

Leveraging Faculty Expertise to Meet Emerging Needs: Creating a Faculty Fellowship Program

Center for Faculty Excellence
UNC System Learning and Technology Symposium
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THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Welcome and Introductions



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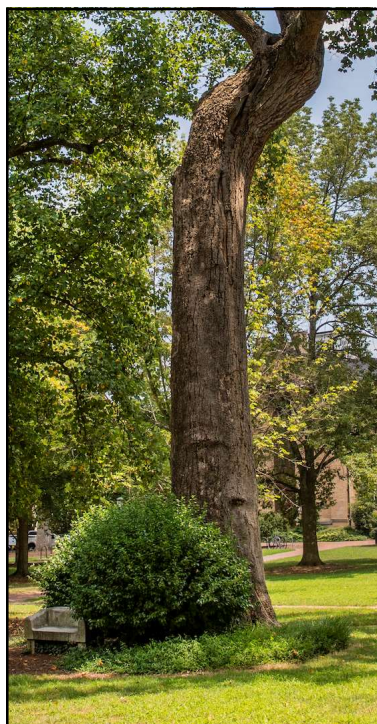
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Goals for Today



1. Outline the implementation of a new Faculty Fellows program
2. Present evidence of the impact of our inaugural fellow's work on generative AI
3. Support educational developers and faculty in exploring fellowship opportunities in their own contexts

Opening Reflection



- For developers: What is one need on your campus that could benefit from faculty sharing their own approach and expertise with others?
- For faculty: What kinds of expertise do you have that could be leveraged to support the professional development of your colleagues?

The Need: AI Support for UNC Instructors



- Generative AI emerged swiftly and created unprecedented challenges for instructors
- Coincided with a period of severe understaffing, limiting T&L team’s ability to engage fully with AI and provide support
- Expedited response: leveraging faculty expertise to address this growing instructional need



Key Features of Our Fellowship Model



- Defined role and focus based on determined needs: Contrast with an open-ended application and faculty-selected projects
- Faculty recognition: Incentivize and recognize faculty expertise, experience, and interests
- Integration and independence: Balance team meeting time and autonomy



Timeline and Logistics

- Tapped a known collaborator and campus innovator, Dana Riger, rather than launching an application process
- Negotiated funding through a combination of internal and grant sources
- Commitment: 2.5-5 hours/week
- Stipend: \$5-10k each semester depending on commitment
- Dana has served Summer 2024-Summer 2025



Key Features of Our AI Support Model



- Adaptability of materials: Foundational workshop with customizable elements for multiple audiences
- Focused parameters: Instructional AI applications and impacts
- Consultations: Individualized support for more advanced users of the technology, where possible
- Process management: Communications and scheduling

Departments Served 2024-2025



- Department of Sociology
- Department of Health Sciences
- Department of Public Health Leadership
- Graduate School
- School of Journalism & Media
- School of Nursing
- Classics Department
- Department of Romance Languages
- Department of Biomedical
- Department of Engineering
- School of Medicine (Surgery)

- Frank Porter Graham Development Center
- Department of Biology
- School of Public Health
- Department of Exercise & Sports Science
- Department of German/Slavic Languages
- Department of Philosophy
- Biostatistics Program
- Department of Social Medicine
- Department of Pediatric Critical Care
- Public Policy Department

Workshop Approach & Format



- Tailored to:
 - Specific disciplinary concerns and opportunities
 - Pedagogical goals
 - AI fluency
- Balanced focus on AI avoidance and integration

Benefits of Avoiding AI	Benefits of Integrating AI
Preserves authenticity and originality in student thinking/work	Prepares students for professions where AI collaboration is expected
Reduces dependence on AI, encourages development of foundational skills	Helps students get personalized support
Minimizes plagiarism/unacknowledged AI	Students learn how to critically evaluate output, identify strengths/limits
More accurately identifies what students know and where they need help	Frees cognitive space for higher-order thinking
Reinforces independent reasoning and skills that are essential beyond academia	Promotes transparency, responsible use, and academic honesty

Workshop Approach & Format



- Scaffolded design starting with foundational AI literacy, ethical use, bias awareness, responsible practices
- Ending with program-specific use cases, demos, policy and assessment redesign exercises
- Key principles for effective AI-integrated assessment synthesized and incorporated into design of the AI Institute

Public Policy Use Case: Drug Policy Analysis



- **Goal:** Analyze Oregon's 2020 drug decriminalization initiative (Measure 110) and its repeal in 2024.
- **Instructions:** Introduce the public health approach to drug addiction as an alternative to criminalization, describe Oregon's Measure 110 including aspects of decriminalization, investment in harm reduction, and political backlash, and analyze the policy and address these questions.

Discourage Reliance on AI



1. **Add Personal Reflection and Synthesis Log**
 - Students keep reading log; share surprising/confusing/challenging points
2. **Initial In-Class Work**
 - Ask students to compare two articles' perspectives, only using readings
 - Have students complete structured note-taking templates in class
3. **Require Personal, Contextual Framing**
 - Students discuss how personal perspective informed analysis or evolved
4. **Reference In-Class Content**
 - Students identify class discussions, activities, lectures relevant to analysis

Intentional AI Integration

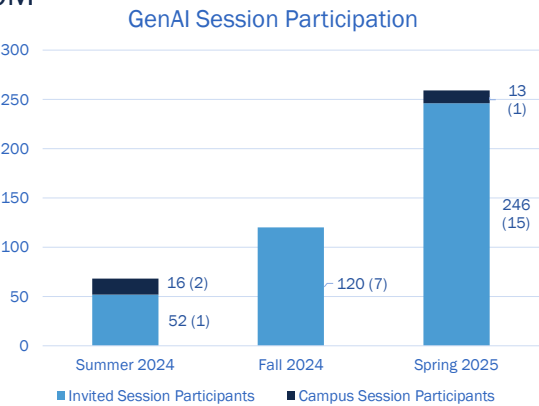


- 1. **AI-Assisted Reading Synthesis**
 - Have students use AI to create summary, compare to their notes, identify points AI captured they missed, info they identified that AI overlooked.
- 2. **Prompt Library Development**
 - Students build "prompt library" for analysis, testing and refining prompts through peer review, evaluating which produced most helpful AI responses
- 3. **AI Debate Simulation**
 - Use AI to generate arguments from different stakeholder perspectives, have students evaluate quality, identifying biases and providing missing context
- 4. **Meta-Analysis on AI Use**
 - Have students submit a companion document detailing specific examples of where they rejected or modified AI suggestions and why

Impact



- 26 events completed serving 447 instructors
 - Multiple requests for repeats
 - Most special sessions from CAS and SoM
- Average duration: 90 min.
- Feedback:
 - 4.83/5 participant rating
 - Example feedback: “Thanks so much for your time today! I have received such enthusiastic positive feedback on your session! It was incredibly helpful for us.”



Value of Program	
	
Value to Campus/CFE	Value for Fellow
• Fostered ongoing conversations about AI within departments and units • Filled a campus-wide gap for teaching-specific AI development to instructors and instructional support staff members • T&L team members deepened knowledge of AI, increased capacity, and used fellow's materials to offer workshops and consultations	• Deepened knowledge of AI • Sharpened communication skills around AI • Strengthened cross-campus collaboration • Pushed me to innovate • Positioned me as leader/change agent

	Moving Forward
	 • New Learning Assessment and AI Institute informed by the fellowship • Possible new funding source through campus AI support initiatives to add new Fellows for Generative AI • New Faculty Fellow for Large Course Instruction begins Fall 2025 • Competitive application process in Spring 2025

Closing Reflection



Return to the need you identified at the beginning of the session.

- For developers: What is one next step you can take to create a similar program at your institution?
- For faculty: What is one next step you can take to pursue a similar fellowship role?



Questions?