



STRUCTURED & VERIFIED AI PROMPTS FOR U.S. COLLEGES & UNIVERSITIES

Academic AI Toolkit

50 Comprehensive Prompt Architectures for Faculty, Researchers, PhD Scholars & Students

Pre-Calibrated Across Major Foundation Models: ChatGPT, Claude & Google Gemini

HOW TO USE THIS 50-PROMPT EVALUATION SAMPLE:

1. Direct Copy & Paste: Every prompt is formatted in a dedicated block with enlarged text for immediate execution in your LLM.
2. Contextual Variables: Replace uppercase bracket placeholders [COURSE NAME, DISCIPLINE, METHODOLOGY, etc.] with your specifics.
3. Sample vs. Full Toolkit: This PDF contains 50 representative samples. The complete Academic AI Toolkit comprises 2,360 structured prompts organized in Notion and Google Sheets with instant keyword search, role filters, and departmental slicers across 63 university departments.
4. Full Lifetime Access: Available for \$29 one-time payment with lifetime updates at <https://academicaitoolkit.com>.

Balanced 50-Prompt Evaluation Sample Across All Higher-Ed Roles:

ACADEMIC SECTOR	COVERAGE	KEY ACADEMIC CAPABILITIES
Professors & Faculty	Prompts #01 – #07	Backward syllabus design, Bloom rubrics, AI policy, active learning, discussion prompts
Faculty Researchers & Scholars	Prompts #08 – #14, #45	Topic funnel, feasibility stress test, epistemology, methodology defense & empirical limits
Publishing & Grant Funding	Prompts #15 – #20, #46	NIH Specific Aims, NSF Broader Impacts, budget justifications, NIH/NSF innovation statements
Department Chairs & Deans	Prompts #21 – #25	SWOT audits, peer benchmarking, strategic plan alignment, annual faculty review letters
Academic Administrators	Prompts #26 – #27	Institutional policy drafting, routine notices, governance communications
PhD Scholars & Dissertation	Prompts #28 – #30, #39 – #40	Dissertation chapters, proposal problem statements, defense arcs, theory selection, committee objections
Master's & Graduate Writing	Prompts #31, #41 – #42	Thesis argument sharpening, cross-seminar reading synthesis, literature review gap identification
Undergraduate Student Success	Prompts #32, #43 – #44	Assignment breakdowns, primary source rhetorical deconstruction, evidence-grounded arguments
Teaching Assistants & TAs	Prompt #33	Office hours structure & flow, discussion facilitation, TA grading calibration
Online & Distance Instructors	Prompts #34 – #35	Asynchronous discussion forums, instructor social presence, Community of Inquiry
Disciplinary Exemplars (STEM, Health, Law)	Prompts #36 – #38, #47 – #50	Engineering design, business strategy, doctrinal syllabus, clinical trials, math proofs, case law, lab safety

INSTITUTIONAL TRUST, FERPA COMPLIANCE & DELIVERY TRANSPARENCY

- FERPA-Compliant Architecture: Every prompt explicitly bars the input of student-identifiable data, strictly protecting institutional and student privacy.
- Institutional Payment Trust: Secured via Gumroad (256-bit SSL encryption). University P-Cards (Procurement Cards) and major credit cards accepted.
- Instant Digital Delivery: Duplication link for the Notion Academic Hub and instant download of the Google Sheets Master Database delivered immediately upon checkout.
- One-Time Investment: \$29 lifetime access with zero monthly rebills, annual dues, or recurring fees.

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NOTION & GOOGLE SHEETS LIVE SEARCH ADVANTAGE:

In the full Academic AI Toolkit (\$29), you never have to flip through pages. The Notion Academic Hub features instant keyword filtering, tags for 63 departments, and one-click copying. The Google Sheets Master features interactive multi-level slicers to filter 2,360 prompts in seconds. Both are included with lifetime updates at <https://academicaitoolkit.com>.

The 4-Part Disciplined Rhetorical Architecture

Why Academic AI Toolkit prompts produce verified scholarly output where generic queries fail:

1. ACADEMIC ROLE FRAMING	Scholarly Identity
Establishes precise disciplinary authority (e.g., "Act as a senior instructional designer trained in Understanding by Design" or "Act as an NIH study section reviewer"). This forces the LLM to adopt authentic faculty standards and eliminate generic corporate phrasing.	
2. OPERATIONAL TASK DEFINITION	Granular Boundaries
Defines the exact scholarly deliverable with enumerated, multi-phase steps (e.g., Bloom-aligned learning outcomes, 3-column revision matrices, curriculum accreditation mappings). It forbids superficial summaries and mandates structural completeness.	
3. DYNAMIC BRACKET VARIABLES	Full Context Injection
Indicated by uppercase [BRACKETS] such as [COURSE NAME], [DISCIPLINE], [METHODOLOGY], or [STUDENT POPULATION]. Every prompt is instantly customizable to your institutional context, student level, or research paradigm without rewriting prompt syntax.	
4. DESIRED OUTPUT SPECIFICATION & GUARDRAILS	Institutional Governance
Explicitly commands the output layout (tables, markdown matrices, bulleted rationales) and sets strict institutional guardrails: forbidding fabricated citations, enforcing FERPA confidentiality, and mandating transparent methodology statements.	

Side-by-Side Reality Check: Generic Web Prompt vs. Disciplined Architecture	
Typical Generic Prompt (Fails Academic Standards) <i>"Write me a syllabus for college biology."</i> • Produces superficial, high-school level copy • No backward design or Bloom taxonomy levels • Missing accreditation weighting (ABET/AACSB) • Fabricates non-existent textbook editions • Requires 4+ hours of manual faculty rewriting	Academic AI Toolkit Architecture (Calibrated) <i>"Act as a senior instructional designer in Understanding by Design..."</i> • Outputs 5–7 measurable Bloom action-verb outcomes • Generates weekly alignment matrix across modules • Matches accreditation mix and assessment weighting • Audits structural curriculum misalignment risks • Ready to review and import into LMS (Canvas/Blackboard)

Access All 2,360 Prompts in Notion & Google Sheets

The complete Academic AI Toolkit is pre-indexed for rapid deployment across 14 modules, 63 departments, and 13 roles. Includes Notion Academic Hub, Google Sheets Master, 8 templates, 7 workflows, and lifetime updates for \$29 at <https://academicaitoolkit.com>.

Backward-Design Syllabus Architect

Target Role: Course Instructors & Curriculum Designers • **Sub-Topic:** Foundational Syllabus Design

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[Course name] • [Credit hours] • [Undergraduate/graduate] • [Discipline] • [Class meetings per week] • [Number of weeks] • [Accreditation body] • [Course description/prerequisites/catalog copy]

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

Act as a senior instructional designer trained in Understanding by Design (Wiggins & McTighe). I am building a syllabus for [COURSE NAME], a [credit hours]-credit [undergraduate/graduate] course in [discipline], meeting [X times/week] for [Y weeks]. Using backward design, produce: 1. 5-7 measurable course-level learning outcomes written with Bloom's Taxonomy action verbs (spread across at least 3 cognitive levels -- e.g., analyze, evaluate, create) 2. A mapping table: each outcome → which assessment(s) measure it → which weekly module(s) build it 3. A recommended assessment mix (weighting %) consistent with [accreditation body, e.g., ABET/AACSB/CAEP] expectations for this course level 4. 3 potential misalignment risks I should watch for (e.g., an outcome with no matching assessment) Course context: [paste existing course description, prerequisites, or catalog copy here]

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT:

[Peer-Calibrated Benchmark Response]

Outcome 4: Evaluate the effectiveness of a leadership style against a documented organizational conflict, using at least two theoretical frameworks (Bloom level: Evaluate). → Measured by: Case Analysis Paper (Week 9) + Final Team Consulting Report (Week 15). → Built in: Modules 4-6 (Leadership Theories), Module 8 (Conflict Case Studies).

Generative AI Use Policy Drafter (Course-Specific)

Target Role: Faculty & Syllabus Authors • Sub-Topic: Legal, Compliance & Policy

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[Course name] • [Discipline] • [AI use stance] • [List of permitted AI tasks] • [Citation format (APA 7/MLA 9/Chicago)]

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

Draft a course-specific Generative AI Use Policy for [COURSE NAME], a course in [discipline]. My stance (choose closest and let the AI draft accordingly): ☐ AI fully permitted with mandatory disclosure/citation ☐ AI permitted for specific tasks only: [list tasks, e.g., "brainstorming, grammar checking"] ☐ AI prohibited on graded work, permitted for practice/study only ☐ Tiered policy: differs by assignment (specify per-assignment) For the selected stance, write: 1. Clear, student-facing policy language (150-250 words) 2. A "how to cite AI use" mini-guide matching [APA 7 / MLA 9 / Chicago] format 3. Consequences section aligned with typical university academic integrity escalation language 4. One example of ACCEPTABLE use and one example of a VIOLATION, specific to this discipline

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT:

[Peer-Calibrated Benchmark Response]

A tiered policy distinguishing "Stage 1: Idea Generation (AI permitted, must disclose in a footnote)" vs "Stage 2: Final Portfolio Submission (AI prohibited -- must be 100% your own drafting and revision)," with a matching MLA in-text disclosure example.

Quality Matters (QM) Rubric Alignment Auditor

Target Role: Course Instructors & Assessors • **Sub-Topic:** Quality, Delivery & Continuous Improvement

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[Syllabus/course shell content to review]

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

You are a Quality Matters (QM) certified peer reviewer. Review the syllabus/course shell content below against the 8 QM General Standards (Course Overview & Introduction, Learning Objectives, Assessment & Measurement, Instructional Materials, Course Activities & Learner Interaction, Course Technology, Learner Support, Accessibility & Usability). For each standard: - Score readiness as Meets / Partially Meets / Does Not Meet - Give the specific missing element (cite the closest QM specific review standard where possible) - Suggest exact replacement/added text I can paste directly into my syllabus Course materials to review: [paste syllabus text, module structure, or LMS shell outline]

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT:

[Peer-Calibrated Benchmark Response]

Standard 1 (Course Overview & Introduction): Partially Meets. Missing: instructor's expected response time to student communication (QM Standard 1.8). Suggested text to add: "I will respond to emails within 24 hours on weekdays and 48 hours on weekends. For urgent matters, please use the 'Urgent' subject line."

Active-Learning Readiness Diagnostic

Target Role: Teaching Faculty & Lecturers • **Sub-Topic:** Foundational Strategy & Course Diagnosis

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[course name] • [insert rough breakdown, e.g., "90% lecture, 10% Q&A"] • [paste your syllabus topic list]

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

Course: [course name] Current format: [insert rough breakdown, e.g., "90% lecture, 10% Q&A"] Full topic/unit list for the term: [paste your syllabus topic list] For each topic, diagnose: 1. Current instructional mode (pure lecture / partial interactive / already active) 2. Whether this topic is conceptually well-suited to active learning (topics with common misconceptions, multi-step reasoning, or contestable interpretation benefit most; pure procedural/definitional content benefits least) 3. A priority score (High/Medium/Low) for converting this specific topic first Rank the top 3 topics I should redesign first, with a one-line rationale each, and flag any topic where active learning is genuinely a poor fit so I don't waste redesign effort there.

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT:

[Peer-Calibrated Benchmark Response]

"Priority 1: Reaction mechanisms -- High priority. This topic has the highest density of documented student misconceptions (electron-pushing errors) and requires multi-step reasoning that a lecture alone cannot diagnose in real time. Priority 3 (low): nomenclature -- largely procedural memorization; active learning gains here are modest relative to effort. Recommend keeping nomenclature as pre-class video + quiz rather than a full redesign."

Inclusive & Accessible Syllabus Language Rewriter

Target Role: Faculty & Instructional Designers • Sub-Topic: Legal, Compliance & Policy

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[Syllabus text]

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

Review the syllabus text below through three lenses and revise accordingly: LENS 1 -- Inclusive/Asset-Based Language: Rewrite any deficit-framed or exclusionary phrasing (e.g., replace punitive "you will be penalized" tone where possible with clear-but-supportive framing, without softening actual academic standards). LENS 2 -- Accessibility (Section 508 / WCAG 2.1 AA): Flag any content that would fail a screen-reader test (color-only distinctions, unlabeled tables, vague hyperlink text like "click here"). LENS 3 -- Plain Language: Flag sentences above a 12th-grade reading level for a general-education course; suggest simpler phrasing without losing academic tone. Syllabus text: [paste text] Return: a marked-up version with [INCLUSIVE], [ACCESSIBILITY], and [PLAIN LANGUAGE] inline comments plus a clean rewritten final version.

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT:

[Peer-Calibrated Benchmark Response]

[ACCESSIBILITY] flag on "click here" → suggested: "Access the Week 3 reading (PDF, opens in new tab)." [INCLUSIVE] flag on "penalized severely" → suggested: "Late submissions lose 10% per day, up to 3 days, after which the assignment cannot be accepted -- please reach out before the deadline if you're facing a challenge."

Bloom's-Based Discussion Board Prompt Generator

Target Role: Seminar Leaders & Faculty • Sub-Topic: Digital & AI-Era Applications

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[Topic/reading]

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

Topic: [insert topic/reading] Write a discussion board prompt that: 1. Opens with a brief Understand-level framing question (just enough to confirm everyone engaged with the material) 2. Requires an Analyze or Evaluate-level original post (comparing, judging, or taking a defensible position -- not just summarizing) 3. Includes a specific REPLY instruction that forces genuine engagement with a peer's post rather than a generic agreement (e.g., "identify one assumption in a classmate's post you disagree with, and explain your reasoning using course material")

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT:

[Peer-Calibrated Benchmark Response]

Reply instruction: "Find a classmate's post that reaches the opposite conclusion from yours. Identify the single strongest piece of evidence they used, and explain whether it actually contradicts your position or whether both of you might be correct about different aspects of the issue."

Outcome-to-Assignment Alignment Generator

Target Role: Course Directors & Faculty • Sub-Topic: Foundational Assignment Architecture

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[paste the exact outcome] • [insert] • [X hours]

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

Learning outcome this assignment must assess: [paste the exact outcome] Course level: [insert] Rough time budget I want students to spend: [X hours] Before suggesting a format, diagnose what KIND of thinking this outcome actually requires (recall, application, synthesis, original creation, evaluation/critique). Then propose 3 assignment format options genuinely suited to that kind of thinking (not just the 3 most common formats), explain the fit rationale for each, and flag if a traditional essay would actually be a POOR fit for this specific outcome even though it's the default choice. Recommend one, with a one-paragraph description of what students would actually do.

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT:

[Peer-Calibrated Benchmark Response]

"This outcome requires Evaluate-level thinking applied to a real, ambiguous scenario -- a standard essay risks becoming description rather than evaluation. Better fit: a structured decision memo requiring the student to recommend AND defend one course of action against at least one strong counter-argument, which forces genuine evaluative commitment that a descriptive essay format tends to avoid."

Field-to-Topic Funnel

Target Role: Principal Investigators & Scholars • Sub-Topic: Research Topic Selection

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[FIELD] • [BROAD INTEREST AREA] • [TIMEFRAME] • [AVAILABLE RESOURCES/DATA ACCESS]

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

Act as a senior research advisor in [FIELD]. I am interested in the broad area of [BROAD INTEREST AREA]. Generate 8 candidate research topics within this area that are narrow enough to be researched within [TIMEFRAME] with [AVAILABLE RESOURCES/DATA ACCESS]. For each topic provide: 1. A one-sentence topic statement 2. Why it is timely (2025-2026 relevance) 3. A feasibility flag (High/Medium/Low) based on the resources I described 4. One risk that could make this topic fail Rank the 8 topics from most to least feasible.

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT: [Peer-Calibrated Benchmark Response]

A ranked list such as (1) "Perceived vs. actual misinformation literacy among first-generation college students" -- High feasibility, survey-based, no API needed; (2) "Cross-platform misinformation exposure patterns" -- Low feasibility, flagged as blocked by lack of API access; plus six more ranked candidates with the same structure.

Topic Feasibility Stress Test

Target Role: Senior Researchers & Grant Seekers • **Sub-Topic:** Research Topic Selection

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[TOPIC STATEMENT] • [X months/years] • [describe] • [describe or "none"] • [IRB/ethics board/none]

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

I am considering this research topic: "[TOPIC STATEMENT]" Stress-test this topic against the following constraints: - Timeline: [X months/years] - Data access: [describe] - Budget: [describe or "none"] - Required approvals: [IRB/ethics board/none] - My current expertise: [describe] Identify: 1. The single biggest feasibility risk 2. Whether the scope needs to be narrowed, and how 3. A fallback version of the topic that is lower-risk 4. Any approval/compliance step I may be underestimating

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT:

[Peer-Calibrated Benchmark Response]

Flags that "long-term" is infeasible in a 12-month window and suggests reframing to a one-semester outcomes study; notes IRB timelines for student data typically run 6-10 weeks and should be filed immediately; proposes a fallback topic scoped to a single course section.

Novelty Quick-Check

Target Role: Scholars & Lab Directors • Sub-Topic: Research Topic Selection

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[TOPIC STATEMENT] • [FIELD]

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

I am considering the research topic: "[TOPIC STATEMENT]" in the field of [FIELD]. Based on general patterns of how this type of topic tends to be studied, help me reason through: 1. Is this topic likely to be heavily saturated, moderately covered, or under-explored, and why? 2. What angle or population would most likely make this topic distinct from commonly published work? 3. What related, adjacent topics should I explicitly search for before committing, to confirm this isn't already well covered? Do not fabricate specific papers or citations -- flag this as a reasoning exercise, not a literature search.

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT: [Peer-Calibrated Benchmark Response]
Reasoning that "hybrid work impact" broadly is heavily studied, but the intersection with "mid-career" (versus early-career, which dominates existing work) is a plausible differentiator; lists three adjacent search terms to check before finalizing, and explicitly flags that a real database search is still required.

Advisor/Committee Defense Simulation

Target Role: Early-Career & Senior Researchers • Sub-Topic: Research Topic Selection

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[TOPIC STATEMENT]

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

I am about to propose this research topic to my advisor/committee: "[TOPIC STATEMENT]" Role-play as a skeptical but fair committee member. Ask me the 5 toughest questions this topic is likely to provoke, covering: - Scope and feasibility - Contribution to the field - Why this topic and not a related alternative - Data/access concerns - Long-term viability for a full thesis/dissertation After listing the questions, do not answer them -- I will respond, and you will critique my answers.

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT:

[Peer-Calibrated Benchmark Response]

Five pointed questions, e.g., "Why 'early-career' specifically -- what population definition are you using and can you defend it?" and "How will you access this population without direct institutional ties?" -- with an explicit prompt for the user to respond before critique continues.

Search Strategy and Keyword Builder

Target Role: Principal Investigators & Research Fellows • Sub-Topic: Literature Review

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[TOPIC] • [RESEARCH QUESTION, IF FINALIZED]

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

My research topic is: "[TOPIC]" My research question is: "[RESEARCH QUESTION, IF FINALIZED]" Build a search strategy including: 1. 5-8 core keywords/phrases, grouped by concept (not a flat list) 2. 3 alternate terms or synonyms for each core concept (to catch varied terminology across disciplines/decades) 3. 2 suggested Boolean search string combinations using AND/OR 4. 3 databases most likely to be relevant for this field, and why Do not fabricate or suggest specific papers -- this is a search strategy only.

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT:

[Peer-Calibrated Benchmark Response]

Grouped keywords (e.g., Concept 1: faculty burnout / academic burnout / instructor stress; Concept 2: AI adoption / educational technology adoption / EdTech integration); Boolean strings such as ("faculty burnout" OR "academic burnout") AND ("AI adoption" OR "EdTech integration"); recommended databases (ERIC, PsycINFO, Web of Science) with a one-line rationale each.

Epistemological Stance Identifier

Target Role: Quantitative & Qualitative Researchers • Sub-Topic: Research Methodology

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[RQ] • [DESIGN TYPE] • [FIELD]

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

My research question is: "[RQ]" My chosen design is: [DESIGN TYPE] My discipline is: [FIELD] Identify which epistemological stance (positivist, post-positivist, interpretivist/constructivist, pragmatist, critical/transformative) is most coherent with this combination of question, design, and discipline. Explain: 1. Why this stance fits (not just a definition of the stance itself) 2. One common stance researchers in my discipline mistakenly default to that would NOT actually fit this combination 3. One sentence I could use to state this stance explicitly in a methodology section

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT:

[Peer-Calibrated Benchmark Response]

Identifies an interpretivist/constructivist stance as most coherent, given the question's focus on subjective meaning-making rather than measurable outcomes; notes that a post-positivist framing (common in higher education research more broadly) would be a mismatch here since it assumes a single measurable reality rather than constructed meaning; provides a ready sentence: "This study is grounded in a constructivist epistemology, which holds that individuals construct meaning through lived experience within their social context."

Data Cleaning & Preparation Planner

Target Role: Empirical Scholars & Data Analysts • Sub-Topic: Data Preparation & Assumption Checking

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[describe variables, source, known quality issues]

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

"Act as a research data management consultant. My dataset: [describe variables, source, known quality issues]. Build a systematic data cleaning plan covering: duplicate detection, inconsistent categorical coding, implausible value checks, and a documentation approach so every cleaning decision is logged and reproducible, not made ad hoc during analysis."

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT:

[Peer-Calibrated Benchmark Response]

"Duplicate detection: check for identical response patterns across a set of unique-identifying variables, not just identical timestamps, since duplicates can occur with a delay. Documentation: maintain a cleaning log recording every value changed, the rule applied, and the row affected, so the exact same cleaning can be reproduced or audited later."

Specific Aims Page Architect

Target Role: Grant PIs & NIH/NSF Applicants • Sub-Topic: Grant Writing

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[describe] • [list] • [state, e.g., "NIH R01," "NSF CAREER," "a foundation grant"]

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

Act as a grant-writing specialist with experience reviewing and coaching specific aims pages for U.S. federal and foundation funding. Help me build a strong specific aims page (or equivalent opening framing section). 1. Ask me for my research problem, the gap it addresses, my proposed aims, and target funder if not already provided. 2. Draft an opening hook paragraph that establishes the problem's significance and the specific gap my proposal fills -- concrete and specific, not generic ("this is an important area"). 3. Refine my aims into 2-4 aims that are independent enough to stand alone if one fails, but clearly build toward one overarching contribution -- flag if my current aims are too dependent on each other (a common weakness) or too disconnected (reads as unrelated projects). 4. Draft a closing paragraph stating the expected outcome/impact if the aims succeed, tied back to the opening significance claim. 5. Flag one likely reviewer question my current draft doesn't yet answer. Research problem and gap: [describe] Proposed aims (draft or rough ideas): [list] Target funder/mechanism: [state, e.g., "NIH R01," "NSF CAREER," "a foundation grant"]

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT:

[Peer-Calibrated Benchmark Response]

"Opening hook: 'Math anxiety interventions have reduced achievement gaps in general undergraduate populations, but first-generation college students -- who make up [X]% of STEM enrollees and withdraw from STEM majors at disproportionately higher rates -- remain underserved by interventions not designed around their specific stressors, such as [specific trigger type]. This proposal addresses that gap directly.' Aims refinement: your 3 aims are appropriately sequential but risk being too dependent -- if Aim 1 doesn't identify clear triggers, Aims 2-3 have nothing to build on, which is a common reviewer concern about feasibility risk. Consider reframing Aim 2 to include a parallel literature-informed intervention design track that doesn't wait entirely on Aim 1's findings, reducing single-point-of-failure risk. Closing: 'If successful, this work will produce the first empirically-derived, population-specific intervention for first-generation students' math anxiety, with a scalable design intended for adoption across similar institutions.' Reviewer question not yet answered: how will you define and measure 'first-generation' consistently, given known variation in this construct across institutional data systems -- address this explicitly, since reviewers familiar with education research often flag construct definition early."

Significance & Innovation Section Builder

Target Role: Grant Applicants & Pls • Sub-Topic: Grant Writing

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[describe]

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

Act as a grant-writing specialist focused on significance and innovation sections. Help me write a persuasive significance and innovation section, not a literature summary. 1. Ask me for the current state of the field, the specific gap my work addresses, and what's novel about my approach, if not already provided. 2. Draft a significance paragraph that explicitly states consequences of the gap (what's currently limited or harmed by this gap existing) rather than only describing what's known. 3. Draft an innovation paragraph that names 1-2 specific things that are genuinely new about my approach (a new method, a new population, a new combination of existing methods) -- flag if what I've described is more "first to apply an existing method to a new context" than genuinely novel, and suggest how to frame that honestly while still making a strong case. 4. Suggest one place I'm at risk of overclaiming novelty, based on what I've described, that a knowledgeable reviewer in this subfield might push back on. Current state of the field: [describe] Gap my work addresses: [describe] What's novel about my approach: [describe]

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT:

[Peer-Calibrated Benchmark Response]

"Significance paragraph: 'Telehealth has been broadly validated as an effective rural mental health access solution, but existing research largely assumes reliable broadband availability -- an assumption that fails for the estimated [X]% of rural communities with limited connectivity. Without understanding uptake barriers specific to bandwidth-constrained contexts, telehealth policy risks widening, not closing, the access gap it aims to solve for the communities that need it most.' Innovation paragraph: your approach's genuine novelty is the combination of infrastructure-mapping data with patient interview data for this specific population -- be honest that neither data type alone is new, but their combination applied to bandwidth-constrained rural telehealth uptake specifically has not been done, which is a legitimate and fundable innovation framing (methodological combination novelty) rather than an entirely new method claim. Overclaim risk: avoid language implying you're the first to study rural telehealth barriers broadly -- a knowledgeable reviewer will know that literature exists; be precise that the novelty is the bandwidth-specific and dual-data-source angle specifically, not the topic area as a whole."

Broader Impacts / Societal Relevance Statement Writer

Target Role: NSF Grant Applicants • Sub-Topic: Grant Writing

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[describe] • [describe, or "not sure yet -- help me brainstorm ones genuinely tied to this project"]

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

Act as a grant-writing specialist focused on broader impacts and societal relevance statements. Help me write a specific, credible broader impacts statement, not generic boilerplate. 1. Ask me about my project's actual planned activities related to education, diversity, public engagement, or societal application, if not already provided -- push back if my initial answer is too generic ("will benefit society") and ask for something concrete tied to this specific project. 2. Draft a broader impacts statement organized around 2-3 concrete, project-specific activities (not a generic list of standard academic activities disconnected from this project). 3. For each activity, suggest one measurable or verifiable component (e.g., a specific number of students involved, a specific dissemination channel, a specific community partnership) that makes the claim credible rather than aspirational. 4. Flag if any of my proposed impacts sound disconnected from the actual research plan, since reviewers notice when broader impacts feel bolted-on rather than integrated. Project: [describe] Planned broader-impact activities (draft or rough ideas): [describe, or "not sure yet -- help me brainstorm ones genuinely tied to this project"]

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT:

[Peer-Calibrated Benchmark Response]

"Pushing back on genericness confirmed -- let's ground this in your specific project. Concrete activity 1: partner directly with 2-3 named or type-specific rural water districts (e.g., through your state's rural water association) to pilot-test the sensor in real community settings, not just a lab demonstration -- this ties broader impact directly to your research plan's own validation needs, which strengthens both sections at once. Concrete activity 2: train undergraduate students specifically in low-cost sensor design and field deployment, framed as a specific course module or research experience (e.g., 'a cohort of 4-6 undergraduates per year gaining hands-on environmental engineering field experience') rather than a vague 'will train students' claim. Concrete activity 3: publish the sensor design as an open-source, low-cost build guide specifically usable by community organizations without engineering expertise, making the societal benefit tangible and self-sustaining beyond the grant period. Measurable components: name the specific number of communities/districts, specific number of students per year, and specific publication/repository venue for the open-source guide. Integration check: all three activities you've now specified connect directly to your actual research plan (community pilot testing, student involvement in the technical work, open dissemination of your actual output) rather than being generic add-ons."

Budget Justification Narrative Writer

Target Role: Principal Investigators & Project Directors • Sub-Topic: Grant Writing

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[list, e.g., "1 postdoc at 50% effort, \$15,000 in equipment, 2 conference trips"] • [describe, or "not sure -- help me connect them"]

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

Act as a grant-writing specialist focused on budget justification narratives. Help me write a budget justification that reinforces feasibility, not just an itemized cost list. 1. For each major budget category I describe (personnel, equipment, travel, materials, etc.), draft a 1-3 sentence narrative justification that ties the cost directly to a specific aim or activity in my research plan, not just a generic description of what the line item is. 2. Flag any budget item that might draw reviewer scrutiny as disproportionate, unclear, or insufficiently justified relative to the stated research plan, and suggest how to strengthen the justification or reconsider the amount. 3. Suggest language for justifying personnel effort/percentage allocations in a way that reflects genuine time commitment rather than a round-number default. 4. Note if any category is commonly under-justified in proposals (a frequent reviewer concern) and make sure it's addressed with appropriate specificity. Budget categories and rough amounts: [list, e.g., "1 postdoc at 50% effort, \$15,000 in equipment, 2 conference trips"] How each relates to my research plan: [describe, or "not sure -- help me connect them"]

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT:

[Peer-Calibrated Benchmark Response]

"Personnel justification: 'The postdoctoral researcher will be allocated at 75% effort to lead data collection under Aims 1-2 and conduct the primary statistical analyses under Aim 3, reflecting the central role of this position in the project's day-to-day execution across all three aims.' Flag: a 75% effort commitment for 2 years on a single grant is substantial -- if the postdoc has any other funding source or responsibilities, make sure this is clearly the primary commitment stated, since reviewers sometimes scrutinize whether stated effort percentages across a researcher's total commitments exceed 100% when checked against other listed grants. Equipment justification: 'The \$20,000 in specialized assay equipment is required specifically for the novel [assay type] proposed in Aim 2, which cannot be conducted with our lab's existing equipment; this one-time capital investment will also support future related projects beyond this grant's scope, maximizing its long-term institutional value' -- this framing both justifies the specific need and preempts a 'why do you need new equipment' question. Conference travel: tie each trip explicitly to a dissemination milestone (e.g., 'Year 2 conference travel supports presentation of preliminary Aim 1-2 findings; Year 3 travel supports dissemination of complete study results') rather than listing generic 'attend conferences' language, which is a commonly under-justified category reviewers flag."

Predatory Journal Screening Checklist

Target Role: Academic Authors & Manuscript Writers • Sub-Topic: Journal Publication

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[name, how I found it/was contacted, any details about fees, review timeline, editorial board]

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

Act as a scholarly publishing integrity advisor. Help me screen a journal for legitimacy before I consider submitting to it. 1. Based on what I describe about the journal, identify red flags commonly associated with predatory or low-quality journals (e.g., unsolicited aggressive email solicitation, promises of unusually fast peer review, unclear or absent peer review process description, fee structure not clearly disclosed upfront, editorial board with unverifiable credentials, journal name closely mimicking a well-known reputable journal). 2. Suggest specific, concrete verification steps I should take myself (e.g., checking if the journal is indexed in a recognized database, checking the editorial board members' actual affiliations independently, checking if the journal appears on a recognized problematic-journal watchlist) -- do not simply declare the journal legitimate or predatory yourself, since this requires independent verification. 3. If this journal contacted me directly with a solicitation, note what's typical of predatory solicitation patterns without confirming or denying this specific journal is one, since that determination requires me to complete the verification steps. 4. Suggest who at my institution (librarian, research office) could help me make this determination if I remain uncertain after checking. What I know about the journal: [name, how I found it/was contacted, any details about fees, review timeline, editorial board]

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT:

[Peer-Calibrated Benchmark Response]

"Red flags present in your description: unsolicited direct email solicitation, unusually fast review/publication timeline (5-day peer review is far outside normal scholarly review timelines for a legitimate rigorous process), and a fee not clearly disclosed upfront but only revealed on inquiry -- these are each individually common predatory-journal indicators, and together they form a strong pattern worth taking seriously. Verification steps to take yourself: (1) search for this exact journal title in your field's recognized indexing databases (e.g., Web of Science, Scopus, or your field's disciplinary index) -- legitimate journals in most fields are indexed somewhere findable; (2) independently look up 2-3 named editorial board members' actual institutional affiliations (via their own university pages, not just the journal's website) to confirm they're real, current, and correctly listed; (3) check whether this journal or publisher appears on a recognized problematic-journal watchlist maintained by your library or field. Typical of predatory patterns: unsolicited unfamiliar-journal invitations with fast-turnaround promises are a well-documented predatory solicitation pattern, though this doesn't replace your own verification of this specific journal. Who can help: your institution's librarian, particularly a scholarly communications or research librarian, is specifically equipped to help verify journal legitimacy and can often check this faster and more authoritatively than an independent search -- this is a good first stop if you remain uncertain."

Manuscript Review Report Structure Builder

Target Role: Scholars Submitting to Refereed Journals • **Sub-Topic:** Review Report Structure & Writing

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[briefly describe the paper's topic and claims] • [paste your raw notes, in whatever order you took them]

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

Manuscript summary: [briefly describe the paper's topic and claims] My notes/reactions while reading: [paste your raw notes, in whatever order you took them] Organize these into a standard, well-structured review report: 1. A brief (2-3 sentence) summary of the manuscript, confirming you understood its core contribution -- this helps the editor and author see your review is grounded in an accurate reading 2. Major concerns (issues that substantively affect the paper's validity or contribution) listed first and clearly separated from minor concerns 3. Minor concerns (wording, presentation, small clarifications) listed separately 4. A brief closing paragraph consistent with your eventual recommendation

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT:

[Peer-Calibrated Benchmark Response]

"Summary: This manuscript examines [X] using [method], reporting [key finding]. Major Concerns: (1) The sample size calculation in the Methods section does not appear to account for the multi-level structure of the data described in Section 2.3, which may affect the validity of the reported statistical power. Minor Concerns: (1) Table 2's column headers would benefit from units specified; (2) the citation in paragraph 3 of the Introduction appears to reference outdated data."

Department SWOT Analysis Builder

Target Role: Department Chairs & Academic Deans • **Sub-Topic:** Strategic Diagnosis & Environmental Scanning

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[insert] • [describe -- enrollment trends, faculty composition, notable recent successes or struggles, relevant context] • [insert -- e.g., "our institution overall is facing enrollment declines," "our institution is investing heavily in a specific priority area"]

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

Department/program: [insert] What I know about our current state: [describe -- enrollment trends, faculty composition, notable recent successes or struggles, relevant context] Institutional context: [insert -- e.g., "our institution overall is facing enrollment declines," "our institution is investing heavily in a specific priority area"] Build a SWOT analysis that: 1. Identifies genuine strengths grounded in specific evidence I've provided (not generic academic strengths every department claims) 2. Identifies weaknesses honestly, including ones that may be uncomfortable to name explicitly (a chair who only lists safe, minor weaknesses undermines the entire planning process) 3. Identifies external opportunities specific to our institutional and market context (not generic higher-ed trends unless genuinely relevant to us) 4. Identifies external threats specific to our situation, including competitive and demographic threats 5. For each quadrant, flags where I've provided insufficient information to make a confident assessment, so I know what additional data to gather before finalizing

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT:

[Peer-Calibrated Benchmark Response]

"Weakness (stated honestly): a 30% five-year decline in majors is a serious trend that a strategic plan cannot treat as a minor issue to manage around -- it needs to be a central planning problem, not a background fact. Opportunity: your strong law school placement record is a genuine differentiator that could be actively marketed and expanded (e.g., a formalized pre-law pathway) rather than remaining an underleveraged asset. Threat: institutional resource reallocation toward STEM/pre-professional priorities directly threatens future departmental resource competitiveness if enrollment decline continues without a compelling counter-narrative."

Peer/Competitor Program Benchmarking Tool

Target Role: Chairs, Associate Deans & Program Directors • **Sub-Topic:** Strategic Diagnosis & Environmental Scanning

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[describe -- size, curriculum focus, notable features] • [list, and any specific information you already have about their programs] • [insert -- e.g., "are we behind on curriculum innovation," "how does our program size compare," "what differentiates the strongest competitor"]

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

My program: [describe -- size, curriculum focus, notable features] Peer/competitor institutions I want to compare against: [list, and any specific information you already have about their programs] What I want to learn from this comparison: [insert -- e.g., "are we behind on curriculum innovation," "how does our program size compare," "what differentiates the strongest competitor"] Build a benchmarking framework and, for any peer institutions where I've provided specific information, populate an initial comparison covering: 1. Program size and structure (majors, concentrations, degree options) where known 2. Notable curricular differentiators or innovations at peer programs, based on what I've provided 3. Any apparent competitive advantage or disadvantage my program has relative to what I've described 4. What additional research I should conduct directly (visiting peer program websites, reviewing their course catalogs, or if feasible, informal conversations with peer chairs) to complete gaps in this comparison, since I should not treat this framework as a substitute for verifying actual current peer program details

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT:

[Peer-Calibrated Benchmark Response]

"Flagged competitive gap: if the peer institution's new digital media concentration is drawing student interest in a growing sub-field your program doesn't currently offer, this is worth investigating as a potential curricular gap -- recommend directly reviewing their current course catalog and, if possible, their recent enrollment trends in that concentration specifically, since a single known data point (that they launched it) doesn't yet tell you whether it's succeeding."

Institutional Strategic Plan Alignment Mapper

Target Role: Deans, Provosts & Division Heads
 •
 Sub-Topic: Strategic Diagnosis & Environmental Scanning

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[paste] • [list]

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

Institution's stated strategic plan priorities (paste the actual text/pillars from your institution's current plan): [paste]
 My department's draft goals or areas of focus: [list] Map alignment by: 1. Identifying which of my department's goals connect clearly to a specific institutional priority, using the institution's own stated language where natural 2. Flagging any departmental goal that does NOT clearly connect to a stated institutional priority -- this isn't necessarily a reason to drop the goal, but it's useful to know so I can either find a genuine connection or be prepared to justify the goal on its own independent merits 3. Identifying any institutional priority that my department currently has NO goal addressing, which may represent an opportunity (or an expectation I should be aware of) to develop a relevant initiative 4. Suggesting language for framing my departmental goals in terms that echo the institution's own strategic vocabulary, which strengthens the case when seeking resource support tied to this plan

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT:

[Peer-Calibrated Benchmark Response]

"Strong alignment: 'expand internship placements' maps directly and explicitly to the institution's 'expand experiential and applied learning' pillar -- frame this goal using that institutional language directly in your plan and any resource requests tied to it. Flagged gap: your 'launch a new advanced seminar' goal doesn't clearly connect to any stated institutional priority as currently framed -- consider whether it could be reframed to emphasize an experiential or applied component if one genuinely exists, or be prepared to justify it on independent departmental merits since it may receive less automatic support otherwise."

Department Mission/Vision Statement Architect

Target Role: Department Chairs & Executive Committees • **Sub-Topic:** Vision, Mission & Strategic Direction Setting

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[insert] • **[paste, if available]**

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

Department: [insert] What genuinely distinguishes this department (from your SWOT analysis or general knowledge): [insert] Institutional mission (for alignment context): [paste, if available] Draft a mission statement (what we do and for whom, right now) and a vision statement (what we aspire to become) that: 1. Contains at least one genuinely distinguishing element specific to this department -- avoid generic language interchangeable with any similar department nationally (e.g., avoid unexamined boilerplate like "fostering critical thinking and lifelong learning" without something more specific alongside it) 2. Is concise enough to be genuinely memorable and usable (not a paragraph-long statement no one can recall or repeat) 3. Connects meaningfully to the institution's own mission where genuinely true, without force-fitting 4. Is written to still feel true and useful in 5 years, not tied to a specific current initiative that may change

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT:

[Peer-Calibrated Benchmark Response]

"Vision draft: 'To be the region's leading source of clinically prepared nurses committed to addressing rural health disparities' -- this is specific to your actual distinguishing strength (rural health focus, strong clinical partnerships) rather than generic 'preparing excellent nurses' language that any nursing program could claim, and it connects authentically to your institution's community engagement mission without needing to force the connection."

Annual Faculty Performance Review Letter Writer

Target Role: Chairs & Faculty Affairs Deans • **Sub-Topic:** Annual Review & Merit Evaluation

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[describe] • **[insert, or ask for a standard structure]**

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

Faculty member's activity this review period (teaching, research/scholarship, service -- as much specific detail as you have): [describe] Department's evaluation criteria/categories (if formally defined): [insert, or ask for a standard structure] Draft an annual review letter that: 1. Addresses each evaluation category (teaching, research, service) with SPECIFIC evidence cited (a particular course's evaluation scores, a particular publication, a particular committee role) rather than general praise or general concern 2. States an overall assessment consistent with the specific evidence presented -- the narrative and any summary rating should visibly follow from the evidence, not read as disconnected from it 3. Includes constructive, forward-looking guidance for the next period where relevant (not just a backward-looking summary) 4. Uses a professional, respectful tone throughout, appropriate for a document that may become part of a formal personnel file

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT:

[Peer-Calibrated Benchmark Response]

"Teaching (Exceeds Expectations): Course evaluations this period averaged [X], with particularly strong ratings in [specific dimension if known]. Peer observation notes commended [specific practice]. Research (Meets Expectations): Publication of '[Title]' in [Venue] represents solid continued scholarly productivity. Service (Exceeds Expectations): Chairing the [Committee Name] committee, in addition to service on [Committee], reflects meaningful departmental leadership contribution beyond baseline service expectations."

Routine Informational Notice Writer

Target Role: University Administrators & Affairs Officers • Sub-Topic: Student Communication

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[DESCRIBE, e.g., "reminder that course withdrawal deadline is next Friday"] • [LIST, e.g., date, how to take action, who to contact with questions] • [e.g., "all undergraduate students," "students in a specific program"]

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

Notice topic: [DESCRIBE, e.g., "reminder that course withdrawal deadline is next Friday"] Key details students need: [LIST, e.g., date, how to take action, who to contact with questions] Audience: [e.g., "all undergraduate students," "students in a specific program"] Write a clear, concise notice that: 1. States the key information in the first sentence or two (not buried in later paragraphs) 2. Includes all necessary action steps and contact information 3. Uses a scannable format (short paragraphs or bullets) appropriate for a notice students will likely skim

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT:

[Peer-Calibrated Benchmark Response]

A notice opening with "The deadline to withdraw from a course without academic penalty is this Friday, [date]," followed by a brief bulleted list of the action step (submit the withdrawal form via the student portal) and where to direct questions (registrar's office, with contact info), kept short and scannable.

Institutional/Administrative Policy Drafter

Target Role: Academic Affairs Directors • Sub-Topic: Policy Drafting

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[DESCRIBE -- e.g., "no clear institutional policy on late registration fee waivers," "records request turnaround time is undefined"] • [e.g., "registrar," "financial aid," "multiple offices -- specify"] • [e.g., "public R1," "community college system"]

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

Act as a higher education policy consultant experienced in drafting institutional/administrative-level policy for US universities. The problem/need this policy addresses: [DESCRIBE -- e.g., "no clear institutional policy on late registration fee waivers," "records request turnaround time is undefined"] Administrative office(s) this primarily affects: [e.g., "registrar," "financial aid," "multiple offices -- specify"] Institution type/context: [e.g., "public R1," "community college system"] Task: 1. Draft a complete institutional policy document: Purpose, Scope (which offices/populations it applies to), Policy Statement (the actual rule, stated with genuine enforceability, not vague language), Procedures (how it's implemented -- brief here, full detail belongs in an SOP), Responsible Office(s), Effective Date/Review Cycle, and Related Policies 2. Since this is institutional/cross-office in scope (not a single department), flag which OTHER offices beyond the primary one should likely review or be consulted before this policy is finalized 3. Note the typical institutional GOVERNANCE PATHWAY this type of policy would go through (e.g., "administrative policies of this type typically require provost or VP-level approval, distinct from faculty senate governance") -- flag for confirmation against my institution's actual approval structure 4. Flag any FERPA, Title IX, ADA, or other federal compliance consideration relevant to the policy's subject matter

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT:

[Peer-Calibrated Benchmark Response]

"Policy Statement: 'Late registration fee waivers may be granted for documented institutional error, medical emergency, or military deployment, upon written request to the Registrar's Office within 10 business days of the fee assessment...' Offices to consult: Financial Aid (fee waivers may affect aid disbursement calculations) -- recommend joint review before finalizing. Governance pathway: fee-related policy typically requires business/finance office sign-off in addition to registrar approval -- confirm your institution's specific approval chain."

Introduction Chapter Drafter

Target Role: PhD Candidates & Doctoral Researchers • **Sub-Topic:** Dissertation Chapter Development

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[PASTE] • [PASTE OR "not yet finalized"] • [PAGE/WORD COUNT]

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

Act as a dissertation writing coach specializing in introduction chapters. Here is my approved proposal (problem statement, RQs, significance): [PASTE] Here is my whole-thesis architecture and through-line (if available): [PASTE OR "not yet finalized"] My target chapter length: [PAGE/WORD COUNT] Draft a full Introduction chapter outline (section headings + 2-3 sentence description of content per section, NOT full prose) that: - Opens with a hook establishing broad context, narrowing to the specific problem - States the problem, gap, and significance (academic + practical) at full chapter depth (expanded from the proposal's condensed version) - States the research questions/objectives formally - Previews the thesis structure (a "roadmap" paragraph describing what each subsequent chapter does) - Matches the target length by allocating approximate page counts per section After the outline, draft FULL PROSE for the opening 2-3 paragraphs only, so I have a concrete starting point and tone to continue from.

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT:

[Peer-Calibrated Benchmark Response]

"Section 1.1 Context & Background (~4pp): Establish teacher attrition as a US education policy concern... Section 1.4 Roadmap (~2pp): Preview Chapter 2's literature synthesis, Chapter 3's mixed-methods rationale... [Opening prose]: 'Teacher attrition has emerged as one of the most persistent challenges facing US public education...'"

Proposal Problem Statement Architect

Target Role: Doctoral Scholars preparing Prospectus • Sub-Topic: Research Proposal

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[DISCIPLINE] • [TOPIC] • [YOUR GAP HYPOTHESIS] • [WORD COUNT]

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

Act as a doctoral dissertation committee chair with 20 years of experience evaluating research proposals in [DISCIPLINE]. I will give you: (1) my general topic area, (2) what I already know/suspect about the gap, and (3) my working discipline/sub-field. Your task: help me construct a formal PROBLEM STATEMENT for a PhD research proposal that: - States the broad context in 2-3 sentences - Narrows to a specific, unresolved problem in the literature - Names the gap explicitly (theoretical, empirical, methodological, or population gap -- specify which) - Justifies why this gap matters (academic significance AND real-world significance) - Avoids vague phrases like "not much research has been done" - Ends with a 1-sentence bridge into the research questions Push back on me if my stated gap is too broad, already well-covered in the literature, or not actually a gap. Ask me clarifying questions before you draft if you don't have enough information. Topic area: [TOPIC] What I suspect the gap is: [YOUR GAP HYPOTHESIS] Discipline/sub-field: [DISCIPLINE] Target proposal length for this section: [WORD COUNT]

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT:

[Peer-Calibrated Benchmark Response]

"Teacher attrition in Title I schools remains a persistent policy concern, with burnout cited as a leading cause... However, the dominant research paradigm frames burnout as an individual psychological outcome, leaving the structural role of administrative decision-making largely unexamined. This represents a theoretical gap: existing burnout models (e.g., Maslach's framework) were not designed to capture organizational-level causal pathways in resource-constrained public education settings..."

Final Defense Narrative Arc Designer

Target Role: PhD Candidates facing Oral Committee Defense • **Sub-Topic:** Defense Presentation

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[PASTE] • **[MINUTES]** • **[public talk + closed session / single closed committee session / virtual / in-person]**

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

Act as a presentation strategist specializing in doctoral defense talks that avoid the "dry chapter recap" trap. My complete dissertation summary (problem, RQs, framework, methodology, key findings, contribution/significance, limitations): [PASTE] Time allotted for my prepared talk: [MINUTES] Format: [public talk + closed session / single closed committee session / virtual / in-person] Task: 1. Propose a NARRATIVE ARC for the talk that is NOT a chapter-by-chapter recap -- instead, structure it around the intellectual story: the problem that mattered, the gap, what I did, what I found, and why it matters -- organized by ARGUMENT, not by document structure 2. Identify the single most important "so what" moment the talk should build toward, and where in the arc it should land for maximum impact 3. Recommend how much time to spend on each part of the arc given my total time allotment (e.g., don't spend half the talk on background if findings are the real contribution) 4. If my format includes a public/ mixed audience, note where and how to adjust language for accessibility (e.g., defining a technical term once for the public portion) without over-simplifying for the committee members present

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT:

[Peer-Calibrated Benchmark Response]

"Recommended arc: (1) The human cost of teacher attrition -- 2 min hook, (2) The gap: why current models miss structural causes -- 3 min, (3) What I did and why this design -- 4 min, (4) What I found -- 6 min (your longest section; this is the actual contribution), (5) Why it matters, going forward -- 3 min, (6) Brief limitations acknowledgment -- 2 min. This spends the majority of time on findings/contribution rather than background, which is the most common imbalance in weak defense talks..."

Thesis/Argument Statement Sharpener

Target Role: Master's Candidates & Scholarly Writers • Sub-Topic: Academic Writing

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[DESCRIBE] • [e.g., "8-page seminar paper," "case analysis memo"]

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

Act as a graduate writing instructor helping me sharpen my paper's central argument. My topic and rough sense of what I want to argue: [DESCRIBE] Assignment type and length: [e.g., "8-page seminar paper," "case analysis memo"] Task: 1. Assess whether what I've described is an ARGUABLE thesis (a specific, defensible claim someone could reasonably disagree with) or just a topic/description -- if it's the latter, help me sharpen it into an actual argument 2. Propose 2-3 possible sharpened thesis statement options at different angles, so I can choose the one that best fits what I actually want to argue 3. For my chosen direction, draft ONE strong thesis sentence (or short thesis paragraph if the assignment calls for it) that clearly states my claim and previews my reasoning 4. Flag if my thesis, as sharpened, may be too broad or too narrow for my stated assignment length

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT:

[Peer-Calibrated Benchmark Response]

"Your current framing ('has pros and cons') is a topic description, not an arguable thesis -- no one would disagree that something has pros and cons. Sharpened option: 'While remote work policies improve individual productivity metrics, they undermine the informal knowledge-sharing that teams rely on for innovation -- making hybrid models, not fully remote ones, the more defensible policy choice.' This is arguable: a reasonable person could push back on it, which is what makes it a real thesis."

Assignment Instructions Breakdown

Target Role: Undergraduate Students & Essay Writers • Sub-Topic: Assignment Planning & Writing

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[PASTE FULL INSTRUCTIONS]

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

Here are my assignment instructions exactly as given: [PASTE FULL INSTRUCTIONS] Break this down into a simple checklist covering: 1. Every distinct requirement mentioned (content requirements, length, format, sources needed, due date) 2. What the assignment is fundamentally asking me to do, in one plain sentence 3. Anything that seems unclear or could be interpreted more than one way, so I know what to ask my instructor if needed

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT:

[Peer-Calibrated Benchmark Response]

A checklist listing: 3 pages, double-spaced, 12-point font, APA format, minimum 2 outside sources, due Friday 11:59pm; a one-sentence summary stating the assignment asks for a personal reflection connecting the assigned reading to outside supporting sources; no significant ambiguity flagged, since instructions are fully specific here.

Office Hours Structure & Flow Planner

Target Role: TAs & Discussion Section Leaders • Sub-Topic: Office Hours & Student Support

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[describe, e.g., "intro chemistry, usually 3-8 students per hour, mix of quick and long questions"] • [describe, or "no real structure right now"]

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

Act as a teaching assistant training consultant specializing in office hours facilitation. Help me design a clear structure for my office hours. 1. Suggest a format appropriate to my typical attendance level and course type (e.g., a sign-in queue with rough time estimates, a first-come-first-served flow, or a hybrid where quick questions are handled first and longer conceptual questions get scheduled time within the session). 2. Suggest how to communicate this structure to students in advance so expectations are clear before they arrive. 3. Suggest a way to fairly manage a situation where one student's question is taking much longer than others are waiting for, without being dismissive of their need for help. 4. Suggest one way to make effective use of any quiet/low-attendance time during office hours (e.g., preparing materials, reviewing common error patterns from recent grading) rather than it being unproductive downtime. My course and typical office hours attendance: [describe, e.g., "intro chemistry, usually 3-8 students per hour, mix of quick and long questions"] Current format, if any: [describe, or "no real structure right now"]

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT:

[Peer-Calibrated Benchmark Response]

"Suggested format: given your crowded pre-deadline pattern, adopt a simple sign-in sheet or shared doc where students jot their name and a one-line topic as they arrive -- this lets you triage quick clarifying questions (which you can often answer in 2-3 minutes) ahead of longer conceptual ones without making anyone feel skipped, since the order is transparent rather than arbitrary. Communicating in advance: add a brief note to your course page or announcement: 'Office hours get busy before deadlines -- I'll use a sign-in sheet so everyone is seen in order; quick questions may be answered in the order they're easiest to resolve so more people get help.' Managing a long question fairly: if one student's issue is clearly going to take 15+ minutes while others wait, it's reasonable to say directly: 'This is a great question that needs more time than I can give it with others waiting -- let's find a specific follow-up time, and I'll help you get unstuck enough to keep working in the meantime.' This respects both the student's need and the group's time. Productive quiet time: during low-attendance stretches, review recent problem set submissions for common error patterns -- this both prepares you for likely upcoming questions and can inform a brief 'common mistakes' announcement to the class."

Async-Specific Discussion Prompt Writer

Target Role: Online & Asynchronous Instructors • **Sub-Topic:** Discussion Prompt Design for Async Format

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[insert topic or paste the reading] • **[briefly describe where this falls in the course]**

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

Topic/reading: [insert topic or paste the reading] Week/unit context: [briefly describe where this falls in the course] Write a discussion prompt specifically engineered for asynchronous text format that: 1. Requires students to take and defend a specific, arguable position (not just summarize or agree with the material) -- a position with genuine room for reasonable disagreement among classmates 2. Is phrased so that a simple "I agree" reply would be visibly, obviously insufficient to a reader (not just discouraged by an instruction, but structurally hard to shortcut) 3. Gives students enough context to post meaningfully without needing to wait for classmates' posts first (since async timing means some students post early)

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT:

[Peer-Calibrated Benchmark Response]

"Prompt: 'Pick ONE specific platform feature (not social media in general) -- algorithmic feeds, anonymity, or virality mechanics -- and argue whether that specific feature has done more to help or harm democratic participation. You must name the specific feature and give one concrete real-world example.' A simple 'I agree' reply is visibly insufficient here since the original poster's specific feature choice and example won't automatically apply to a different reply."

Instructor Social Presence Building Plan

Target Role: Distance Education Faculty • **Sub-Topic:** Building Instructor & Social Presence

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[X weeks] • [describe -- e.g., "weekly announcements, grading feedback, occasional discussion board replies"]

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

Course length: [X weeks] Current touchpoints with students: [describe -- e.g., "weekly announcements, grading feedback, occasional discussion board replies"] Build a semester-long social presence plan that: 1. Identifies specific, low-effort ways to add personal presence to existing touchpoints (not entirely new work, but genuine additions to what you're already doing) 2. Recommends a cadence for more personal/informal presence moments (a brief personal update, sharing something relevant from your own experience) that doesn't feel forced or excessive 3. Flags any point in the semester where presence tends to naturally drop off (a busy grading period) and suggests a lightweight way to maintain at least minimal presence even then

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT:

[Peer-Calibrated Benchmark Response]

"Low-effort addition: end each weekly announcement with one brief, genuine personal sentence (a quick reflection on the week, a relevant real-world connection you noticed) rather than only logistics -- this single habit meaningfully increases the sense of a real person behind the course without adding new work. Watch for: presence often drops during your own heaviest grading weeks -- even a one-line 'grading this week, will be a bit slower to respond but still here!' maintains minimal presence during a genuinely busy stretch."

Engineering Design Process Facilitator

Target Role: Engineering Faculty, Researchers & Scholars • Sub-Topic: Engineering

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[DESCRIBE, e.g., "design a low-cost water filtration system for a specific rural community context"] • [LIST, e.g., budget, materials available, performance requirements]

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

Design problem: [DESCRIBE, e.g., "design a low-cost water filtration system for a specific rural community context"] Known constraints: [LIST, e.g., budget, materials available, performance requirements] Walk through a structured design process for this problem: 1. Clarify the problem statement and success criteria 2. Generate 3-4 distinct candidate approaches (not just one) 3. Identify the key trade-offs between approaches given the stated constraints 4. Recommend a direction with reasoning, while noting what would need to be validated through testing/prototyping

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT:

[Peer-Calibrated Benchmark Response]

Clarifies success criteria around cost, pathogen removal efficacy, and local maintainability; generates candidate approaches (ceramic filtration, slow sand filtration, UV-based treatment, a hybrid approach); identifies trade-offs such as UV requiring reliable electricity versus sand filtration's larger footprint but zero power need; recommends the sand filtration approach given the stated constraints, while noting flow rate and pathogen removal efficacy would need empirical validation.

Strategic Management Framework Application Guide

Target Role: Business Faculty, Researchers & Scholars • Sub-Topic: Business Administration

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[DESCRIBE -- a company, a market situation, a strategic decision being considered] • [e.g., "SWOT," "Porter's Five Forces," "VRIO," "BCG matrix" -- or "recommend the most appropriate framework for this scenario"]

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

Act as a strategic management professor known for pushing beyond mechanical framework application toward genuine analytical insight. The business scenario: [DESCRIBE -- a company, a market situation, a strategic decision being considered] The framework to apply: [e.g., "SWOT," "Porter's Five Forces," "VRIO," "BCG matrix" -- or "recommend the most appropriate framework for this scenario"] Task: 1. If I haven't specified a framework, recommend the one(s) most appropriate to this specific scenario and explain why 2. Apply the framework using SCENARIO-SPECIFIC content -- not generic statements that could apply to any company in this framework category 3. For each component identified, push toward "SO WHAT" reasoning -- after identifying something (e.g., "high supplier power" in Five Forces), explain specifically what that means for the strategic decision at hand, not just that the factor exists 4. Identify any TENSION where different parts of the framework point in different strategic directions -- this tension is often the most valuable and gradeable part of a genuine strategic analysis, not something to smooth over

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT:

[Peer-Calibrated Benchmark Response]

"Threat of new entrants: LOW in this target market given significant regulatory barriers to entry -- so what this means: your company's expansion, once established, would face limited near-term competitive pressure from new entrants, supporting a more aggressive initial market investment... Tension: while entry barriers favor expansion, supplier power in this market is notably HIGH given limited local supplier options -- this tension between favorable entry conditions and unfavorable supply chain economics is the central strategic question your analysis needs to resolve, not a side note to mention and move past."

Doctrinal Course Syllabus & Learning Outcomes Architect

Target Role: Law Faculty, Researchers & Scholars • Sub-Topic: Law

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[COURSE NAME, e.g., "Constitutional Law I"] • [1L / 2L / 3L / LLM] • [NUMBER] • [TITLE, EDITION] • [NUMBER OF WEEKS]

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

Act as a U.S. law school curriculum design expert familiar with ABA Standard 302 learning-outcome requirements and Backward Design. Course: [COURSE NAME, e.g., "Constitutional Law I"] Level: [1L / 2L / 3L / LLM] Credit hours: [NUMBER] Casebook/primary text: [TITLE, EDITION] Term length: [NUMBER OF WEEKS] Create a syllabus that includes: 1. Course description (150--200 words) 2. 5--7 measurable learning outcomes mapped to ABA Standard 302 categories (knowledge, legal analysis/reasoning, legal research, problem-solving, professional skills) 3. Week-by-week topic and reading schedule 4. Assessment plan (weight breakdown: exam, participation, written work) 5. Academic integrity and AI-use policy statement for legal writing 6. Statement on classroom accessibility (ADA/Section 504 accommodations) Constraints: Use precise legal-education terminology, avoid vague verbs (replace "understand" with "analyze," "apply," "distinguish"), and keep the tone appropriate for a professional-degree program.

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT:

[Peer-Calibrated Benchmark Response]

"Learning Outcome 3: Students will apply the UCC Article 2 framework to distinguish enforceable offers from invitations to negotiate in mixed goods/services transactions, evaluated via the Week 6 issue-spotting quiz and final exam Question 2."

Theoretical/Conceptual Framework Selector & Justifier

Target Role: PhD Candidates, Dissertation Fellows & Doctoral Committees • Sub-Topic: Theory Selection & Justification

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[Dissertation title] • [Academic field / subdiscipline] • [Brief statement of problem] • [Core research questions] • [Qualitative / Quantitative / Mixed Methods]

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

Act as a distinguished graduate dissertation advisor and doctoral committee methodologist. I am developing the theoretical and conceptual framework for my doctoral dissertation entitled "[DISSERTATION TITLE]" in the discipline of [ACADEMIC FIELD / SUBDISCIPLINE]. My central research problem is [BRIEF STATEMENT OF PROBLEM], and my primary research questions are [LIST 2-3 CORE RESEARCH QUESTIONS].

Please provide a rigorous, peer-defensible theoretical framework architecture that includes:

- 3 Candidate Theoretical or Conceptual Frameworks: For each, name the seminal theorists, foundational literature citations (author and year), core epistemological assumptions, and explanatory mechanisms relevant to my research questions.
- Comparative Evaluation Matrix: A structured markdown table comparing the 3 frameworks across: (a) explanatory power for my specific variables/constructs, (b) methodological compatibility with [QUALITATIVE / QUANTITATIVE / MIXED METHODS], (c) known limitations or blind spots, and (d) vulnerability to dissertation committee critique.
- Recommended Primary Framework & Justification Narrative: Formulate a 250-word scholarly justification defending why the selected primary framework (or an integrated dual framework) provides the strongest theoretical scaffolding.
- Operational Mapping: Detail how 3 core constructs from this framework will directly operationalize into my data collection protocol or analytical coding scheme.

Ensure the prose reflects doctoral-level academic scholarship. Do not invent fictitious citations; reference established theoretical literature in [DISSERTATION DISCIPLINE].

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT: [Peer-Calibrated Benchmark Response]

Recommended Framework: Institutional Logics Perspective (Thornton, Ocasio, & Lounsbury, 2012). Justification Narrative: While Resource Dependency Theory explains external fiscal pressures, it fails to capture how competing values between state accountability mandates and professional pedagogical autonomy are contested at the micro-level. Institutional Logics provides the necessary dual-level mechanism to examine how mid-level administrators navigate these institutional contradictions without reducing institutional actors to passive recipients of external regulation.

Committee Objection Stress-Test

Target Role: PhD Candidates & Doctoral Defense Candidates • **Sub-Topic:** Committee Objection Simulation

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[Dissertation title] • [Discipline] • [Core questions / hypotheses] • [Research methodology & data description] • [Key findings or central argument]

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

Act as an exacting dissertation defense committee consisting of three distinct faculty personas: (1) The Methodological Purist (scrutinizes validity, sampling, confounding variables, and construct measurement), (2) The Theoretical Skeptic (questions conceptual boundaries, ontological assumptions, and generalizability), and (3) The External Disciplinary Reader (probes societal relevance, policy implications, and ethical boundaries).

Review my doctoral dissertation brief:

- Working Title: [DISSERTATION TITLE]
- Discipline & Sub-field: [DISCIPLINE]
- Core Research Questions / Hypotheses: [CORE QUESTIONS / HYPOTHESES]
- Methodology & Dataset/Sample: [RESEARCH METHODOLOGY & DATA DESCRIPTION]
- Primary Findings / Proposed Argument: [KEY FINDINGS OR CENTRAL ARGUMENT]

Execute a comprehensive defense stress-test:

1. Deliver 6 Penetrating Committee Objections: 2 hostile yet academically grounded objections from each committee member targeting the most vulnerable joints of my study.
2. Vulnerability Diagnosis: Explain exactly why a committee member would raise this objection and what underlying empirical or theoretical flaw it exposes.
3. 3-Part Defense Response Architecture: For each objection, provide a scholarly defense strategy utilizing the "Acknowledge, Clarify, Bound" protocol: (a) graciously validate the critique's academic merit, (b) cite relevant methodological literature or empirical evidence bounding the scope, and (c) re-anchor the finding as a designated limitation and productive avenue for post-doctoral inquiry.
4. Red-Flag Verbal Traps: Identify 3 verbal phrases to avoid in the oral defense (e.g., "the data proves") and replace them with authoritative academic phrasing.

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT:

[Peer-Calibrated Benchmark Response]

Methodological Purist Objection: "Your qualitative purposive sample of 18 department chairs overrepresents suburban institutions with unionized faculties. How can you claim thematic saturation when state flagships in right-to-work states operate under fundamentally inverted governance incentives?" -> Rebuttal Architecture: "Acknowledge that institutional governance topology introduces significant variation. Clarify that the study's stated aim is theoretical transferability rather than statistical generalizability (Lincoln & Guba, 1985). Bound the study by highlighting how institutional isomorphism operates across regional accreditors regardless of bargaining status."

Synthesizing Readings Across Seminars into a Coherent Argument

Target Role: Graduate Students, Master's Candidates & Seminar Fellows • Sub-Topic: Cross-Reading Argument Synthesis

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[Seminar topic / theoretical problem] • [Number of texts] • [Author, year, and key argument for Text A, B, and C] • [Graduate course / discipline]

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

Act as an expert academic writing scholar and graduate seminar faculty mentor. I am preparing a graduate seminar paper / qualifying synthesis on the topic of [SEMINAR TOPIC / THEORETICAL PROBLEM]. I have read [NUMBER] major texts representing divergent theoretical perspectives on this problem:

- Text A: [AUTHOR, YEAR, KEY ARGUMENT / CORE CONTRIBUTION]
- Text B: [AUTHOR, YEAR, KEY ARGUMENT / CORE CONTRIBUTION]
- Text C: [AUTHOR, YEAR, KEY ARGUMENT / CORE CONTRIBUTION]
- [Optional Text D: AUTHOR, YEAR, KEY ARGUMENT]

Synthesize these perspectives into an original, publication-grade academic argument without reducing the analysis to sequential book summaries:

1. Tension & Divergence Identification: Map the fundamental conceptual fault lines where these authors disagree (e.g., agency vs. structure, micro vs. macro mechanisms, qualitative vs. quantitative epistemologies).
2. Synthesis Matrix: Construct a 4-column matrix: (a) Theoretical Construct, (b) How Author A conceptualizes it, (c) How Author B critiques or reframes it, and (d) The unresolved scholarly tension that emerges.
3. Novel Thesis Formulation: Formulate 3 distinct candidate thesis statements (ranging from moderate synthesis to provocative dialectical intervention) that use the friction between these texts to advance an original scholarly contribution.
4. Topic Sentence & Transition Architecture: Draft 4 thematic transition sentences demonstrating how to transition between contrasting authors using dialectical signposting (e.g., "Whereas X attributes institutional paralysis to cognitive friction, Y demonstrates that systemic resource hoarding precedes individual perception").

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT:

[Peer-Calibrated Benchmark Response]

Tension 1: The locus of institutional change. Matrix Row 1: Agency vs Institutional Constraint -> DiMaggio (1988) foregrounds institutional entrepreneurs who leverage regulatory ambiguity; Bourdieu & Wacquant (1992) counter that habitus predisposes agents to reproduce field boundaries unconsciously. Synthesized Thesis: "Rather than treating institutional entrepreneurship and field habitus as mutually exclusive paradigms, contemporary administrative reforms are best understood as dialectical moments where ambiguous regulatory shocks temporarily destabilize structural habitus."

Literature Review Gap Identifier

Target Role: Master's Candidates, PhD Pre-Candidates & Researchers • **Sub-Topic:** Research Gap Identification

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[Discipline / subfield] • [Working title] • [Core topic & phenomenon] • [Summary of key studies and empirical trends]

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

Act as a senior journal editor and academic literature review specialist in [DISCIPLINE / SUBFIELD]. I am conducting a systematic literature review for my master's thesis / scholarly prospectus titled "[WORKING TITLE]". My topic examines [CORE TOPIC & PHENOMENON UNDER INVESTIGATION].

I am pasting below summaries of 6-10 representative studies or empirical trends in this domain:

[PASTE SUMMARY OF KEY STUDIES, METHODOLOGIES, POPULATIONS STUDIED, AND ESTABLISHED FINDINGS]

Analyze this literature body to diagnose and articulate defensible scholarly gaps across the 5 recognized academic gap typologies (Miles, 2017; Robinson et al., 2011):

1. Empirical Gap: What populations, contexts, geographic settings, or data scales have been neglected in published work?
2. Methodological Gap: Which research designs, measurement instruments, or analytical techniques are over-relied upon, and what blind spots do they generate?
3. Theoretical Gap: What foundational theories have been insufficiently tested, or where do conflicting theoretical explanations coexist without empirical adjudication?
4. Population / Context Gap: Which demographic cohorts, professional sectors, or institutional types remain unstudied?
5. The "So What?" Justification Narrative: Formulate a 200-word academic paragraph explicitly linking the identified gap to practical, theoretical, or policy urgency.
6. Research Question Formulation: Derive 3 clear, non-trivial research questions directly addressing the primary gap identified above.

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT:

[Peer-Calibrated Benchmark Response]

Methodological Gap Identified: Extant literature on adjunct faculty burnout relies overwhelmingly on cross-sectional self-reported survey instruments administered during mid-semester intervals. This creates an unexamined temporal bias that obscures cumulative attrition cycles. Proposed Research Question: "How do longitudinal physiological stress markers and weekly teaching logs of non-tenure-track instructors diverge between institutional re-appointment notification windows and active instructional periods?"

Primary Source Rhetorical Deconstruction

Target Role: Undergraduate Students, Honors Scholars & Humanities Majors • Sub-Topic: Rhetorical Deconstruction

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[Course name] • [Author or creator] • [Document title & date] • [Historical context / event] • [Primary source excerpt or passage]

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

Act as an undergraduate humanities and social sciences writing fellow. I am analyzing a primary historical or philosophical document for my [COURSE NAME] research paper. The document is:

- Author / Creator: [AUTHOR OR CREATOR]
- Title & Year of Creation: [DOCUMENT TITLE & DATE]
- Historical Context / Event: [HISTORICAL OR POLITICAL CONTEXT]
- Text Excerpt: [PASTE PRIMARY SOURCE EXCERPT OR PASSAGE]

Provide a structured, multi-dimensional rhetorical deconstruction to help me craft an evidence-grounded, A-grade academic paper:

1. Rhetorical Situation Analysis: Break down the author's primary exigence, target audience, ideological positioning, and unspoken political or cultural assumptions.
2. Close-Reading Micro-Analysis: Identify 3 specific rhetorical choices (metaphors, diction, syntactical patterns, appeals to ethos/pathos/logos) within the excerpt and explain how each produces meaning beyond the literal text.
3. Subtext & Historical Silences: What perspectives, counterarguments, or marginalized voices does the text conspicuously ignore, omit, or delegitimize?
4. Historiographical Placement: How does this document either reinforce or subvert the prevailing historical narrative of its era?
5. Academic Paper Integration: Draft 2 model integration paragraphs showing how to quote, contextualize, and analyze a sentence from this text using the "Claim-Quote-Commentary" method, maintaining scholarly objectivity.

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT:

[Peer-Calibrated Benchmark Response]

Exigence & Subtext: The 1848 declaration frames its grievances through the explicit cadence of the 1776 Declaration of Independence, adopting sacred democratic syntax to highlight the hypocrisy of gendered disenfranchisement. Close-Reading Commentary: "By replacing King George III with 'all men' as the tyrannical monarch, Stanton executes a deliberate grammatical inversion that transforms domestic patriarchy from a natural theological order into an unconstitutional political usurpation."

Evidence-Grounded Argument Builder

Target Role: Undergraduate Students, College Essay Writers & Honors Scholars • **Sub-Topic:** Evidence-Grounded Argument Builder

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[Course name] • [Essay prompt / topic] • [Brief statement of proposed position] • [Required length / number of scholarly sources]

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

Act as a university writing center director and rhetorical argumentation specialist. I am writing an argumentative research essay for [COURSE NAME] addressing the prompt: "[PASTE ESSAY PROMPT / TOPIC]". My working position is that [BRIEF STATEMENT OF YOUR PROPOSED POSITION OR TENTATIVE CLAIM].

Help me build an airtight, evidence-grounded academic argument structured around the Toulmin Model of Argumentation:

1. Thesis Statement Architecture: Refine my working position into 3 progressively sophisticated thesis options (Descriptive, Analytical, and Dialectical/Debatable) that avoid clichés and establish clear stakes.
2. Toulmin Argument Mapping: For my primary thesis, construct:
 - 3 Claims (the central sub-arguments of the body paragraphs)
 - Data / Grounds (what empirical evidence, scholarly citations, or textual data is required to substantiate each claim)
 - Warrants (the underlying academic principles connecting the data to the claim)
 - Backing (theoretical support that justifies the validity of the warrant)
3. Counter-Argument & Rebuttal Section: Detail the single strongest academic counter-argument an expert opponent would present against my thesis, and formulate a 150-word concessive rebuttal that strengthens my original position without dismissing counter-evidence.
4. Evidence Integration Protocol: Provide a template showing how to introduce conflicting data using academic hedging verbs (e.g., "suggests," "corroborates," "complicates").

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT:

[Peer-Calibrated Benchmark Response]

Dialectical Thesis: "While corporate sustainability pledges are frequently dismissed as performative public relations, mandatory ESG disclosure frameworks introduce binding auditing liabilities that structurally incentivize internal operational decarbonization." Toulmin Warrant: Capital markets penalize material regulatory misrepresentation at rates exceeding voluntary compliance costs, thereby aligning shareholder wealth maximization with institutional carbon reduction metrics.

Methodology Defense & Empirical Limitation Formulator

Target Role: Faculty Researchers, Methodologists & Principal Investigators • Sub-Topic: Limitations & Robustness Justification

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[Discipline] • [Manuscript working title] • [Methodological paradigm] • [Sampling framework & sample size] • [Analytical strategy] • [Known field constraints]

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

Act as a senior journal reviewer and quantitative/qualitative research methodologist in [DISCIPLINE]. I am drafting the Methodology and Limitations sections of an empirical manuscript titled "[MANUSCRIPT WORKING TITLE]".

My research design specifications:

- Methodological Paradigm: [QUANTITATIVE / QUALITATIVE / MIXED METHODS / EXPERIMENTAL]
- Target Population & Sampling Framework: [POPULATION, SAMPLE SIZE N, RECRUITMENT METHOD]
- Data Collection Instruments: [SURVEYS / INTERVIEWS / ARCHIVAL / SENSORS / LAB EXPERIMENT]
- Analytical Strategy: [REGRESSION / THEMATIC ANALYSIS / ANOVA / SEM / GROUNDED THEORY]
- Known Field Constraints: [E.G., ATTRITION, SELECTION BIAS, RECALL BIAS, LIMITED GEOGRAPHIC SCOPE]

Produce a rigorous, publication-ready methodological defense and limitations framework:

1. Methodological Justification Narrative: Formulate a 200-word rationale defending why this chosen methodology is optimal for answering the research questions compared to alternative designs.
2. Threat-to-Validity Audit: Systematically identify 3 internal validity threats, 2 external validity threats, and 2 construct validity threats inherent to this study design.
3. Methodological Countermeasures: For each identified threat, detail the exact empirical controls, triangulation techniques, or statistical sensitivity tests (e.g., robustness checks, placebo tests, member checking) implemented to mitigate distortion.
4. Defensible Limitations Section: Write a 250-word Limitations paragraph using precise scholarly prose that candidly frames constraints as deliberate boundary conditions rather than fatal design flaws.

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT:

[Peer-Calibrated Benchmark Response]

Defensible Limitations Formulation: "Several methodological boundary conditions warrant consideration. First, while our multi-site cross-sectional design captures institutional responses during peak accreditation cycles, it precludes definitive causal inference regarding long-term compliance decay. Second, although non-response bias analyses revealed no significant demographic skew between participants and non-respondents ($p > .25$), unmeasured organizational resilience may account for unobserved variance. These boundaries delineate our empirical contribution and establish baseline parameters for subsequent longitudinal inquiry."

NIH/NSF Innovation Statement Builder

Target Role: Grant PIs, Research Fellows & NIH/NSF Applicants • **Sub-Topic:** Innovation & Paradigm Shift Formulation

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[Funding agency & mechanism (NIH R01, NSF, etc.)] • [Proposal title] • [Current standard practice / dogma] • [Unmet scientific need / bottleneck] • [Proposed novel approach / technology] • [Preliminary data summary]

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

Act as a veteran NIH Study Section Chair / NSF Directorate Reviewer with over 20 years of grant evaluation experience. I am drafting the Innovation and Significance section for an upcoming [NIH R01/R21 / NSF CAREER / PRIVATE FOUNDATION] grant proposal titled "[PROPOSAL TITLE]".

My project parameters:

- Scientific Discipline: [FIELD / SPECIALTY]
- Current Scientific Paradigm / Standard Practice: [DESCRIBE THE EXISTING APPROACH, TOOLS, OR DOGMA]
- Unmet Scientific Need or Critical Bottleneck: [WHAT OBSTACLE HAS STALLED PROGRESS IN THIS FIELD?]
- Our Proposed Novel Approach / Technology / Model: [DESCRIBE YOUR NEW METHOD, ASSAY, DATASET, OR THEORY]
- Preliminary Feasibility Data: [BRIEF SUMMARY OF PILOT OR PRELIMINARY DATA]

Formulate an authoritative, high-scoring Innovation section conforming to NIH/NSF reviewer rubrics:

1. Paradigm Shift Articulation: Draft a powerful opening paragraph contrasting the conventional scientific bottleneck with the transformative potential of our proposed approach.
2. 3-Dimensional Innovation Breakdown: Structure the innovation across 3 distinct NIH criteria:
 - Conceptual Innovation (shifts in foundational dogma, theoretical models, or hypotheses)
 - Methodological Innovation (novel assays, synthesis pipelines, computational models, or study designs)
 - Translational / Application Innovation (first application to a clinical cohort, new material class, or policy domain)
3. Direct Reviewer Defense: Anticipate 2 skeptical reviewer critiques regarding technical risk or feasibility, and formulate reassuring counter-evidence grounded in our preliminary data.
4. Visual Conceptual Diagram Blueprint: Describe the exact layout and callouts for a 1-page visual grant diagram (Figure 1: Conceptual Framework & Workflow) designed to orient grant reviewers immediately.

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT:

[Peer-Calibrated Benchmark Response]

Conceptual Innovation: "The prevailing consensus posits that microglial activation during early neurodegeneration is uniformly pro-inflammatory. Our proposal directly challenges this dogma by demonstrating that a distinct subpopulation of TREM2-dependent microglia exerts neuroprotective clearance prior to tau aggregation. Shifting this conceptual lens from pan-microglial suppression to targeted subtype modulation provides an entirely novel therapeutic window previously obscured by bulk-tissue transcriptomics."

Biomedical & Clinical Trial Protocol Formulator

Target Role: Health Sciences Faculty, Clinical Researchers & Medical Educators • **Sub-Topic:** Clinical Protocol & Patient Safety

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[Study title] • [Clinical specialty / subfield] • [Study design (RCT, Cohort, etc.)] • [Primary and secondary endpoints] • [Patient population & inclusion/exclusion criteria] • [Intervention or exposure]

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

Act as a senior clinical trials director, biostatistician, and institutional review board (IRB) consultant. I am designing a clinical research protocol / human subjects study titled "[STUDY TITLE]" in the medical specialty of [CLINICAL SPECIALTY / SUBFIELD].

Study parameters:

- Study Design: [RCT / OBSERVATIONAL COHORT / CASE-CONTROL / PILOT INTERVENTION]
- Primary Clinical Endpoint: [PRIMARY OUTCOME MEASURE & TIMEFRAME]
- Secondary Clinical Endpoints: [SECONDARY OUTCOMES, BIOMARKERS, QUALITY OF LIFE]
- Patient Population & Inclusion/Exclusion Criteria: [TARGET COHORT, AGE RANGE, COMORBIDITIES]
- Intervention or Exposure: [DRUG, BEHAVIORAL INTERVENTION, SURGICAL PROCEDURE, OR DEVICE]

Generate a comprehensive clinical protocol architecture adhering to ICH-GCP (E6 R2) guidelines and NIH Human Subjects requirements:

1. PICO Framework & Primary Hypothesis: Formalize the Patient, Intervention, Comparison, and Outcome structure, including the directional null and alternative hypotheses.
2. Sample Size & Power Calculation Blueprint: Specify the statistical test, assumed effect size (Cohen's d or hazard ratio), alpha level (0.05), power (0.80 or 0.90), anticipated attrition rate, and resulting target sample size calculation formula.
3. Adverse Event & Data Safety Monitoring Plan (DSMB): Detail stopping rules, reporting timelines for Serious Adverse Events (SAEs), and independent safety board triggers.
4. Bias Minimization Protocol: Detail procedures for randomization generation, allocation concealment, double-blinding mechanisms, and handling missing data (e.g., intention-to-treat vs per-protocol analysis).

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT:

[Peer-Calibrated Benchmark Response]

Primary Hypothesis: "In patients aged 45-75 with treatment-refractory Type 2 Diabetes (HbA1c > 8.5%), an adjunct 12-week continuous glucose monitoring behavioral intervention will achieve a $\geq 0.8\%$ reduction in HbA1c at 24 weeks compared to standard quarterly fingerstick self-monitoring, with an alpha of 0.05 and 85% statistical power requiring an evaluable sample size of N = 184 (accounting for 15% loss to follow-up)."

STEM Mathematical Modeling & Computational Proof Explainer

Target Role: Mathematics, Physics & Engineering Faculty • Sub-Topic: Mathematical Modeling & Proof Deconstruction

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[Mathematical theorem / governing equation] • [Physical system / engineering application] • [Key variables and physical parameters] • [Mathematical assumptions] • [Target audience level]

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

Act as a distinguished university professor of applied mathematics and theoretical engineering. I am preparing advanced instructional materials / research derivation documentation on the mathematical model or proof of [MATHEMATICAL THEOREM / GOVERNING EQUATION / COMPUTATIONAL MODEL] in the context of [PHYSICAL SYSTEM / ENGINEERING APPLICATION].

Parameters:

- Governing Equations / Theorem: [STATE THE THEOREM, EQUATIONS, OR BOUNDARY VALUE PROBLEM]
- Key Variables & Physical Parameters: [DEFINE VARIABLES, UNITS, AND CONSTRAINTS]
- Mathematical Assumptions: [LINEARITY, STEADY-STATE, INCOMPRESSIBILITY, ISOTROPY, ETC.]
- Target Audience Level: [ADVANCED UNDERGRADUATE / GRADUATE / RESEARCH COLLABORATORS]

Develop a rigorous pedagogical derivation and computational breakdown:

1. First-Principles Physical Intuition: Explain the core physical conservation laws or axioms underlying the equation before introducing mathematical formalism.
2. Step-by-Step Analytical Derivation: Provide a numbered mathematical derivation sequence. For each transition between equations, provide explicit mathematical justification (e.g., "applying integration by parts," "invoking the divergence theorem," "substituting constitutive relation").
3. Dimensional Analysis & Limiting Cases: Execute a formal Buckingham Pi or dimensional consistency check, and evaluate the model under 2 asymptotic limiting cases (e.g., as Reynolds number approaches zero, as $t \rightarrow \infty$).
4. Computational Implementation Schema: Outline a pseudocode numerical discretization scheme (e.g., finite difference, Runge-Kutta, spectral methods) with numerical stability constraints (e.g., CFL condition) for implementation in Python (NumPy/SciPy) or MATLAB.

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT:

[Peer-Calibrated Benchmark Response]

Limiting Case Verification: As the dimensionless damping ratio $\zeta \rightarrow 1$ from below (critical damping), the oscillatory exponential envelope converges to a purely decaying exponential without overshoot: $x(t) = (C_1 + C_2 t) \exp(-\omega_n t)$. This confirms dimensional consistency with energy dissipation principles and validates our numerical Runge-Kutta 4th order integration stability boundary under step-forcing conditions.

Constitutional & Statutory Case Law Synthesis Matrix

Target Role: Law Faculty, Legal Scholars & Law Students • Sub-Topic: Doctrinal Analysis & Case Law Synthesis

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[Legal doctrine / constitutional amendment / statute] • [Specific legal dispute or controversy] • [Primary controlling precedents] • [Fact pattern or regulatory conflict] • [Competing interpretive philosophies]

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

Act as a senior appellate legal scholar and law school doctrinal professor. I am preparing a legal brief / scholarly law review analysis examining [LEGAL DOCTRINE / CONSTITUTIONAL AMENDMENT / STATUTORY PROVISION] as applied to the emerging issue of [SPECIFIC LEGAL DISPUTE OR CONTROVERSY].

- Jurisprudential parameters:
- Controlling Constitutional Clause / Statute: [E.G., FOURTH AMENDMENT, TITLE VII, APA SECTION 706]
 - Primary Supreme Court / Circuit Precedents: [LIST 3-4 CONTROLLING DECISIONS WITH CITATIONS]
 - Fact Pattern / Problematic Application: [DESCRIBE THE NOVEL FACT PATTERN OR REGULATORY CONFLICT]
 - Competing Interpretive Canons: [TEXTUALISM / ORIGINALISM / PURPOSIVISM / LIVING CONSTITUTIONALISM]

- Construct a rigorous doctrinal synthesis and appellate argument matrix:
1. Doctrinal Lineage & Standard of Review: Trace how the Supreme Court's governing test (e.g., Strict Scrutiny, Chevron/Loper Bright, Reasonable Expectation of Privacy) evolved through the cited precedents to its current formulation.
 2. 4-Column Precedent Reconciliation Matrix:
 - Column 1: Case Citation & Year
 - Column 2: Material Operative Facts
 - Column 3: Narrow Legal Holding (Ratio Decidendi)
 - Column 4: Judicial Distinction vs. Our Fact Pattern
 3. Dialectical Appellate Argumentation: Formulate the strongest legal argument under the controlling standard for Party A, followed by the strongest counter-argument and doctrinal distinction for Party B.
 4. Circuit Split & Certiorari Vulnerability: Analyze whether this legal question creates a genuine conflict among federal circuit courts of appeals or state supreme courts, citing jurisdictional divergence points.

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT: [Peer-Calibrated Benchmark Response]

Doctrinal Distinction Matrix: In *Carpenter v. United States* (2018), the Court declined to apply the Third-Party Doctrine to historical cell-site location information (CSLI) due to its comprehensive, involuntary, and retrospective surveillance capacity. Applying this ratio decidendi to real-time biometric geolocation streams: unlike voluntary credit card transactions (*Smith v. Maryland*), passive continuous facial recognition constitutes an intrusive dragnet surveillance ecosystem functionally identical to CSLI.

Laboratory Protocol & Experimental Safety Assessment

Target Role: Natural Sciences Faculty, Lab Directors & Safety Officers • **Sub-Topic:** Laboratory Protocol & Safety Assessment

BRACKET VARIABLES TO CUSTOMIZE BEFORE PROMPTING:

[Discipline (Chemistry, Microbiology, etc.))] • [Name of experimental procedure] • [Reagents and hazardous materials with CAS numbers] • [Equipment and operational conditions] • [Waste stream characterization]

STRUCTURED ACADEMIC PROMPT ARCHITECTURE:

[Direct Copy & Paste: Select text inside this box to run in your LLM]

Act as a chemical hygiene officer, biosafety specialist, and university research compliance director. I am drafting a standard operating procedure (SOP) and risk assessment for an experimental laboratory protocol in [CHEMISTRY / BIOCHEMISTRY / MATERIALS SCIENCE / MICROBIOLOGY].

Protocol parameters:

- Protocol Name: [NAME OF EXPERIMENTAL PROCEDURE]
- Reagents & Hazardous Materials: [LIST CHEMICALS, CAS NUMBERS, PATHOGENS, OR RADIOLOGICALS]
- Equipment & Operational Conditions: [HIGH PRESSURE, CRYOGENICS, UV RADIATION, CENTRIFUGATION]
- Expected Experimental Outcome: [DESIRED PRODUCT, REACTION, OR BIOLOGICAL ASSAY]

Generate an institutionally compliant, OSHA/EPA/CDC-aligned Laboratory Safety and Experimental Protocol:

1. GHS Hazard Categorization & Toxicological Assessment: Classify each chemical/agent by GHS pictograms, signal words (Danger/Warning), permissible exposure limits (OSHA PEL), and route-of-exposure vulnerabilities (inhalation, dermal, ocular).
2. Hierarchy of Controls Implementation: Detail engineering controls (fume hoods, biosafety cabinet class, blast shields), administrative controls (training requirements, unattended operation rules), and specific personal protective equipment (PPE - nitrile vs butyl gloves, face shield, lab coat specifications).
3. Step-by-Step Execution Protocol with Safety Interlocks: Provide a numbered experimental sequence with bolded "SAFETY STOP" verification checks before high-risk thermodynamic, pressurized, or pyrophoric steps.
4. Emergency Spill & Exposure Countermeasures: Specify neutralization protocols, neutralizing agents, emergency eye-wash/shower instructions, and hazardous waste disposal segregation (halogenated vs non-halogenated).

VERIFIED ACADEMIC IMPACT / REPRESENTATIVE OUTPUT:

[Peer-Calibrated Benchmark Response]

Hierarchy of Controls (Nitration of Aromatic Substrate): Engineering: Conduct all nitric/sulfuric acid charging inside a certified chemical fume hood with face velocity ≥ 100 fpm. Safety Interlock Step 4: [SAFETY STOP] Verify that the internal reaction temperature remains below 5 deg C via thermocouple before dropwise addition of nitric acid. If temperature exceeds 8 deg C, halt addition immediately and apply external ice-salt coolant to prevent runaway thermal exotherm.

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