and any particularly outstanding positive usages in the following feedback.</p>