

# FACULTY AI USE GUIDE:

## How to be AI Literate in Higher Education



### PURPOSE:

There is growing buzz about AI replacing instructors in higher education. While AI is transforming education, students, and society, human teachers—especially at Gonzaga—have the greater impact. In an AI-driven world, human insight and people-centered education are more valuable than ever.

A recent New York Times article, [\*AI Might Take Your Job. Here Are 22 New Ones It Could Give You\*](#), notes that while AI will make some jobs obsolete, it will also create new roles centered on truth, authenticity, accuracy, and humanness. These are precisely the areas where instructors bring irreplaceable knowledge, skills, and experiences—and where they can teach students to do the same.

This guide supports instructors in using AI thoughtfully to enhance learning, uphold academic integrity, advance research, and embody Gonzaga's Jesuit, liberal arts, humanist mission. It fosters reflection, ethical leadership, and humanistic inquiry while embracing innovation. The categories "High Value," "Some Value," and "Negative Value" indicate the potential benefit of specific AI uses for student learning and provide instructors with guidelines for integrating AI into professional practice.

### Course Design

Using AI to brainstorm examples, generate case studies, assignment prompts or quiz or test questions based on instructor content.

Using AI to generate learning objectives, quiz questions, or rubrics with faculty oversight but not based on faculty expertise.

Relying on AI to design full modules or assignments without human review or alignment to outcomes.

### Assessment & Feedback

Using AI to scaffold formative feedback (e.g., grammar, organization, tone, etc.) ensuring all evaluations reflect human review and understanding of student work.

Using AI to draft feedback for assignments or discussions which is then edited by the instructor.

Fully delegating grading or assessment feedback to AI by allowing AI to provide grades or comments without instructor validation or customization.

### Student Communication

Using AI for proofreading of messages or to model audience response.

Using AI to generate responses to student messages or as course announcements without thoughtful personalization.

Automating communication in ways that reduce empathy, accessibility, or student-faculty trust.

### COLOR KEY

#### HIGH VALUE

Supports deep learning, agency, and engagement

#### SOME VALUE

Helpful but limited if overused or not contextualized

#### NEGATIVE VALUE

Risks undermining learning, equity, or integrity

## Scholarship & Research

Using AI for coding support, data visualization, or exploratory analysis with clear attribution and methodological rigor as part of a broader scholarly workflow.

Relying on AI-generated summaries or translations without thorough verification of accuracy or citing appropriately.

Using AI to write or rewrite scholarship without acknowledgment, or in place of disciplinary engagement.

## Interdisciplinary & Liberal Arts Integration

Using AI to spark cross-disciplinary ideas or simulate perspectives to enrich curriculum.

Using AI to teach or represent complex liberal arts ideas without attending to bias, nuance or historical context.

Relying on AI to replace humanistic or ethical reflection in discussions of justice, identity, or tradition.

## Mentoring & Advising

Using AI to assist with scheduling, note-taking, or identifying academic resources in support of personal mentoring relationships.

Using AI to send reminders or summarize meeting notes.

Delegating student mentoring or holistic advising to AI systems, weakening *cura personalis* and trust-building.

## Equity & Accessibility

Using AI to create transcripts, summaries, alternate formats, or UDL supports with human oversight to verify accuracy.

Using AI for real-time language translation or accessibility without thorough testing for accuracy or appropriateness for the learner population.

Using AI tools that reinforce bias, omit inclusive content, or fail to serve all students equitably.

## Ethical Leadership

Modeling transparent, values-based AI use with students and colleagues by engaging in dialogue about its ethical, cultural, and disciplinary impacts; while also piloting thoughtful AI use cases that advance student success, equity, and innovation, and mentoring peers in their responsible adoption.

Advocating AI solutions without adequate review of impacts on curriculum, workload, or mission alignment.

Promoting AI integration without ethical vetting, community input, or reflection on human cost. E.g. employing AI in instruction or evaluation without informing students how and when it is used.

## Professional Learning

Using AI to brainstorm ideas, discover teaching strategies, or explore innovations with critical reflection and peer dialogue.

Using AI to summarize research trends or generate session proposals without verification.

Using AI to bypass professional development, pedagogical renewal, or collaborative learning with colleagues.

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## **FACULTY: QUESTIONS TO ASK YOURSELF ABOUT AI USE**

In what ways is my use of or avoidance of AI helping my students become not just skilled professionals, but thoughtful, engaged, and discerning people?

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### **AS SCHOLARS:**

#### **Stewards of a Discipline**

- How is AI being used in my field?
- What impact is AI having on employment prospects for graduates in my field?
- What things can AI not do in my field or discipline?
- How is AI reshaping what counts as knowledge, creativity, or expertise in my field?

What disciplinary values or practices are challenged by generative AI? Which are being lost, changed, or gained?

- How do I stay informed about how AI is changing research methods, peer review, publishing, and authorship in my field?
- How am I modeling thoughtful engagement with AI in my own scholarship or why am I avoiding it altogether?
- How might I update my course content to prepare students for the realities and responsibilities of AI use in my discipline?

### **AS EDUCATORS:**

#### **Teaching & Learning Design**

- How do I ensure my students still wrestle with ideas, develop skills, and grow as thinkers in an AI-enhanced classroom?
- What core learning outcomes in my course cannot or should not be delegated to AI? Why?
- In what ways might AI support, hinder, or stunt my students' intellectual development? How can I counteract that impact?
- How do I help students discern when AI use is enhancing their learning versus replacing their thinking?
- Are my assignments designed to invite student originality and judgment rather than be easily completed by AI? How can I adapt them?
- How do I assess learning in ways that remain meaningful and human in an age of automation?

### **AS MENTORS:**

#### **Supporting Student Growth**

- How do I guide students in forming ethical habits, discerning good use from harmful use, and developing self-trust?
- How am I helping students develop the critical literacy to question AI's limitations, biases, and blind spots?
- How can I support first-generation, neurodiverse, or multilingual students in navigating AI as both opportunity and risk?
- What messages am I sending, or behaviors am I modeling about effort, struggle, and growth when AI tools offer shortcuts?
- How do I create space for students to reflect on and develop their own values and identity as learners in the age of AI?

### **AS ETHICAL ROLE MODELS:**

#### **Leaders in a Jesuit, Humanistic Tradition**

- How do I model discernment, justice, and humility in a time of technological disruption?
- How do I talk with students about the ethical implications of AI such as: surveillance, labor, bias, and environmental impact?
- What assumptions do I bring to AI use? Whose values are embedded in the tools I allow, promote, or forbid?
- How do I acknowledge uncertainty and nuance while still offering guidance?
- Am I open to dialogue with students who are navigating this landscape differently than I am?

### **FINAL THOUGHT:**

AI is here to stay and will impact the jobs our students get after graduation. We have an obligation as educators to understand the real effect on them and to provide them with the knowledge, skills and dispositions to navigate the rapidly changing world they will be entering.