AI Preparedness Worksheet

Fall 2025

To be used in conjunction with the

Workshop on the Development of Faculty, Program, and Departmental Responses to AI

Some preparedness items overlap. Some may be easier to respond to after reflection on other items on the list.

Preparedness Item	Notes
i. Faculty AI literacy and knowledge about AI in their discipline:	
a) How does AI work? What can it do and what are its limits?	
How, by whom, and for what purpose is AI developed?	
In basic terms, how does it transform data or generate content?	
How best to define generative AI and explain the technology to students?	
What are its limitations?	
How can the use of AI complement, improve, replace, or undermine human tasks, work, initiatives, and goals?	

b) Do I have basic proficiency with technology and AI as required in my discipline? Instructors working in programs should:	
Occasionally try out available AI tools such as Copilot;	
Do occasional web searches about how AI is being used in their discipline;	
Try doing their own assignments with AI;	
Experiment in getting AI to help with parts of their work. *When doing this, note to what extent use of AI is fostering your agency, development of cognitive skills, ability to authentically interact with students, ability to feel connected to your work, etc.*	
Regularly share what they learn with colleagues.	
c) What are the economic, political, social, psychological, and ecological dimensions of AI? To what extent are faculty:	
Aware of the possible impacts of AI-use on the long-term cognitive development of students?	
Engaging in a shared culture of curiosity, knowledge-seeking, and critical thought?	
Conscious of our collective contribution to carbon footprints and environmental sustainability?	
Aware of possible impacts of AI-use and technology on students' mental health and social well-being?	
d) How is AI being used (or should it be used) in my discipline (for research, academically, professionally, incidentally or administratively, etc.)? How might AI might be used:	
For teaching (by teachers)?	

For learning and study (by students)?	
For research in my discipline?	
For professional or technical work in my discipline?	
For administrative purposes within my profession/discipline?	
Additional notes:	
ii. Authenticity and Pertinence of Assessment and Assessment Tools:	
a) Are program interpretations of the competencies and performance criteria reasonable given the availability of generative AI? *Ex. of performance criteria in need of interpretation: Social Sciences, 0ME2: "Observance of the basic ethical standards regarding social sciences research… Appropriate use of required technologies… Appropriate processing of data…."* *Gen. Ed. English, 4EA1: "Effective presentation of a 1000-word coherent response to a literary text… Appropriate use of revision strategies…"*	
b) Are students being asked to use (or not use) available tools in a way that prepares them for their personal, academic, and professional futures? *Consider when the use of AI will inhibit the development of necessary competencies; but consider also what AI-use skills will be necessary for students to have. Programs should strategize about what point in the program (if ever) students should be formally introduced to the use of AI.*	

c) Are students being asked to produce work in a way that allows teachers to accurately measure attainment of the competencies? *As necessary, teachers might find ways to: observe students' skills in class; scaffold assignments to see some of the work unfold at various stages; integrate students' meta-reflections about processes into the assignment; use flipped classrooms to have students complete formative and summative work in class.*	
d) Are teachers and programs aware of the potential long-term impacts of the use of their own and students' use of AI? *Teachers must consider the cognitive skills being exercised depending on the tools that students use to complete a given task.*	
e) Are measures taken to ensure that student assessment is equitable, fair, conforms to the rules of IPESA, and upholds the basic principles of the College (as established in the Mission & Values and other pertinent policies and strategic plans)?	
Additional notes:	
iii. Validity of Assessment and Academic Integrity:	
a) Are reasonable measures in place to ensure that students know what the expectations are and are doing their own work honestly?	
Have programs adopted consistent practices and communication about expectations related to AI?	
Are assignment instructions and rubrics consistently clear? Have teachers taken	

available AI tools into consideration when creating assignment instructions?	
Have students been made properly aware of the appropriate methodologies and tools that should be used to complete work? Have the fundamentals of literacy in the discipline clarified such that students can use good judgement in choosing whether to use AI? *Students might be using AI shortcuts without understanding how or why these undermine the integrity of the assessment they have been asked to complete.*	
Have instructors taken basic steps to see how AI might already be integrated into Word, Excel, the Microsoft suite, Google search, and other software in order to appropriately guide students?	
Have instructors made clear for which parts of pre-assignment prep (organizing notes, collecting titles of potentially interesting sources, etc.) use of AI is reasonable or permitted?	
Have instructors shown students how to track and reference their various uses of AI (when its use is permitted)?	
b) Is a culture of academic integrity promoted such that students are reasonably assured that honest work will be recognized while dishonest work will receive appropriate consequences?	
Have programs adopted consistent practices related to AI and communicated uniform expectations to students?	
Do teachers regularly report cases of academic dishonesty in conformity with the IPESA?	
c) Are available preventative tools and measures being leveraged? *Detection software remains unreliable and insufficient as a basis on which to accuse students of academic dishonesty.*	

Other tracking software in LMSs (Lea, Moodle, etc.), proctoring software, or the Safe Exam Browser could be useful. *Teachers can use flipped classrooms to record video lectures which students watch at home, reserving class time for assignments.* *Teachers can also, for example, collect handwritten samples from students early in the semester before receiving digital written assignments later in the session.*	
Additional notes:	
iv. AI Course Content and Student Literacy	
a) Is the role of AI in the discipline discussed with students?	
Is AI-related content pertinent to the discipline integrated into program courses?	
Does the department have a reasonably unified view on how AI should be used (or not used) by students, and is this shared with students?	
b) Are students explicitly shown how to use AI responsibly?	
Are instructions related to the use of AI regularly indicated on course outlines and assignment instructions?	
Are students taught how to use AI responsibly, and to track and cite their work?	
Are students taught how the use of AI could affect the development of their cognitive capacities and their relationship to work that they produce?	
Are students informed about the implications of generative AI for bias and critical thought, data	

privacy, human agency, ecology, time management, etc."	
Are instructions related to the use of AI regularly indicated on course outlines and assignment instructions?	
Are students taught how to use AI responsibly, and to track and cite their work?	
Additional notes:	

Resources

Internal Resources

- *First Considerations in Responding to AI in Higher Education*

  This document contains an overview of **the most important *enjeux* or stakes** involved in considering generative AI in higher education. It has a fairly extensive list of resources, and touches on the basics of what generative AI is, how it is developed and functions, **and a number of very important social, political, psychological, economic, and ethical elements related to the use of AI in higher education**. It also discusses some statistics related to use and cheating among students. **This is the first document that teachers and programs should consult**.

- "Plagiarism—What to Know"

  This is a course on Moodle which all teachers and students should use complete. It establishes the basic principles of authorship and citing sources.

- "Writing Assignments in the Age of AI" (May 2023)

  Although incomplete, this document offers a number of strategies to help focus lessons and assessments on processes rather than outcomes, allowing the teacher to better track how students are executing work, rather than assessing students' work based solely on finished products.

- 2023 Year-End Report on Generative AI, and 3 Standardized (and Customizable) AI-Use Options For Teachers to Communicate to Students (Word)

  While somewhat out of date, the 2023 Year-End Report outlines some developing rules around citations and referencing (APA, MLA, and Chicago). It also offers 3 standardized sets of AI-use rules (contained also in the second Word document) that teachers can use to communicate with their students. The second of these sets of rules provides a long checklist of items that teachers can use to establish clear boundaries with students, indicating what kinds of uses are permitted and not permitted.

- Basic Student Rules

  This is a brief document that makes explicit 5 common sense rules about AI-use at the College: (1) Students must have permission to use generative AI to complete assignments; (2) Scholarship should always be honest and use appropriate citations; (3) Students are responsible for the quality of work that they submit regardless of the tools they have used to create it; (4) Students should be wary and proactive in what concerns information security and privacy; (5) Student tutors (namely, the Champlain Brains) can help explain how certain technologies can be used, but students are themselves always responsible for the work they submit.

- Generative AI at Champlain-Lennoxville (Fall 2024 Pedagogical Development Day Workshop).

  This presentation contains some survey information about students' attitudes towards AI. It also contains an example of a tool that can be used to guide students' use of generative AI.

External Resources

Items included here are for reference only. While they should all be instructive as examples, they do not necessarily all contain the best information or the best examples of how to proceed at Champlain-Lennoxville.

Pedagogy and Teaching

- *Generative Artificial Intelligence Tools : Usage Guidelines*. Université de Sherbrooke. https://zenodo.org/records/14774667. Published January 30, 2025.

  This is a trio of documents that can be adapted. They are intended, respectively, to (i) explain basic AI-use paramters to students; (ii) allow students to track the specific ways in which they have used AI for an assignment; (iii) cite their use of AI. The Université de Sherbrooke site (https://www.usherbrooke.ca/ssf/enseignement/intelligence-artificielle-ia/outils) contains a number of other resources, including a tool to help guide teachers backwards from learning objectives, to assessments, to guided questions to determine whether AI should be allowed for the assignment. Another tool offers some directions on how to guide assessments when AI is either permitted or forbidden. Another tool suggests ways to integrate AI into teaching work, as well as alternatives to try to avoid this.

- *Digital Competency Framework*. https://www.education.gouv.qc.ca/fileadmin/site_web/documents/ministere/Cadre-reference-competence-num-AN.pdf. Ministère de l'enseignement supérieur, April 2019. Although it makes no specific reference to AI, this framework discusses a number of factors that should influence how we include and facilitate the use of technology in higher education. The competencies are based on *ethical citizenship*, but also include elements such as: critical thinking, innovation and creativity, information literacy, collaboration, etc.

- "Sample Assessment Library." McMaster University. https://www.genaiteach.ca/generative-ai-assessments/. Accessed November 4, 2025.

  This is a bank of example assessments that have students make use of generative AI. There is little indication of how generative AI is helping the development of competencies when used for these assignments. These examples can be used to spark conversation or ideas, but should be viewed critically.

- "AI Syllabus Policy Statement." Torrey Trust. Open Source Document. https://docs.google.com/document/d/1caSLk2JM40K4tdQHlLRwftYVGM6k8z0ZA2J12SwLhtU/edit?pli=1&tab=t.0. Accessed November 4, 2025.

  This is an example of an elaborate series of instructions related to permitted and forbidden uses of AI for a course.

- "Évaluer les apprentissages à l'ère de l'intelligence artificielle générative: 10 stratégies à considérer." Service de soutien à l'enseignement, L'université de Laval.

10 elements or strategies to consider when integrating generative AI into assignments in order to help maintain the validity of assessment.

- "Prompt engineering for educators – making generative AI work for you." Danny Liu. The University of Sydney. https://educational-innovation.sydney.edu.au/teaching@sydney/prompt-engineering-for-educators-making-generative-ai-work-for-you/. April 27, 2023.

  The blog article lists several uses of generative AI that teachers can consider. While there can be some benefit to outsourcing rote administrative tasks, faculty should be extremely wary of outsourcing their cognitive work and consider the long-term impacts of various uses of AI on their engagement with their work and students, their professional autonomy, the examples they set for their students and so on. This article may not fully discuss some of the reasons to hesitate using AI.

- "The impact of generative AI on our assessments." In *AI for Educators*, Syndey University. Accessed November 4, 2025.

  This page contains videos showing how practically all take-home assignments can be completed using generative AI (including assignments video and recording assignments). The article concludes that AI detection relies on students not knowing how to user AI very well, such that it is not a great tool for educators. The article is part of a general page, "AI for Educators," hosted on the university's website, which is worth consulting.

General Pedagogical Interest and Practical Use

- *Intelligence artificielle en éducation: De la mission à la démission sociale; replaçons l'humain au cœur de l'enseignement*. Fédération nationale des enseignantes et des enseignants du Québec*. https://fneeq.qc.ca/wp-content/uploads/2023-05-05-Rapport-IA_VFINALE_3_JA.pdf*. May 2023.

  This is a reasonably comprehensive source with well-researched paragraphs or pages that serve as primers on a wide range of topics related to AI and higher education.

- *L'IA comme complice du formateur*. Karine Lemieux. *Centre universitaire de formation continue, Université de Sherbrooke.* https://zenodo.org/records/13349673. 2024.

  This is a guide to using generative AI to generate content or to facilitate other basic tasks.

- "10 Principles for Ethical Artificial Intelligence." Global Union. https://uniglobalunion.org/report/10-principles-for-ethical-artificial-intelligence/. 2017.

  This document proposes broad social and ethical principles that should guide the development of AI. Most of the items listed are beyond the capacity of teachers (or even individual institutions) to control; but it can be useful in deciding how to frame the use of AI for teachers and students.

Policy Development

- *Intégration responsible de lìntelligence artificielle dans les établissements dènseignement supérieur : repères et bonnes pratiques.* Ministère de l'enseignement supérieur. https://cdn-contenu.quebec.ca/cdn-contenu/education/Numerique/enseignement-superieur/integration-responsable-ia-etablissements-es-guide.pdf. 2025.

  This is a practical guide to the use of AI in higher education. Among other content, it suggests basic principles of good AI governance: (i) Accessibility and Complementarity; (ii) Equity and Sustainability; (iii) Humanism and Agency; (iv) Oversight and Responsibility; (v) Transparency, Traceability, and Explainability.

- *Trousse de ressources.* Ministère de l'Enseignement supérieur. https://ivado.ca/PDF/Trousse_ressources_Int%C3%A9gration_IA_ES.pdf. 2025.

  This bank of resources was published with the preceding guide. It contains a list of resources divided into sections based on user category: (i) policy makers, (ii) institutional directors, (iii) administrative personnel, (iv) teaching personnel, (v) post-secondary students.

- *The Montreal Declaration for a Responsible Development of Artificial Intelligence*. L'université de Montréal et al. https://declarationmontreal-iaresponsable.com/wp-content/uploads/2023/04/UdeM_Decl-IA-Resp_LA-Declaration-ENG_WEB_09-07-19.pdf.

  This summary of the report lists 10 guiding principles for the development of AI: (i) Well-being; (2) respect for autonomy; (3) protection of privacy and intimacy; (4) solidarity; (5) democratic participation; (6) equity; (7) diversity inclusion; (8) caution; (9) responsibility; (10) sustainable development.

- *AI Preparedness Checklist*. 1EdTech. https://www.1edtech.org/resource/ai-checklist. Accessed October 27, 2025.

  This is a fairly comprehensive check list of AI and education preparedness items, divided into four categories: Organizational, Policy, Pedagogical, Literacy.

- Cadre de référence sur l'utilisation des intelligences artificielles génératives (IAG). Cégep de Sherbrooke. https://cegepsherbrooke.qc.ca/wp-content/uploads/2024/12/cadre_de_reference_lag_ce-2024-05-24_comm-V2.pdf?utm_source=chatgpt.com. May, 2024.

  A brief policy that offers guidance and some rules with respect to AI usage by teachers in the context of teaching.

- Principes et balises de l'utilisation responsable de l'intelligence artificielle générative (IAG) dans les activités pédagogiques. Cégep de Rosement. https://www.crosemont.qc.ca/wp-content/uploads/2024/08/PROG-Principes_IAG_-Rosemont.pdf. May 23, 2024.

  This is an example of a Cegep policy on generative AI. It includes definitions, some preambles and standard policy information, information about academic integrity, and an explanation of three (3) guiding principles: (i) Professional autonomy, (ii) support for learning, and (iii) academic integrity.

- *Generative AI in Higher Education: Current Practices and Ways Forward*. https://www.apru.org/wp-content/uploads/2025/01/APRU-Generative-AI-in-Higher-Education-Whitepaper_Jan-2025.pdf. Association of Pacific Rim Universities. January 2025.

  This is a guide on how to build policies at the institution-level, taking into consideration important elements for teachers, managers, and students, as well as the relationships among them.

- *Le petit rédac : Guide de réalisation des travaux en formation générale*. Collectif de la formation générale du Collège Ahuntsic. https://www.collegeahuntsic.qc.ca/notre-college/evenements/lancement-de-la-nouvelle-edition-du-petit-redac.

  This is an example of a student guide to general education (with discipline-specific chapters). It has guides for studying, writing, researching, citing sources, etc. It is an example that programs could use to find or develop their own disciplinary guides. Teachers can include sections on AI as part of their disciplinary methodology. Teachers may be able to request a desk copy of this book here.