Report of the 2024–2025 Provost's Task Force on the Use of Artificial Intelligence (AI) Tools in Teaching and Learning

The AI Task Force was charged with developing research-based guidelines for the use of artificial intelligence (AI) tools in teaching and learning at USC. Its work is intended to support faculty by offering clear, actionable recommendations that reflect national best practices and address critical issues such as academic integrity, privacy, accessibility, and the broader impact of AI on education.

Key responsibilities include:
- Reviewing the national landscape of AI use in education, including benefits and challenges.
- Engaging community stakeholders and benchmarking against peer institutions.
- Developing guidelines that are inclusive, secure, and pedagogically sound.
- Recommending implementation steps, including policy changes, faculty development opportunities, AI tool procurement, and a system for regularly updating guidelines.

This report is divided into the following sections: Review of National Landscape, Resources for AI Use at USC, AI Tools at USC, and Recommendations and Action Items.

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The task force chair presented on Generative Artificial Intelligence (GenAI) at the Provost's Check-In on October 21, 2024. The presentation focused on AI literacy and the existing resources available at USC to promote and build an AI-literate community. According to the Adapting to AI report[1] from the Chronicle of Higher Education, a "critical part of responsible AI adoption [is] building your community's AI literacy skills." It offers three best practices to further learning and create a community of AI adopters: encourage faculty, staff, and students to play around with GenAI tools; seek out knowledge with intention; and ask an AI tool. In other words, ""Kick the tires" was the most frequent piece of advice from experts on how to learn more about generative AI."

A subsequent Chronicle of Higher Education article[2] stated "...the skills that students use to engage thoughtfully with AI are the same ones that colleges are good at teaching. Namely: knowing how to obtain and use information, thinking critically and analytically, and understanding what and how you're trying to communicate." Thoughtful and responsible engagement with AI in education requires access to data-secure AI tools and publication of institutional principles and guidelines that steer instructors and students on appropriate and effective use.

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[1] *Adapting to AI: How to Understand, Prepare for, and Innovate in a Changing Landscape*, by Taylor Swaak (Washington, D.C.: *The Chronicle of Higher Education*, June 2024), 56 pp.

[2] *The Chronicle of Higher Education*, "The Future Is Hybrid: Colleges Begin to Reimagine Learning in an AI World," October 3, 2024, https://www.chronicle.com.

AI Task Force members:

Name	Title	Department / Unit
Charlie Pierce, Ph.D. (Chair)	Faculty Executive Director of CIEL	Center for Integrative and Experiential Learning
Aisha Haynes, Ed.D. (Co-Chair)	Associate Director of CTE; Director of Distributed Learning	Center for Teaching Excellence
Adrian Anderson	Coordinator for Academic Integrity	Student Conduct and Academic Integrity
Hayes Hampton, Ph.D.	Director of Advisement	USC Sumter, English
Caroline Hulett	Director of Policy and Special Projects	Office of the Provost
Ozgur Ince, Ph.D.	Clinical Associate Professor	Darla Moore School of Business (Finance)
Meena Khalili	Associate Professor	School of Visual Art and Design
Emily Manetta, Ph.D.	Professor and Director of Linguistics Program	Department of English Language and Literature
Drew Martin, Ph.D.	Interim Faculty Director of AI Research and Education; Professor	College of Hospitality, Retail, and Sports Management
Wolfgang Messner, Ph.D.	Clinical Professor	Darla Moore School of Business (International Business)
Alamir Novin, Ph.D.	Assistant Professor	College of Information and Communications
Helen Powers	Director	Career Center
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Michael Stoeltzner, Ph.D.	Professor; Chair of the Faculty Appellate Panel	Department of Philosophy
Dana Talbert	Director	Student Success Center
Hengtao Tang, Ph.D.	Associate Professor	Leadership, Learning Design, and Inquiry; College of Education
Mark Uline, Ph.D.	Interim Chair, Biomedical Engineering; Professor, Chemical Engineering	Molinaroli College of Engineering and Computing

Review of National Landscape

The AI Task Force identified and consulted resources at institutions with various examples of AI guidelines, including but not limited to:

- Association of American Colleges and Universities & Elon University. Student guide to artificial intelligence: Navigating college in the AI age
- George Mason University. AI Guidelines
- Samford University. Generative AI task force faculty recommendations
- Texas A&M University. Artificial Intelligence – Use Guidelines and Ethics
- University of Florida. AI Technologies in Education at the University of Florida
- University of North Carolina at Charlotte. Artificial Intelligence at Charlotte
- Northern Kentucky University. NKU Usage Guidelines
- Florida State University. Artificial Intelligence

AI Guidelines at Peer and Aspirant Institutions.

AI guidelines from each one of our peer and aspirant institutions were reviewed and links are compiled in the table below. The focus of our search and review was for guidelines on Generative AI use in teaching and learning, and not on guidance for AI use in research.

Key elements across these guidelines include:

1. Encourage AI literacy
2. Responsible, ethical, and accountable use
3. Data security and privacy
4. Access to institutional resources
5. Ensure tools enhance, do not replace, humans
6. Maintain academic integrity
7. Transparency, disclosure, and attribution of AI use

Institution	AI Guidelines
Peers	
University of Georgia	AI Literacy, housed in University Libraries
University of Kentucky	2025 Guidelines and Recommendations for Generative AI in Instructional Contexts
University of Massachusetts-Amherst	Guidance on Generative Artificial Intelligence, housed in Undergraduate Student Success Center How Do I Consider the Impact of AI Tools in My Courses?, housed in Center for Teaching & Learning
University of Missouri-Columbia	Artificial Intelligence (AI), for University of Missouri system

University of Tennessee	Policy on Artificial Intelligence, for University of Tennessee system Generative Artificial Intelligence and Teaching at UTK, housed in Teaching and Learning Innovation, Division of Faculty Affairs Guidance on AI Adoption, Office of Innovative Technologies
Clemson University	Artificial Intelligence in the Classroom, housed in Clemson Libraries AI Guidelines, housed in Clemson Computing and Information Technology
Aspirants	
University of Iowa	AI in the Classroom, housed in Provost Office Artificial Intelligence Tools and Teaching, housed in Office of Teaching, Learning, and Technology AI Guidelines and Use Cases, Information Technology Services
University of Maryland College Park	AI @ UMD, hub
University of North Carolina Chapel Hill	Discover AI at Carolina, initiative of Provost Office
University of Utah	Artificial Intelligence (AI) at the U, hub
University of Virginia	Generative AI in Teaching and Learning, housed in Provost Office Generative AI Use Guidelines, housed in Information Technology Services

AI Integration at Metropolitan State University (MSU) Denver.

The task force met and consulted with Dr. Samuel Jay, Executive Director of Online Learning, Emergent Technology & Academic Transformation at Metropolitan State University of Denver. He emphasized the importance of cross-campus collaboration, transparent communication, and maintaining a focus on institutional values to navigate the rapidly changing AI landscape. The main learning points include:

- **Training Faculty and Staff to Embrace AI.** Educate faculty and staff about AI tools and their applications. MSU Denver has implemented a series of workshops, beginning with the basics of generative AI and evolving into topics like prompt engineering, data analysis, and AI's role in assessment. These workshops focus on AI literacy, practical applications, and customization for departments.
- **Policies and Guidelines on AI Usage.** Policies and guidelines for ethical and effective use of AI are paramount. Key elements to address are data privacy and security, transparency in AI usage, and adapting to emerging concerns.
- **Academic Integrity and Student Guidance.** To manage the challenges with maintaining academic integrity, advocate for conversations over punishments, revising assessments, and leveraging AI for student feedback.

- **Institutional Culture and Long-Term AI Integration.** Build an institutional culture that embraces AI as a tool for innovation and efficiency, rather than a threat. Focus on protocols over platforms, emphasizing human relationships as the core of education, and empowering customization opportunities.
- **Student Preparation for an AI-Driven World.** Higher education has a responsibility to prepare students for a future where AI is ubiquitous. Faculty must model critical engagement with AI and integrate these lessons into the curriculum.

Resources for AI Use at USC

Education, guidance, and support on use of AI in the classroom for USC faculty is available through the Center for Teaching Excellence, University Libraries, and Student Conduct and Academic Integrity. Many colleges and schools offer their own resources.

The Artificial Intelligence Institute leads initiatives to develop AI education and workforce development through additional AI courses, certificate and degree program in AI, interdisciplinary AI training targeted at workforce development, and educational events including roundtable discussions on AI in the classroom. The Career Center offers student workshops on AI and career readiness, including Harnessing Gen AI for Career Success: What is it and How to Use it Responsibly, Harnessing Gen AI for Career Success: Powering Up Resumes and Exploring Work, and Utilizing AI in the Job Search.

Starting in fall 2025, undergraduate students can enroll in an interdisciplinary certificate program on Artificial Intelligence Literacy managed through the Graduate and Retention Network. Students earning the certificate will be able to explain key Artificial Intelligence algorithms, techniques, and applications, and recognize ethical implications of Artificial Intelligence development and deployment.

Center for Teaching Excellence.

Program or Resource	Description
Teaching with AI: A Self-Paced Course	An online, asynchronous course developed at Auburn University. Designed specifically for faculty, this 5-module course takes 5–7 hours and provides a comprehensive introduction to generative AI in teaching. Free for USC full-time faculty, including those at USC Columbia, Palmetto College campuses (Salkehatchie, Sumter, Lancaster, and Union), and the School of Medicine campuses.
GenAI Webinar Series: Teaching and Learning with GenAI	A live and recorded webinar series for faculty to explore generative AI in education. Topics include how to use GenAI tools for adaptive feedback, creating instructional content, designing assignments, and discussing ethics and academic integrity.

Program or Resource	Description
GenAI Community of Practice (CoP)	A collaborative space for faculty, instructional staff, and graduate students to exchange ideas, experiences, and strategies regarding the use of generative artificial intelligence.
Provost's AI Teaching Fellowship	A 12-month, cohort-based program supporting up to 10 faculty members as they integrate generative AI into their teaching practices. Fellows receive structured guidance, collaborate with peers, and conduct classroom-based experiments to evaluate how GenAI affects student learning and engagement.
GenAI Showcase	A yearly event featuring USC faculty from the AI Teaching Fellowship who present their GenAI-integrated course designs, assessments, and student feedback. Open to all faculty, staff, and graduate students.
GenAI Resources & FAQs	An online resource hub on using GenAI tools for teaching and learning in higher education. FAQs address accessibility, student engagement, ethical concerns, and academic integrity.
GenAI Syllabus Templates	A curated set of example syllabus statements that instructors can adapt to set classroom policies for no use, contextual use, and encouraged use of GenAI. Templates are informed by national best practices and align with USC's Honor Code.
Instructional Designer Support	One-on-one consultations focused on integrating GenAI into course design and instruction. Faculty receive personalized support on using AI for assessments, content creation, student engagement, and other topics.

University Libraries.

GenAI learning sessions sponsored by the University Libraries began in January 2024. Through March 2025, 30 sessions were offered with a total of 440 registrations and 247 attendees. Participants include faculty, staff, graduate and undergraduate students. Sessions include a five-part GenAI series on Terms and Concepts, Prompt Engineering, Chatbots and Content Generators, and Building a Research Process Toolkit, Parts I and II.

University Libraries also publishes the following Library Guides on AI:
Welcome to the World of Artificial Intelligence (AI)! – introduces AI and its subfields along with some terminology associated with it.
Beginner's Guide to Generative AI – includes a search tool for AI resources and a link to the current calendar of workshops and trainings on AI.
AI Citation Guide – includes resources on the Artificial Intelligence Disclosure (AID) Framework and guidance on proper attribution and citation of AI use.

Student Conduct and Academic Integrity.

The Office maintains a FAQs page for students and instructors on the use of [Artificial Intelligence](). FAQs address potential violations of the Honor Code, proper citation for use of AI, recommendations for syllabus statements (with links to Center for Teaching Excellence resources), and recommendations for academic activities and assignments that incorporate use of AI.

Current guidance states *"The use of Artificial Intelligence ... may be a violation of [specific Honor Code] policies. This is dependent on the nature of how the Artificial Intelligence service was used. Much like any technology used to aid in the completion of academic work, it is the user's responsibility to ensure that the use of that technology is both permitted to be used by the course instructor and that the use is clearly cited and/or documented in some way so that it clear what work was created by the user of the service and what portion of the work was created by the technology."*

During AY 2024-25, the Office experienced a sharp increase in Honor Code cases, especially in quantitative disciplines such as engineering, computing, and business. There was a notable increase in violations due to the unauthorized use of artificial intelligence, with one hundred additional cases specifically related to AI.

AI Tools at USC

The Division of IT leads institutional efforts to maintain a secure and compliant digital environment and secure equitable access to AI-approved tools. On June 20, 2025, a one-year institutional agreement with OpenAI was announced to grant access to ChatGPT Enterprise for all faculty, staff, and students. DoIT plans to launch a website to provide the USC community with information on approved AI tools that includes ChatGPT, best use cases for each tool, trainings and webinars, and opportunities to explore approved alternatives.

This year, DoIT completed a pilot study of Microsoft 365 Copilot as a secure solution for improving productivity, with no reports of unauthorized data access. Copilot aligns with existing IT policies, reinforcing its suitability for wider adoption. Participants (166 licensed users) reported a notable increase in productivity, time savings and overall satisfaction with the tool. Pilot studies of other tools are also being conducted in some academic units. The College of Information and Communications (CIC) is piloting Adobe AI Assistant. The College of Hospitality, Retail, and Sport Management (HRSM) completed a pilot of Boodlebox during Fall 2024 with 200 licenses. Feedback from faculty involved in the pilot has been positive, with many reporting enhanced capabilities in lesson planning, test creation, and assignment grading.

As stated in the Executive Summary of Copilot User Group Findings, "Some of the challenges the University will face as AI tools proliferate are matching the right AI tool with

the needs of the user, the costs of licenses, the cost of additional storage needs, the cost of management of multiple chatbots, the responsibility of security and policies related to AI, and the ongoing needs for education and training in an ever-changing field."

Recommendations and Action Items

1. **Create a website to serve as the AI Hub at USC.**

   Establish an AI Hub to serve as a central resource for faculty, staff, and students at USC to access guidance, tools, and training related to GenAI. The site should include teaching and learning resources, appropriate use guidance, links to USC-approved AI tools and trainings offered through DOIT, upcoming events, and examples of AI innovation across the university. Examples of AI hubs at other state flagship institutions include University of Michigan, University of Maryland College Park, and University of Utah.

2. **Create a communication plan to raise awareness of AI-related resources and initiatives.**

   Develop a coordinated strategy to ensure faculty and students are aware of available GenAI-related resources, events, and guidance. This plan should include regular updates through the AI Hub website, targeted newsletters, departmental outreach, and integration into both new faculty orientation and student onboarding materials. Coordinate clear and consistent messages on AI for teaching and learning across the Office of the Provost, Division of Information Technology, and Student Affairs and Academic Support.

3. **Establish core principles for AI use at USC.**

   Publish a set of core principles that align with national best practices, peer and aspirant institutions, and the AAC&U publication, Student Guide to Artificial Intelligence: Navigating College in the AI Age. These seven principles are put forth as initial recommendations.

   - **Act Ethically and Promote Fairness and Access.** Ensure AI use aligns with academic and professional values. Avoid misuse, respect others, and use tools in ways that are fair and accessible to all.
   - **Protect Privacy and Data.** Use AI tools in ways that safeguard personal data, intellectual property, and confidential information by following university policies.
   - **Be Transparent and Follow Applicable Expectations.** Clearly communicate when and how AI is used. Follow any guidelines set by your course, department, or unit. In the absence of specific guidance, use AI in ways that align with university policies and the intended goals of your work or learning.

- **Engage in Continuous AI Literacy.** Learn how AI works, what it can do, and where it falls short. Responsible use requires ongoing learning and thoughtful application.
- **Use AI to Support Human Judgment.** AI should enhance learning, work, and decision-making. It is a tool, not a replacement for personal effort or meaningful human interaction.
- **Verify and Remain Accountable.** Review AI-generated content for accuracy, fairness, and relevance. Users are responsible for the choices they make when using AI.
- **Use AI to Build Skills for Learning and Work.** Apply AI in ways that strengthen communication, critical thinking, and problem solving. Support the development of skills needed to succeed in academic, professional, and service roles.

4. **Create a standing committee for Academic AI that sets, publishes and maintains core principles and guidelines on the use of AI for teaching and learning.**

Create a group to continue the work of the AI Task Force in establishing general guidelines for AI use, grounded in core principles, and developing specific guidance with recommended practices and resources for instructors and students in their academic work. Guidelines should recognize the potential benefits of AI in teaching and learning while emphasizing the importance of ethical and responsible use to maintain academic integrity and protect data security.

Guidelines are expected to change as use of AI expands and AI technology evolves. It is recommended that the committee be responsible for soliciting and receiving feedback from administrators, faculty, staff, undergraduate and graduate students; reviewing guidelines on a regular basis; coordinating with DoIT as approved AI tools are identified and shared; and communicating updates to meet the needs of the USC community.

Thes following guidelines for responsible use are put forth as initial recommendations for students and instructors.

Student Guidelines for Using AI Responsibly

1. **Follow course expectations**

Instructors set the rules for AI use in each course. Read the syllabus and assignment instructions carefully. Use AI only in ways that match those expectations. If you are unsure, ask before you submit.

2. **Use AI responsibly and ethically**

Make sure your work is your own. Use AI to support your thinking, not to complete the work for you. Avoid misuse and uphold academic integrity in every assignment.

3. **Be transparent about your use**

If your instructor allows AI, clearly explain how you used it when appropriate. This may include citing the tool or describing how it supported your work.

4. **Focus on learning first**

Use AI to explore ideas or get feedback but prioritize your own understanding. AI should support your learning, not replace it.

5. **Know the limits of AI**

AI tools can be incorrect, incomplete, or biased. Always double check what they generate and think critically about how you use the information.

6. **Protect your privacy**

Avoid sharing personal information or uploading content that should remain private. Understand how your data may be collected, stored, or reused by AI tools.

7. **Build your AI skills**

Learn how AI works and how it is used in your field. Developing these skills will support your academic progress and help prepare you for your future career.

Faculty Guidelines for Using AI Responsibly

1. **Set clear expectations for AI use in your course**

Let students know when AI is allowed, restricted, or prohibited. Include specific guidance in your syllabus and assignment instructions. Be consistent and explain your rationale.

2. **Use AI to support your teaching, not replace engagement**

AI can help with ideas, drafts, and feedback, but should not take the place of meaningful interaction with students. Maintain your presence in the learning process.

3. **Be transparent about your own use of AI**

If you use AI to generate materials, design assessments, or give feedback, use your judgment to decide when transparency is appropriate. Being open when needed helps build trust and model ethical practice.

4. **Review and verify all AI-generated content**

Do not rely on AI output without checking for accuracy, fairness, and alignment with your goals. This includes content used for instruction, grading, or communication.

5. **Protect student privacy and data**

Avoid entering student work or personal information into public AI tools. Use platforms that meet university privacy and security standards.

6. **Promote responsible and critical engagement with AI**

Help students think about how AI fits into their discipline. Encourage them to evaluate AI critically and to use it in ways that support their learning.

7. **Continue building your own AI literacy**

Stay informed about new tools, capabilities, and risks. Explore how AI can enhance your teaching while staying aligned with university policies and values.

5. **Establish a dedicated administrative position to lead our academic focus on artificial intelligence.**

Creating a position dedicated to artificial intelligence demonstrates institutional commitment to navigating the profound and everchanging impact of AI in higher education and its intersection with digital literacy and educational technologies. At other institutions, these leaders are often tasked with integrating AI across various disciplines and ensuring graduates are prepared for the evolving workplace. A significant part of this leadership focuses on championing AI literacy and promoting the ethical and responsible use of AI in teaching and learning.

Examples of administrative roles at other institutions are provided below. Position titles and responsibilities are dependent on the nature of the institution and the purpose of the role.

- Vice Provost for AI and Technology in Education, New York University
- Associate Provost for Artificial Intelligence, Brown University
- Associate Provost for AI, Academic Technology, and Professional Development, Coastal Carolina University
- Associate Vice Provost for Academic Innovation, Florida State University
- Director of Artificial Intelligence Integration, Elon University
- Executive Director of Online Learning, Emergent Technology & Academic Transformation, Metropolitan State University of Denver