



Generative AI Steering Committee

REPORT ON AI @ USD

May 31, 2026

Generative AI Steering Committee *Report on AI @ USD*

Date: May 31, 2026

Charge From: Office of the Provost and Academic Affairs, University of San Diego

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Executive Summary

The University has an opportunity to advance several key initiatives, some first proposed by the Generative AI Working Group (2023) and the CAS Dean’s Advisory Council Report (2024), and others identified by the current AI Steering Committee and Working Groups. Over the past six months, five working groups of nearly fifty colleagues have inventoried institutional progress, benchmarked against peer institutions, conducted focus groups and key informant interviews, deployed USD’s first survey on AI (“AI@USD Survey”), and incorporating preliminary insights from *Magnifica Humanitas*. The remainder of this report is focused on six key recommendations:

- 1) Develop an Institutional Position Statement
- 2) Develop an Institutional Strategy
- 3) Allocate Resources to AI @ USD
- 4) Develop and Disseminate AI Guidelines for Syllabi
- 5) Offer *AI Literacy and Ethics Module* to Students, Faculty, and Administrative Staff
- 6) Operationalize AISC to Deliver on Recommendations

Key AISC Recommendations: Institutional

1) Develop an Institutional Position Statement on AI

Anticipating AI's significant and long-term impacts, multiple Working Groups flagged the importance of an institutional position statement regarding AI at USD. In his encyclical, *Mangifica Humantis*, Pope Leo XIV writes that “schools are not called to follow the pace of the digital world, but to offer that which the digital sphere by itself cannot provide, namely a shared time for learning and developing trustworthy relationships.” We have a unique opportunity to articulate the distinctive value of the human-centered education we offer as the best possible preparation for successful careers as well as meaningful and inspired lives in a future sure to be shaped by AI and other emerging technologies. As a contemporary, Catholic university, USD is well-positioned to embody the “rhythms that incorporate silence, in-depth study, reading and judicious analysis” Leo calls for.

Rather than a prescriptive statement dictating how AI is to be used on campus, we propose a clear articulation of how new technologies (especially AI) fit into our institutional mission, vision, values, our strategic plan, *Lighting the Way to 2030*, while aligning with *Magnifica Humanitas* (Appendix A). Appendix B includes draft language that centers our contemporary Catholic and liberal arts commitments. We anticipate this initiative will be welcomed, as results from the 2026 AI@USD Survey indicate that both students and faculty are ambivalent about its impact on both the world, writ large, and their critical thinking skills, cognitive and metacognitive functioning, creativity, and careers, in particular (Appendix D). The creation of such a statement is a One-Way Door Decision (i.e., fairly hard to reverse).

To implement this recommendation, we suggest:

- Convening a comprehensive series of listening sessions in Fall of 2026 to discuss and refine the draft in Appendix B.

2) Develop an Institutional Strategy on Emerging Technologies like AI

The AISC was convened by, received its charge from, and is delivering this Report to, the Provost. Over the past six months it has become apparent that USD must develop a broader institutional strategy on AI (and other emerging technologies) that aligns with USD's mission, vision, and values. We recommend the formation of a comprehensive, institution-focused plan to sustain the work outlined in our report and to adapt accordingly with the changing internal and external environments. This strategy should be in alignment with both USD's Strategic Plan and the most recent Papal Encyclical. This is a One-Way Door Decision.

3) Allocate Resources to AI @ USD

Financial, technological, and human resources are needed to complete the programming described in this report. The exact nature and scope of this work is at the discretion of the President, Provost, and senior leaders, including the CFO, and we anticipate the next year will require work that requires a combination of (a) asset re-allocation, (b) new budget allocation, and

(c) allocating human resources. At present, \$50,000 has been allocated to the AISC Co-Chairs. This is a One Way Door Decision (harder to reverse). Looking forward, Working Groups have recommended initiatives, which, if pursued, cost money. For example:

- Stand up an AI Tool Review Committee to vet and approve administrative AI tools
- Underwrite Experimental Classes (including those focused on human-only approaches)
- Sponsor team for the AAC&U's Institute on AI, Pedagogy, and the Curriculum
- Create an AI Faculty Fellows Program to support work on and off campus
- Review the Strategic Plan with an eye toward AI-related considerations
- Create community-wide opportunities to learn advanced approaches to GenAI
- Establish a topically-focused Institute, Center, or Research Cluster
- Resources to faculty to retool assessment strategies

Key AISC Recommendations: Academic Affairs

4) Develop and Disseminate AI Guidelines for Syllabi

The 2026 AI@USD Survey highlights a significant opportunity for improvement: 45% of faculty report offering specific guidance for students on the effective use of AI tools, whereas only 12% of students report their faculty doing so. The Working Group on Teaching and Learning unanimously recommends that all Academic Units develop and implement guidelines for AI usage namely, syllabi statements. In addition, attention should be given to the honor code and academic honesty policies. While some academic units already have guidelines in place, survey data suggests the need for an institutional strategy shaped by the Provost's Office. This is a One-Way Door Decision (not that easy to reverse). We recommend the following:

- Work with the Deans Council to identify existing guidelines, in the College and the Schools, regarding AI statements and provide support where needed for each respective Academic Unit, including Associate Deans and Department Chairs or Program Directors.
- Create a one-page memo distilling AISC-WG on Teaching and Learning's recommendations regarding syllabi development to address AI, emphasizing critical thinking, thoughtful reflection, creativity, and human connection, allowing faculty to exercise their academic freedom by choosing a range of AI adoption strategies from AI-free courses to AI-enabled courses ([link](#)).
- Design and communicate a "Default Institutional Policy on AI in the Classroom" that obtains in the absence of an explicit AI policy in a syllabus.
- Share memo with Senate EC for their situational awareness.
- Push out syllabi development guidance as soon as possible.
- Provide additional professional development for faculty to rethink assessment and ways of meeting learning outcomes depending upon their chosen AI policies.
- Leverage the AAC&U AI, Pedagogy, and the Curriculum Institute (if secured) to support implementation of the Report's recommendations.

- Academic Units coordinate implementation with unit guidelines. Units may consider methods to audit syllabi, but this is at unit or departmental discretion.
- Note: Nothing here should be interpreted to overrule Academic Unit syllabi requirements. Rather, it is meant to ensure students receive guidance in every class they are in.

5) Offer Learning Modules for Students, Faculty, Administrative Staff

The AISC recommends the development and implementation of AI educational modules for the USD campus community. Listening sessions, participation rates in current programming, and AI survey data suggest demand from students (35%), faculty (47%), and staff (66%) for AI-related learning opportunities. Especially pronounced is a desire among students to differentiate between ethical and unethical uses, and among faculty and staff to understand how AI works in the first place.

Our environmental scanning shows that various forms of AI professional development already exist on campus. We propose investing in a range of learning opportunities, including but not limited to, asynchronous and synchronous online offerings, in-person workshops on campus, bringing experts to campus, sending colleagues to study or conduct research elsewhere, and convening seminars on the role of AI at a contemporary Catholic university dedicated to a human-centered, liberal arts education. A basic AI Literacy and Ethics Module, delivered online via the Learning Design Center (LDC), should be offered to students, faculty, and administrative staff along the lines described below. A portion of these modules should address Pope Leo's insistence that "Educating people about the use of AI, then, involves teaching them to decide when and for what purpose it ought *not* to be used." This is a Two-Way Door Decision (not that hard to reverse). Overall, we recommend the following:

Process

- University-wide support for all faculty, all students, all administrative staff, with particular attention to the needs of the stakeholder groups.
- Offer an introductory learning module on AI Literacy and Ethics university-wide, with the expectation that it will be revised and augmented, as needed, over time. Note: Several modules already exist in Canvas, developed by the Learning Design Center, with other modules planned. These can be modified in response to emerging needs.
- This recommendation should be reviewed by Deans, Vice Presidents, and their representatives, and draft training material should be reviewed by respective Vice Presidents.
- Timeline: Varies by community / user (details below).
- Continually monitor progress and send reminders as-needed.

To All Stakeholders (e.g., Students, Faculty, Staff)

- Anchor all efforts in Institutional Position on AI.
- Encourage the adoption of institutionally vetted tools (e.g., Gemini) rather than alternatives. Note: the AI@USD Survey indicates that the most-used tool across students (85%), faculty (78%) and staff (84%) is ChatGPT.
- Emphasize the importance of monitoring tool evolution, as digital tools are upcycled using GenAI technology (e.g., Grammarly's capacities have evolved dramatically).
- Emphasize the importance of using AI responsibly, including the understanding of the legal, security, and privacy risks associated with this technology.
- Emphasize the importance of developing critical thinking and digital literacy on campus for users to be able to take responsibility for collaborating with AI (and to prevent harmful cognitive offloading) on work products (across all communities, from students using it for schoolwork, faculty using it for research, and staff using it for operations)
- Form a voluntary team of USD's AI experts who discuss advanced usage of current and emerging tools and exchange practices and lessons learned.

Student-facing AI Literacy and Ethics Module

- For all new and returning, graduate as well as undergraduate students.
- Academic Affairs and Student Affairs to coordinate on content, delivery method and timing, and whenever possible, to include colleagues with relevant experience.
- Dates: AISC Member perspectives on timelines varied. Two timelines were discussed for the completion of the initial AI Literacy and Ethics Module, launching in Fall of 2026 or launching in Spring of 2027. As a compromise, we suggest: (1) developing materials over Summer of 2026, (2) finalizing materials and sensitizing the community in Fall of 2026, and (3) rolling-out a pilot version to the community in Spring of 2027.
- Launch a pilot AI Badge Program, developed and offered by LDC and the Career Development Center.
- Compliance possibly monitored by Student Affairs, with data provided by ITS, though this is subject to discussion and coordination.
- Failure to complete the Module within a specified period of time may incur a consequence, possibly Registrar hold or a fine, though will require additional coordination.
- Looking forward: Implement the strategy developed by the team participating in the 2026-2027 AAC&U Institute on AI, Pedagogy, and the Curriculum.

Faculty-facing AI Literacy and Ethics Module

- AI Literacy and Ethics Module is recommended (not required).
- Dates: AISC Member perspectives on timelines varied. Two timelines were discussed for the completion of the initial AI Literacy and Ethics Module, launching in Fall of 2026 or launching in Spring of 2027. As a compromise, we suggest: (1) developing materials over

Summer of 2026, (2) finalizing materials and sensitizing the community in Fall of 2026, and (3) roll-out Pilot to the community in Spring of 2027.

- Deans work with department chairs to inform faculty about the AI Literacy and Ethics Module.
- Faculty-facing development opportunities on AI should be curated or augmented by appropriately knowledgeable personnel.
- Faculty-facing development opportunities should emphasize ways in which AI use can harm or enhance learning and should guide faculty in finding and evaluating studies on AI in education as well as looking for retraction notices (as some recent large studies have been retracted)

Staff and Administrator-facing Professional Development and Compliance Training

- Provost and Vice President for Operations work with the Strategic Leadership Team to determine how to best ensure (1) appropriate learning opportunities (2) are developed, and (3) roll out to all appropriate staff.

6) Operationalize AISC to Deliver on Recommendations

The AISC's charge came from the Provost and Vice President of Academic Affairs and extends to the delivery of this report. In other words, the AISC is not charged with implementation. We recommend that the AI Steering Committee and attendant working groups be granted a second, year-long charge (AY26-27). This new charge would create a mechanism for completing the tasks described in this report (or otherwise recommended and required), in consultation with the university's Strategic Leadership Team and in coordination with any emerging institutional strategy. Given the short charge duration (one year), this is an easy-to-reverse Two-Way Door Decision, involving the following:

- Renew the AISC's charge for one year, under the leadership of Co-Chairs, and in close coordination with Vice Presidents, Deans and Department Chairs, Faculty Governance bodies, the USD Strategic Planning teams, and others as designated.
- Focus AY26-27 on implementing subsequent recommendations.
- Consider transitioning from the current topical Working Group model (mission, teaching, students, research, operations) to a new cross-functional team model tasked with making progress in this plan over 2026/2027. Functions likely include: Policy Development; Learning Modules Creation, Honor Code and Academic Dishonesty Review; Tool Review/Vetting Process; Teaching and Learning Strategy (e.g., AAC&U Institute team); reading groups and related fora to explore the insights of *Magnifica Humanitas*.
- Recommend Cross Functional teams led by AISC members and staffed by a combination of existing Working Group members and fresh voices.
- Reporting: Year-end report to the Provost, copying President and SLT.
- Mid-point reporting on AI Literacy and Ethics Module progress (date to be determined by launch date).

Overall Working Group Recommendations

Catholic Intellectual Tradition and the Human Experience

Need for mission-anchored institutional point of view on AI, priority for interfaith convening on AI in faith-based and mission-oriented institutions, emphasis on importance of contemplation, reflection, and community engagement, and importance of faculty fellows program across academic units.

Teaching and Learning

Develop institutional position; draft key policies (especially honor code and academic honesty); and develop guidance on incorporating AI in our honor code and academic honesty policies, ethical and responsible use of AI, respecting disciplinary boundaries in the use of AI, and robust professional development and training for students, faculty, and academic staff to form AI literacy, ethical use of AI, and course re-design. Provide faculty and students with guidance on how to develop critical thinking and digital literacy in an AI-infused world and appropriate times and ways to use technology.

Student Experience

Help ensure ongoing relevance of the *Thriving Student Model*, support the development of specific policies and guidelines aligned with student thriving, ensure some level of student proficiency with AI tools, importance of equitable access (including free access to approved tools), need for AI tools that are Academic Unit-specific, ensuring AI free zones, creation of institutional governing body for technology and data, creation of “responsible use” policy, and ensuring all policies and guidelines regarding technology align with USD Mission, Vision and Values.

Research and Scholarship

Protect undergraduate research through strong positional statements and increased funding, invest in relevant scholarship, especially that which addresses mission-aligned themes relating to AI (technical and humanistic), monitor external/disciplinary environs, host conversations about AI and scholarship at both the department and unit levels, focusing on issues such as expectations for scholarly productivity and transparency in reporting of AI usage.

Data, Administration, and Operations

Develop new and revise existing AI-related guidelines (e.g., responsible use of AI agents, legal implications, Responsible Use of University Computing Resources); support for regular foundational AI literacy training offerings for faculty, staff and administrators; implement administrative AI-powered applications that enhance productivity and improve decision making; continuously monitor and evaluate AI products (AI Tools Review Committee); establish the AI@USD website as the central USD hub for all campuswide AI-related information; organize a campuswide AI symposium in Fall 2026 (similar to UCSD’s initiative).

Methods

The AISC worked with Institutional Research to deploy a campus-wide survey, which resulted in over 1,000 respondents (9% response rate and 95% confidence interval). The AISC also developed an Internal Inventory of all AI-related programming at USD over the past 5 years (Appendix D. Individual Working Groups adopted a wide range of methods, as seen here.

Catholic Intellectual Tradition and the Human Experience

An internal scan and external benchmarking scan were complemented by a close read of key texts the committee found relevant to their charge.

Teaching and Learning

An internal scan of institutional assets was complemented by a thorough review of internal reports produced by past working groups. The group also conducted listening sessions with students, faculty, and administrators, and scanned the internal and external environment for key resources relative to research on AI pedagogy, AI syllabi statements, honor codes and academic honesty policies, and guidelines.

Student Experience

A peer assessment was conducted, involving interviews with colleagues at the following institutions: American University, Boston College, College of the Holy Cross, Fordham University, Gonzaga University, Marquette University, Providence College, Saint Louis University, Santa Clara University, University of Denver, University of Notre Dame, University of Richmond, Villanova University, and William and Mary.

Research and Scholarship

An internal assessment was conducted alongside desk research focused on the state of the field amongst institutional peers. This work was complemented by a small survey, and focus group with Associate Deans and our own institutional experience.

Data, Administration, and Operations

An internal scan of current AI use was conducted, along with a review of the policies and procedures of our peer institutions. The campus-wide survey was also analyzed and we have recommended additional measures that should be undertaken in the future.

----- END OF EXECUTIVE REPORT -----

APPENDICES

- A — *Magnifica Humanitas* [Expert]
- B — Draft Institutional Position Statement
- C — Recommended Syllabus Guidance on AI in Classroom
- D — AI@USD Survey Report
- E — Internal Scan of GenAI Activity at USD - 2021-2026
- F — Working Group Report: Catholic Intellectual Teaching and Mission
- G — Working Group Report: Teaching and Learning
- H — Working Group Report: Student Experience
- I — Working Group Report: Research and Scholarship
- J — Working Group Report: Data, Administration, Operations

AI@USD Report

APPENDIX A

Excerpted Sections from ...

ENCYCLICAL LETTER
MAGNIFICA HUMANITAS
OF HIS HOLINESS
POPE LEO XIV
ON SAFEGUARDING THE HUMAN PERSON
IN THE TIME OF ARTIFICIAL INTELLIGENCE

INTRODUCTION

1. Humanity, created by God in all its grandeur, is today facing a pivotal choice: either to construct a new Tower of Babel or to build the city in which God and humanity dwell together. Each generation inherits the task of shaping its own era, of guiding history to become a place where the dignity of every person is safeguarded, justice is promoted and fraternity is made possible. Yet every era also runs the risk of creating an inhumane and more unjust world. Whenever humanity is in danger of marring its true identity, we Christians lift our eyes to the Incarnate God, knowing that it is “only in the mystery of the Word made flesh that the mystery of humanity truly becomes clear.” [1] In Jesus Christ, this humanity in its grandeur becomes the Way, the Truth and the Life, opening the path for each of us to grow toward fullness.

2. Founded on Christ, the living stone, we experience the powerful and mysterious action of the Holy Spirit, and we believe that every authentic human effort to cooperate with him for the good will be blessed by our heavenly Father, in whom we place our hope. For this reason, we can diligently contribute to every initiative that builds a more just world, and we can call others to collaborate in promoting the integral development of every human being. We wish to engage in dialogue with all men and women of our time, with whom we share in the events, questions and aspirations of humanity. [2] Together with them, we seek to identify new paths for the common good and for promoting a dignified life for all. Indeed, openness to dialogue is an integral part of the Church’s vocation because, constituted in Christ as “a sacrament... of communion with God and of the unity of the entire human race,” [3] she recognizes history as the place where the Gospel challenges and directs human experience.

3. In this spirit, Pope Leo XIII published his Encyclical *Rerum Novarum* in 1891, the 135th anniversary of which we celebrate with deep gratitude this year. With that document, my beloved predecessor gave impetus to the reflection on society, the economy and politics, which is now known as the “Social Doctrine of the Church.” When some objected that the Church should not waste energy on worldly matters, but instead focus on communicating the message of eternal life, Leo XIII responded with realism and wisdom, saying that the proclamation of the Gospel cannot overlook the concrete lives of people. [4] Many decades have passed since then, and the Magisterium, pastors, theologians and faithful have continued to reflect on social issues in the light of the Gospel. Today, the Social Doctrine of the Church is a legacy of wisdom, where we find principles for thought, criteria for discernment and

judgment, and concrete guidelines for action. Founded on Sacred Scripture and Tradition, and in engagement with the sciences, it helps us clearly interpret the challenges of the present and identify appropriate ways for living out a clear Christian witness, with joy and in service to the world. It is not an inert set of concepts, but a living *corpus* of truth that safeguards and interprets humanity's vocation to a full and just life. I therefore wish to add my own voice to this living tradition, invoking the help of the Spirit of wisdom, who has dwelt in the world since its beginning (cf. *Prov* 8:22-31).

The *res novae* of our time

4. While [Leo XIII](#) spoke in his time of “new things” (*rerum novarum*), today we cannot limit ourselves simply to repeating his insightful teachings. Instead, we must ask God for the wisdom to interpret the great trends of our time, particularly technological advances. In recent years, it has become increasingly evident how rapidly and profoundly digitalization, artificial intelligence (AI) and robotics are transforming our world. Technology should not be considered, in itself, as a force antagonistic to humanity. On the contrary, it has formed part of our history since the beginning as “a profoundly human reality, linked to the autonomy and freedom of man.” [5] Over the centuries, technological development has significantly improved the living conditions of humanity. At the same time, each phase of progress has also revealed the ambiguity of tools that can cause harm when not oriented toward the good. Today, however, we find ourselves facing a new situation. The power and prevalence of emerging technologies are interwoven into the fabric of daily life, shaping decision-making processes and deeply affecting the collective imagination: “Never has humanity had such power over itself.” [6] New technologies open up a horizon extending in directions that are imaginable but not yet fully predictable. This complicates the assessment of their potential impact and the long-term effects they may have on both the dignity of individuals and the common good.

5. It now falls to us to face the challenges of our time with clarity of thought and responsibility. It is necessary to establish adequate regulatory tools capable of upholding justice and curbing the distorting effects of technological power. Nevertheless, the issue is not limited to regulation. As [Pope Francis](#) warned, we must realistically ask ourselves who holds this power today and how they use it: “It must also be recognized that nuclear energy, biotechnology, information technology, knowledge of our own DNA, and many other abilities which we have acquired... have given those with the knowledge, and especially the economic resources to use them, an impressive dominance over the whole of humanity and the entire world.” [7] In the past, it was largely up to the State to guide and direct innovation. Today, however, the main drivers of development are private, often transnational, parties that are endowed with resources and the capacity to intervene that surpass those of many Governments. Technological power thus takes on an unprecedented, predominantly “private” aspect, which makes it even more challenging to discern, govern and direct such power toward the common good.

6. For this reason it is necessary to begin a shared discernment process for identifying the spiritual and cultural roots of ongoing transformations. If we focus only on contingencies, we risk letting the succession of emergencies dictate the direction of our path. We are living through a rapid phase of transition, a “change of era,” in which — while some are vying for the future of new technologies and others dedicate themselves to reflecting on the matter — most people are watching and waiting, observing from afar and merely hoping for the best. For this very reason, crucial questions impose themselves on our conscience and can no longer be avoided: Where are we going? Toward what goal do we wish to orient ourselves? What direction should we choose as a people and as a human community?

Two biblical images

7. In order to answer these questions and discern how to navigate responsibly the era of AI, I would like to bring to mind two scenes from the Bible: the construction of the Tower of Babel (cf. *Gen* 11:1-9) and

the rebuilding of the walls of Jerusalem (cf. *Neh* 2–6). The story of Babel appears in the Book of Genesis, at the origins of humanity, immediately after the genealogies of Noah’s sons. After settling in a plain in the land of Shinar, the people decided to build a city and a tower “with its top in the heavens” (*Gen* 11:4). Fearing being scattered across the earth, they sought to guarantee stability and power for themselves, and above all to “make a name” for themselves. It was an impressive feat: a single language, a single technology, a single direction. However, the project concealed a profound danger. It was a project conceived without reference to God, supported by a uniformity that eliminated diversity and that chose homogenization over communion. When a city is built on pride and the claim to self-sufficiency, communication breaks down, languages are confused and people no longer understand each other. The result is not unity, but dispersion. Babel thus reveals the limits of any effort that, however grandiose, arises from self-affirmation, sacrifices human dignity for efficiency and aspires to reach heaven without God’s blessing.

8. The Book of Nehemiah, in turn, opens at a time of great vulnerability in the history of ancient Israel. After the Babylonian exile, a portion of the people returned to Jerusalem, but the city was still in ruins, the walls collapsed and the gates burned (cf. *Neh* 1–2). Nehemiah, a Jew in the service of the Persian King Artaxerxes, received news of the disastrous state of his ancestral city. Before taking action, he fasted, prayed and interceded for the people. He then asked the king for permission to return to Jerusalem and, upon arriving, examined the destroyed areas in silence. He did not impose solutions from above. He convened the families, assigned each of them a section of the wall to rebuild, listened to their concerns, coordinated their efforts and addressed any opposition. The narrative shows how the city is reborn, not through the initiative of one man, but through the shared responsibility of all: men, women, priests, artisans, heads of households and young people all play a part. It is an undertaking with God at the center, which rebuilds relationships before rebuilding with stones. Thus, ancient Jerusalem rediscovers a common language — not one of uniformity, but one of communion, namely the harmony that arises when all persons assume their own role and recognize that their strength comes from the Lord.

9. In light of these two images, the Holy Spirit challenges us today regarding our relationship with technology and the ongoing digital revolution. Scientific discoveries are talents entrusted to humanity so that they may bear fruit (cf. *Mt* 25:14-30). Technology has the power to heal, connect, educate and protect our common home; but it can also divide, exclude and generate new forms of injustice. In the abstract, technology in and of itself is not a solution to humanity’s problems, just as it is not inherently evil. In practice, however, technology is never neutral, because it takes on the characteristics of those who devise, finance, regulate and use it. Therefore, the primary choice is not between a “yes” or “no” to technology, but rather between constructing Babel or rebuilding Jerusalem; between a power that claims to dominate the heavens and a people who work together in the presence of God to rebuild the walls of fraternal coexistence.

10. We must, then, avoid the “Babel syndrome,” namely the idolatry of profit that sacrifices the weak, a uniformity that neutralizes differences, and the pretense that a single language — even a digital one — can translate everything, including the mystery of the person, into data and performance. The risk of dehumanization — of building a future that excludes God and reduces the other to a means — is an ancient and ever-new temptation that today takes on a technical guise. Instead, let us choose the “way of Nehemiah,” which highlights the importance of working together to make the City of God a safe place for returning exiles. Rebuilding today means recognizing that, precisely from the plurality of voices and visions which, even though they sometimes remind us of the confusion caused by the diversity of spoken languages, a bright possibility emerges. Indeed, this is the possibility of building together, of transforming diversity into a resource and of making listening and dialogue the common ground upon which to cultivate justice and fraternity. Within this shared task, Christians discover their unique role of guiding actions toward God so that, in his light, pluralism does not dissipate into disorder, but instead, through the practice of synodality, it becomes the space in which humanity rediscovers its solid foundations and its

final end. In the Book of Revelation, John sees the New Jerusalem “coming down out of heaven from God” (*Rev* 21:2) as a gift for all humanity. And this vision of grace is an invitation for us Christians to work together in order to foster a peaceful, just and dignified life in community within today’s “cities.”

Building for the common good

11. Building a city founded on the common good implies, first and foremost, building on a firm relationship with God. It means recognizing that the truth of his love calls us to life “in all its fullness” (*Jn* 10:10) and communion with him. Like Saint Augustine, we too can say, “You have made us for yourself, O Lord, and our heart is restless until it rests in you.” [8] Indeed, God has inscribed in our hearts a desire for happiness that embraces all the dimensions of life. The Church, in dialogue with the men and women of our time, recognizes the urgent need to safeguard and guide this aspiration toward its deepest truth.

12. Secondly, building for the common good means accepting the limits and weakness of humanity without considering them an error to be corrected. Today, the human desire for fullness of life is at risk of being misled by deceitful goals, such as the prospect of a technology that promises to free us from all weakness, and models of wellbeing that leave behind entire populations. All too often, we place our hope in unlimited “upgrades,” in forms of progress that exacerbate inequalities, and in immediate solutions incapable of healing people’s wounds. As a result, while some pursue the illusion of unlimited self-assertion, many are deprived of basic necessities. The Church reminds us, with a firm yet humble voice, that true fulfilment is not achieved by eliminating weakness but through harmonious growth. It is found where freedom and responsibility are intertwined with mutual care and true solidarity, and where progress is measured by the dignity of each person and the good of all peoples.

13. Thirdly, building a world in which everyone can flourish requires shared responsibility and courage. No one can single-handedly bear the weight of the challenges the world is facing, just as no one is so weak that they cannot play their part, for “power is made perfect in weakness” (*2 Cor* 12:9). All are given their own section of the wall: scientists and researchers, entrepreneurs and workers, educators and legislators, civil society, popular movements and faith communities. This is the logic of subsidiarity, which values the cooperation between generations, peoples, disciplines and cultures as the best way for fostering stability, prosperity and peace. We should not be intimidated by tensions or differences because they can become creative forces when guided by shared responsibility.

14. Finally, building for the common good requires an evangelical language. We must avoid humiliating or antagonistic words, opting rather for a clarity that sheds light and a frankness that unlocks new possibilities. We cannot condone naïve enthusiasms, nor fuel unfounded fears. Instead, let us establish standards for discernment — the dignity of the human person, the universal destination of goods, the preferential option for the poor, care for our common home and peace — and let us translate these standards into practices such as responsible planning, the assessment of human and social impact, the inclusion of the most vulnerable, the promotion of digital literacy and guiding research and industry toward justice and peace.

Remaining human

15. In the recent Ordinary Jubilee Year of 2025, we walked as pilgrims of hope and were blessed with many graces. Strengthened by these gifts, we can move forward with confidence to face the arduous tasks and demanding challenges that lie ahead. In the era of artificial intelligence, when human dignity is threatened by new forms of dehumanization, ours is the pressing duty to remain profoundly human. We must lovingly safeguard the grandeur of humanity bestowed upon us and revealed in its fullness in Christ,

the splendor of which no machine can ever replace. True progress always stems from a heart open to others, an intelligence willing to listen and a will that seeks what unites rather than what separates.

16. I address this heartfelt appeal to all the Catholic faithful, to all Christians and to all men and women of goodwill. Let us not be afraid to get our hands dirty on the “construction site” of our time. Like Nehemiah, let us pray, plan wisely and work perseveringly, placing God at the forefront of our actions and the human person at the center of our choices. Thus, the “rejected stones” — the poor, the sick, the migrants and the least among us — will become the cornerstone, and a solid, welcoming common home will emerge on the earth, where love and faithfulness will finally meet, and righteousness and peace will embrace (cf. *Ps* 85:10). This is the blessing we implore from God; and the task that stands before us is that of being builders of communion, rather than architects of Babel. We are to be servants of the coming Kingdom, instead of lords of towers destined for ruin. With the heart of a shepherd and a father, I ask everyone to abandon the construction of yet another Tower of Babel and to join forces in building up the common good, so that humanity will never lose its beauty, and the world once again will come to recognize the human heart as the place where God desires to dwell.

<< BREAK >>

An educational alliance for the digital age

139. In an era when truth is often distorted in order to serve particular interests and communication strategies, the field of education assumes decisive importance. Yet rapid technological transformations reveal just how unprepared we are on the educational level. The pervasiveness of digital media fosters a culture of immediacy and hyper-stimulation, which gives rise to fatigue, boredom and apathy concerning the effort required for seeking the truth.

140. Education, by contrast, is a long journey requiring patience, and therefore needs time for development and for engagement with reality beyond appearances. This is a fundamental issue because every technology shapes those who use it. Educating people about the use of AI, then, involves teaching them to decide when and for what purpose it ought *not* to be used. The speed and ease with which answers or summaries can be obtained risk extinguishing the desire to ask questions, which is a process that bears fruit only over time. As Plato wrote, the deepest and most important things are learned only after much time and effort, by engaging in discussion with others, “striking upon” ideas and experiences together like flint until the spark of understanding is kindled within us. ^[147] We must learn, then, how to exercise restraint in the use of AI and to protect our young people from the promise of the perfect machine, from that subtle temptation which renders human thought seemingly superfluous precisely when it is most needed.

141. In recent years, psychological and psychiatric literature has documented with growing insistence how early and unsupervised exposure to digital devices and social media can negatively impact sleep, attention span, control of emotions and relationships, especially during the most vulnerable stages of life, at times with tragic consequences. This is further aggravated by easy access to violent or degrading content that offends sensibility, to pornographic and hypersexualized material, to messages that trivialize the body and emotions, and to proposals that normalize risky behavior. Online phenomena such as grooming, blackmail and the sexual exploitation of minors are not uncommon, and are made more insidious by the use of fake profiles, algorithms that facilitate dangerous contact, and AI tools capable of manipulating images and videos. Having a personal mobile device at too early an age and using it without adult supervision can exacerbate young people’s vulnerabilities, foster addiction and expose them to

isolation, bullying and cyberbullying, as well as to pressures to share intimate images or sensitive information.

142. It is difficult for parents by themselves to resist the influence of business models that monetize attention and time. Therefore, it is essential to form an alliance among policy-makers, educational institutions and families that is capable of concretely supporting adults in this task. Far-sighted public policies are needed to oppose the immediate interests of platforms, concentrated in a few hands, when they conflict with the wellbeing of minors. In this regard, interventions by legislators are appropriate for setting age limits, holding service providers accountable rather than shifting the whole burden of control onto families, and for providing specific protections against all forms of online sexual exploitation and violence. Thus can children and adolescents, who are entrusted to our care, be genuinely protected as a precious treasure. [148] At the same time, it is also necessary to teach children, adolescents and young people how to recognize manipulation, defend their dignity and respect that of others in digital environments. [149]

The central role of schools

143. School is the place where new generations can learn to seek and love the truth, to reflect on the meaning of life and to recognize the dignity of every person. For this reason, many parents, who want their children to grow in the capacity to form relationships, develop critical thinking skills and embrace solid values, place great expectations on schools as valuable partners in their children's education. Yet parents have the primary and inalienable right to choose the kind of education and formation for their children, in a manner consistent with their moral, cultural and religious convictions. Today, the world of education faces a number of urgent challenges.

144. The first challenge is socio-political. Both within individual nations and across different regions of the world, significant inequalities persist concerning access to basic education and higher studies. In many nations, Governments have not yet invested the necessary resources for guaranteeing a quality education for all, whether by adequately supporting the public school system or by assisting private institutions that offer this essential service. When a substantial portion of education, at various levels, is entrusted to private institutions, access to schooling may become overly dependent on families' financial means, especially in the absence of adequate public support. In the face of this risk, it is nevertheless important to acknowledge and encourage the contribution of the many private Catholic educational institutions which ensure inclusive access for children and young people of every background, even when families' economic circumstances would not otherwise allow it.

145. The second major challenge is pedagogical. Many educational systems struggle to keep pace with change and to support the integral development of students. The advance of information technologies and AI is rapidly rendering curricula obsolete that were designed for a different era. Meanwhile, the organization of schools, physical spaces, evaluation methods and the role of teachers themselves must be rethought in order to promote an authentically integral education that addresses every dimension of the person. It is necessary to support the ongoing formation of teachers throughout their professional lives, so that they can engage positively with new technologies, helping students to use them responsibly, critically and creatively, rather than passively succumbing to their influence.

146. The third major challenge is intellectual and concerns knowledge. Without careful attention, an educational system lacking in a love for truth may emerge, in which an incessant flow of information replaces the essential exercise of research, reflection and discernment. As knowledge becomes increasingly fragmented, it becomes difficult to grasp reality as a whole, to ask profound questions about meaning, or to develop authentic, critical and creative thought. Many educators already report signs of dehumanization, where people may "know many things" but struggle to find direction in their lives, partly

due to an inability to connect information with deeper knowledge or maintain a sense of purpose. A genuinely healthy attitude is needed, requiring rhythms that incorporate silence, in-depth study, reading and judicious analysis, for without these elements inner freedom may be compromised.

147. The Church's Social Doctrine invites families, schools, Christian communities and public institutions to form a renewed educational alliance. This takes shape when fundamental principles are translated into educational goals, including teaching students a sense of moderation and limits; recognition of the rights of others and of future generations to enjoy the goods that are either provided for us or made available by human ingenuity; freedom and responsibility; and a sense of transcendence and the common good. Schools are not called to follow the pace of the digital world, but to offer that which the digital sphere by itself cannot provide, namely a shared time for learning and developing trustworthy relationships.

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APPENDIX B

Preliminary Language for 2026-2027 Listening Sessions on Institutional Position Statement on AI

“As a contemporary, Catholic university, the University of San Diego is committed to human-centered education that prioritizes the value of the liberal arts as the foundation for inspired and meaningful lives, now and into the future. This commitment centers human dignity and strives to foster academic excellence in a technologically infused age by emphasizing the core competencies of critical thinking, mental flexibility, discernment, creativity, and human judgement. Moreover, it prioritizes aspects of the human condition essential to full flourishing - things such as friendship, meaning, contemplation, reflection, service and love.

As new technologies emerge, they will increase--not diminish--the need for individual and collective wisdom, ethical judgment, and a vision of the good life. USD’s contemporary Catholic identity and liberal arts heritage position USD to respond proactively to advances in artificial intelligence, and to rise to the challenge set in *Lighting the Way Forward: Cultivate Innovation to Serve Humanity*.”

Note: This preliminary draft is a refined version of language that [1] has been seen by a growing number of people, including the Board of Trustees, President’s Cabinet, and hundreds of faculty and staff, and [2] is the result of the collective efforts of Nick Santilli, Rebeka Wanic, Eleanor Gillette, Austin Choi-Fitzpatrick, Darby Vickers, and Michael Lovette-Colyer.

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APPENDIX C

Recommended Syllabus Guidance on AI in Classroom

“As with any tool, it is important to know when it is or is not appropriate to use. Using generative AI as a substitute for thoughtful engagement with coursework, or to avoid the necessary intellectual challenges required to develop mastery and knowledge, undermines the University’s primary mission of advancing academic excellence. USD is committed to preparing our students to lead ethically with compassion and respect for human dignity. As such, we encourage all members of the community to reflect on the distinction between AI as a complement to your education and as a tool to replace it.

Given this, we note that generative AI is a tool which may offer ways to support the teaching and learning experience. As with any tool, it is important to know when it is or is not appropriate to use. Using generative AI as a substitute for thoughtful engagement with coursework, or to avoid the necessary intellectual challenges required to develop mastery and knowledge, undermines the University’s primary mission of advancing academic excellence. USD is committed to preparing our students to lead ethically with compassion and respect for human dignity. As such, we encourage all members of the community to reflect on the distinction between AI as a complement to your education and as a tool to replace it.

The University has a longstanding Honor Code which is grounded in our values and mission. The rapid development of AI tools prompts us to clarify that prohibitions against declaring or implying that another’s ideas, words or works are your own extends to the use of AI tools to generate those ideas, words or works or to substantially modify them (*see Honor Code Section IV B 3*). Additionally, the use of AI in any way which violates an instructor’s stated AI policy, or which is not explicitly permitted by an instructor’s guidelines for coursework, will be considered unauthorized assistance and therefore a violation of the USD Honor Code (*see Honor Code Section IV B 2*). The absence of a stated prohibition should not be taken as permission, and students should clarify any ambiguity with faculty.”

Note Original Content from AISC Working Group on Teaching and Learning, especially Elenore Gillette and Rebeka Wanic.

AI@USD Report

APPENDIX D

AI @ USD Survey: Executive Summary

Office of Research and Effectiveness

Purpose: The purpose of this report is to provide a high-level overview of the key findings of the USD AI Survey. This report was prepared by the Office of Institutional Research and Effectiveness in May 2026.

Survey Overview: The 2026 USD AI Survey was administered to undergraduate students, graduate students (on-site and distance education), faculty, staff, and administrators in the spring of 2026. The survey instrument was developed by San Diego State University (SDSU) and modified slightly for USD purposes. The overall response rate is 9%, for more information on the survey and limitations of the data, please see the *USD AI Survey Report*. Frequency data by survey item [here](#).

Overall Key Findings.

1. **Low adoption of AI for regular use.** 36% of respondents agree or strongly agree that they regularly use AI-powered tools or applications.
2. **Most respondents have concerns about AI's impact on...**
 - a. Personal privacy (76%)
 - b. Long-term societal impact (75%)
 - c. The environment/natural resources (74%)
 - d. The ethical use of AI (72%)
 - e. Humans' ability to relate to other human beings (69%)
 - f. Human creativity (negative) (67%)
 - g. Mental health (63%)
 - h. Job security (58%)
3. **Bimodal attitudes towards AI.** Within each group (students, faculty, and staff), respondents shared positive effects of AI use (e.g., efficiency, assistance) and negative effects (e.g., negative impact on critical thinking, creativity, and ability to write) with few neutral responses. Similarly, just less than half of respondents (47%) perceive the future role of AI as extremely good, good, or somewhat good; 34% perceive AI's role as extremely bad, bad, or somewhat bad, and 19% are neutral
4. **More faculty discourage the use of AI in their courses.** One quarter of faculty encourage or require the use of AI in their courses while 44% do not use, forbid, or discourage AI in their courses; 28% are neutral.
5. **Students are most skeptical about the benefits of AI in education (47%).**

AI @ USD Survey: Final Report

Office of Research and Effectiveness

Purpose

The purpose of this report is to summarize the key findings of the USD AI Survey to support the work of the USD AI Steering Committee. This report was prepared by the Office of Institutional Research and Effectiveness in May 2026.

Survey Overview

The 2026 USD AI Survey was administered to undergraduate students, graduate students (on-site and distance education), faculty, staff, and administrators in the spring of 2026. The survey instrument was developed by San Diego State University (SDSU) and modified slightly for USD purposes.

- The overall response rate is 9% (1,051 of 12,332 invited undergraduate students, graduate students, faculty, staff, and administrators).
- The student response rate is 5% (465 of 9,706 invited students).
- The faculty response rate is 22% (225 of 1,044 invited faculty).
- The administrator/staff response rate is 23% (361 of 1,582 invited administrators/staff).

The minimum number of responses received yields a confidence level of 95% that the real value is within $\pm 5\%$ of the measured/surveyed value for all respondents, students and administrators/staff. The faculty survey sample is below the minimum number of responses needed to meet a confidence level of 95% and may be a limited view of actual faculty perspectives. See Table 1.

The survey responses are representative of the student population in terms of student level. In the undergraduate student survey sample, students in the College of Arts and Sciences are overrepresented. In the graduate student sample, students in SOLES are overrepresented. In the employee sample, executives, managers, and professionals are overrepresented. In the faculty sample, the School of Law is underrepresented. See Tables 2-6. These over/under representations should be taken into consideration when evaluating the key findings.

Key Findings

This section highlights key findings and is organized by the seven sections of the survey. Frequency data by each survey item can be viewed at this [link](#). Likert-scale items in the first five sections use a six-point scale and strongly agree and agree frequencies are combined to indicate agreement with the survey item. Administrator and staff responses are referred to as staff for ease of reference. Responses to three open items are integrated into the relevant survey section.

Awareness and Understanding of AI

This question set focused on propensity for and awareness of AI learning opportunities.

Compared with students, more faculty and staff agree that they have attended workshops/seminars on AI and have seen opportunities to learn more about AI on campus.

Experience and Usage of AI

This question set focused on perceptions of AI's effect on work/learning, AI usage, and validity of AI results.

Compared with faculty (22%), more students (35%) and staff (43%) agree that they regularly use AI in their studies/work. Compared with faculty (32%) and students (37%), more staff (46%) agree that AI has positively affected their work experience. Across all three groups (90%), there is consistent agreement that the accuracy and validity of AI results must be verified.

Respondents were asked how AI has affected their job/approach to classes, these text responses are summarized by role below.

Students

Generally, students perceive AI to have a positive effect on their learning/coursework such as allowing them to offload technical work, making coursework more digestible, and/or using AI as a homework aid or as a starting point for their coursework.

Many students either don't use AI or indicate no effect on their learning/coursework.

Many students perceive AI to have a negative effect on their learning/coursework such as impacting their critical thinking skills and creativity, temptation to use AI as a shortcut, and frustration with peer AI use.

Faculty

Many faculty have used AI to develop course material (e.g., improve power point slides, class session flow, interactive course activities) and many faculty have used AI to save time on

administrative tasks (e.g., meeting minutes, agendas, proofread email drafts). Some faculty have used AI as a research assistant to help with literature reviews, for example.

Many faculty perceive students' AI use in their coursework as cheating and have increased their time spent detecting AI use and redesigning assignments to AI-proof them. Many faculty also perceive that AI use erodes students' ability to think critically and creatively and to write.

Staff

Staff most cited brainstorming and editing emails/standard documents as two areas where using AI technology has saved them time and improved their work. Staff use AI to improve the professionalism of emails, strike the correct tone in sensitive emails, and proofread a variety of standard work documents including emails, marketing documents, social media/blog posts, and web content. Staff have used AI to improve the brainstorming process by tapping the technology to generate ideas when they are stuck or as a sounding board when a colleague is unavailable.

Numerous staff voiced their concern about the accuracy of AI output and summaries. Individuals described the frustration and additional time that results from working with coworkers who send AI summaries that don't accurately represent the original research, technical solutions that contain hallucinations, and copy and pasted AI output that has not been reviewed. Staff mentioned losing trust in the quality of their team members' work and needing to spend more time reviewing shared team documents.

Perceptions and Attitudes Towards AI

This question set focused on AI's potential impact on various issues (social, environmental), human bias, creativity/innovation, job security, personal privacy, and the ethical use of AI.

Across all three groups, 69% agree that AI algorithms should be more transparent. More than half of respondents (58%) have concerns about AI's impact on job security with students expressing most concern (67%). Additional concerns include the impact of AI on environmental sustainability efforts or natural resources (71%), AI's impact on personal privacy (76%), and the ethical use of AI (72%) with faculty expressing the most concern (81%).

Skills, Education, and Training in AI

This question set focused on interest in AI learning opportunities, adequacy of current exposure to AI learning opportunities, and attitudes about AI use.

Less than half of faculty, staff, and students agree they are actively seeking opportunities to learn more about AI (37%). Across all three groups, 58% are interested in formal training on AI through coursework or other resources, staff agree the most (66%), faculty agreement is 47%, and students agree the least (35%). Students are the most skeptical about the benefits of AI in education (47%).

Respondents were asked to describe the kinds of training or support that would help them better understand or use AI in their work or future career. These text responses are summarized below by role and detailed in Appendix B.

Students

Students most requested training on distinguishing ethical from unethical AI use, prompt engineering, using AI for writing, research, and data analysis, AI impacts on the environment and/or jobs, integrated AI use in courses, AI basics and how AI works, critical approaches to AI technology, risks of AI (e.g., how AI affects learning and critical thinking), how to use AI transparently, and coding with AI.

Faculty

Faculty most requested training on AI basics and how AI works, how to use AI for their writing, research, and data analysis, and best practices for using AI in teaching and learning (e.g., activities, assignments, and assessments designed to assess student thinking). Faculty are also interested in distinguishing ethical from unethical AI use, AI detection tools that work, prompt engineering, and teaching students how to use AI responsibly.

Staff

Staff most requested training on how to use AI ethically and effectively at USD. Staff want to know what they should and should not be doing with AI at work and emphasized the need for clear AI policies and guidelines. The most requested type of training was hands-on workshops (online or in-person) that teach how to create effective prompts for completing job tasks more efficiently. Staff want training to focus on practical, step-by-step examples of how to use AI technology to save time on administrative tasks as well as training on how to use AI to improve work processes specific to their department or field.

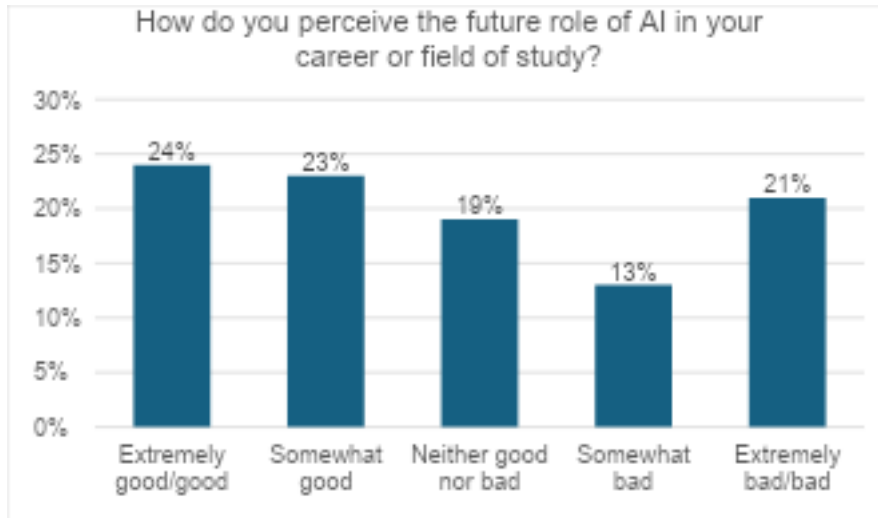
Future Expectations of AI

This question set focused on concerns about AI's impact on social issues (e.g., environmental, societal, human interaction, mental health, creativity), and future career.

Overall, respondents have concerns about AI's long-term societal impact (75%), the impact of AI on humans' ability to relate to other human beings (69%), the impact of AI on mental health (63%), AI negatively affecting human creativity (67%) and 86% agree that unregulated AI development may lead to unforeseen risks. Only 26% see potential for AI to solve complex global problems.

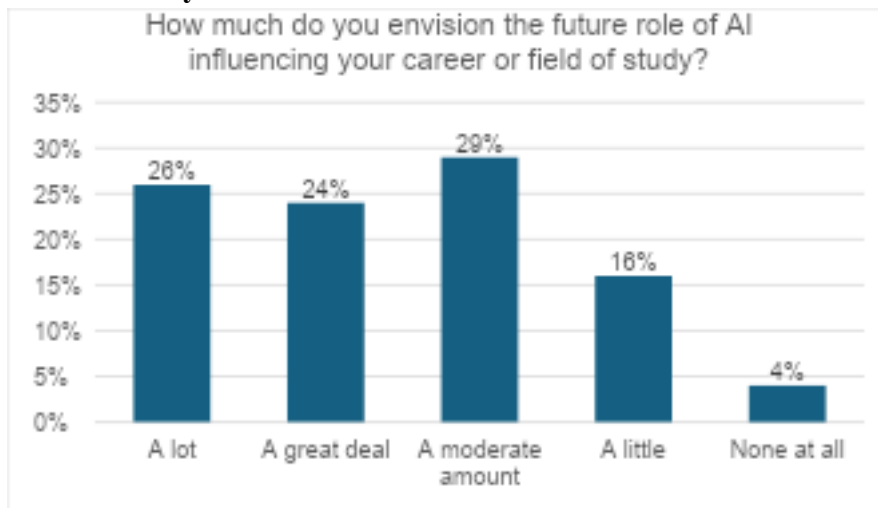
Respondents were asked about their perceptions of how and how much AI will influence their career or field of study in the future. Less than half of respondents (47%) perceive the future role of AI as extremely good, good, or somewhat good and 34% perceive AI's role as extremely bad, bad, or somewhat bad, 19% are neutral.

Chart 1: How Do You Perceive the Future Role of AI in Your Career or Field of Study



Respondents were asked how much they envision the future role of AI influencing their career or field of study. Fifty percent indicate a lot or a great deal with only four percent indicating none at all.

Chart 2: How Much Do You Envision the Future Role of AI Influencing Your Career or Field of Study



AI in the Classroom (Faculty Only)

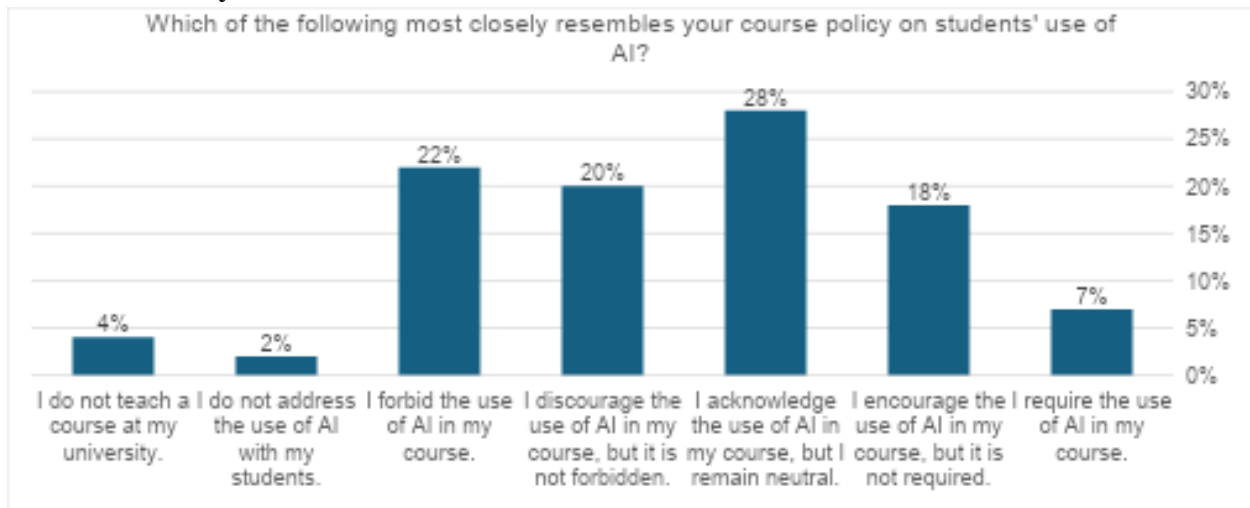
This question set focused on AI course policies, syllabi, and use of AI in course development and AI detectors.

Faculty agree (45%) that they provide specific guidance to students on how to use AI tools effectively while only 12% of students agree that their professors teach them how to use AI tools

effectively. Less than one third of faculty agree they regularly use AI tools in their research (23%) and teaching (28%).

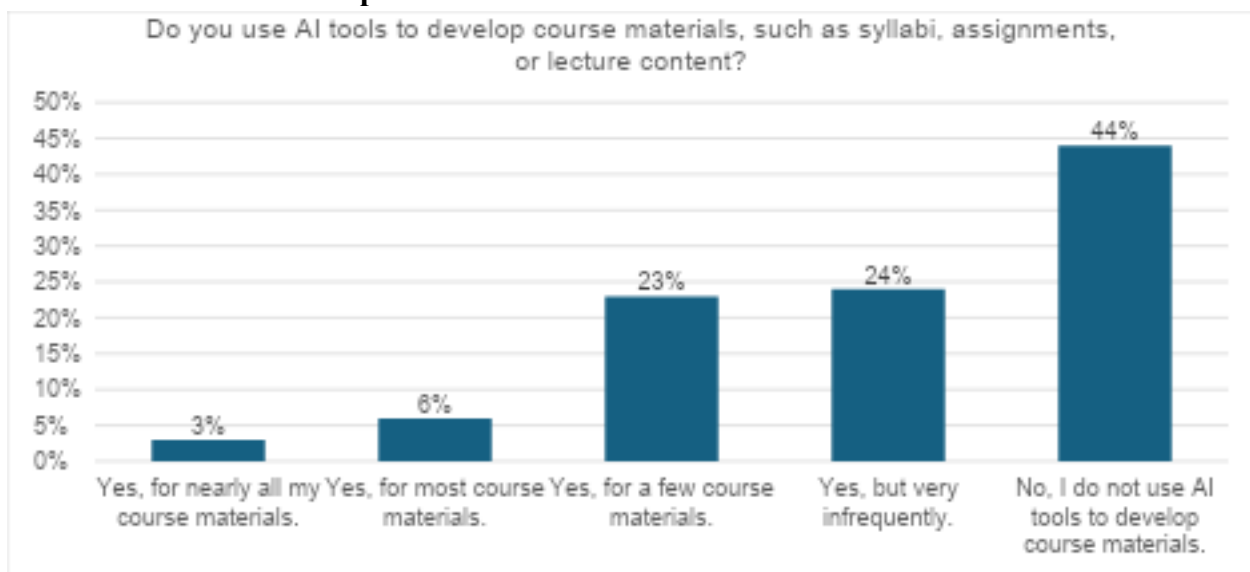
One quarter of faculty encourage or require the use of AI in their courses while 44% do not use, forbid, or discourage AI in their courses; 28% are neutral.

Chart 3: Faculty AI Course Policies



Just less than half of faculty do not use AI to develop course material while 9% use AI for nearly all or most of their course materials.

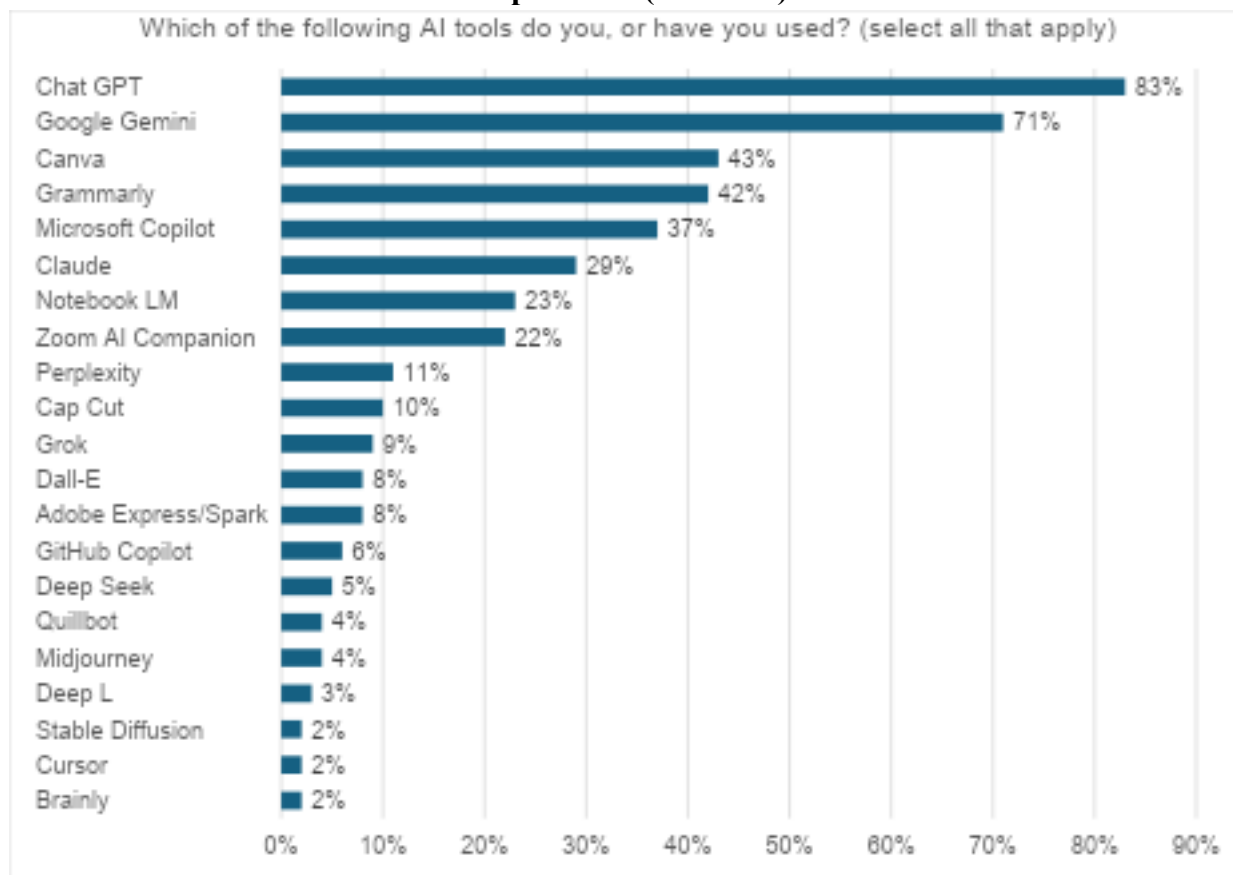
Chart 4: AI Use to Develop Course Materials.



Tool Use

Respondents were asked to indicate which AI tools they do or have used; percentages reflect the proportion of respondents who selected that tool.

Chart 6: Most Used AI Tools All Respondents (All Tools)



Usage varied slightly by role. Chat GPT is the most used tool for all three groups: students (85% have used), faculty (78% have used) and staff (84% have used). Google Gemini is the second most used tool by all three groups: students (63%), faculty (68%) and staff (82%). However, the third most used tool differs by group: Grammarly for students (47%), Microsoft Copilot for faculty (33%) and Canva for staff (52%).

Appendix A – Tables

Table 1: Response Rates and Confidence Level by Role

Role	Total Responses	Survey Recipients	Response Rate	Minimum Responses (95% CI)*	Difference
Student	465	9,706	5%	370	95
Faculty	225	1,044	22%	282	-57
Admin/Staff	361	1,582	23%	310	51
Total	1,051	12,332	9%	373	678

Note. *Minimum number of responses needed to have a confidence level of 95% that the real value is within $\pm 5\%$ of the measured/surveyed value.

Table 2: Student Survey Respondents by Level

Student Level	# of Survey Respondents	% of Survey Respondents	Spring 2026 Student Population	% of Spring 2026 Student Population
Undergraduate	265	57%	5,961	61%
Graduate	200	43%	3,815	39%
Total	465		9,776	

Table 3: Undergraduate Student Survey Respondents by College/School

College/School	# of Survey Respondents	% of Survey Respondents	Spring 2026 Undergraduate Population	% of Spring 2026 Undergraduate Population
Arts and Sciences	129	49%	2,002	34%
School of Business	38	14%	1,815	30%
School of Engineering	25	9%	537	9%
Undeclared	73	28%	1,607	27%
Total	265		5,961	

Table 4: Graduate Student Survey Respondents by College/School

College/School	# of Survey Respondents	% of Survey Respondents	Spring 2026 Graduate Population	% of Spring 2026 Graduate Population
Arts and Sciences	4	2%	50	1%
Business	14	7%	420	11%
Continuing Education	21	11%	370	10%
Engineering	36	18%	771	20%
Law	45	23%	960	25%
Nursing	16	8%	420	11%
Peace Studies	15	8%	144	4%
SOLES	49	25%	680	18%
Total	200		3,815	

Table 5: Faculty Survey Respondents by College/School

College/School	# of Survey Respondents	% of Survey Respondents	Fall 2025 Faculty Population	% of Fall 2025 Faculty Population
Arts and Sciences	104	47%	452	43%
Business	39	18%	147	14%
Continuing Education	10	5%	38	4%
Engineering	17	8%	90	9%
Law	9	4%	128	12%
Nursing	10	5%	56	5%
Peace Studies	6	3%	19	2%
SOLES	27	12%	117	11%
Total	222		1,047	

*Faculty members can teach in more than one college/school.

Table 6: Employee Survey Respondents by IPEDS Human Resources Category

IPEDS Human Resources Category	# of Survey Respondents	% of Survey Respondents	Fall 2025 Employee Population	% of Fall 2025 Employee Population
Faculty – Instruction, Public Service, Research	225	39%	1,082	39%
Executives, Managers & Professionals	276	47%	1,005	36%
Technicians, Skilled Workers, Laborers, Service, Clerical	81	14%	673	24%
Total	582		2,760	

Appendix B – List of Training Topics and Modalities

Participants were asked to respond to the following question using text responses.

What kinds of training or support would help you better understand or use AI in your work or future career?

The analyzed responses are summarized below by role using the following key to reflect the magnitude of the responses:

	10 or more responses
	5-9 responses
	Fewer than 5 responses

STUDENTS

Training Topics	Training Pedagogy/Modality
Distinguish ethical v. unethical use	Tools and techniques, not generalities
Prompt engineering	Hands on application, sandboxes
Using AI for writing, research, and data analysis	Workshops
AI impacts on environment and/or jobs	Targeted updates
Integrated AI use in courses	Instructional videos and tips
AI basics and how AI works	Campus experts willing to answer questions
Critical approach to AI technology	Real experts
Risks of AI (e.g., how AI affects learning and critical thinking)	
How to use AI transparently	
Coding with AI	
Creating agents	

STAFF

Training Topics	Training Pedagogy/Modality
AI basics and how AI works	Hands on workshops (virtual or in computer lab)
Administrative tasks (emails, datasets, mechanical work) or job tasks, how to use at USD for work	Virtual training with step-by-step examples
Distinguish ethical v. unethical use/USD policies	Webinars/online videos
Creating prompts	
How to evaluate validity of AI output	
Creating agents	
Gemini	
Using AI for writing, research, and data analysis	

FACULTY

Training Topics	Training Pedagogy/Modality
AI basics and how AI works	Hands on application, sandboxes
Using AI for writing, research, and data analysis	Regular frequency
Best practices for using AI in teaching and learning (e.g., activities, assignments, assessments designed to assess student thinking)	Two hours, in-person workshops
Distinguish ethical v. unethical use	Day-long workshops or sprints
AI detection tools that work	Faculty working group, peer exchange
Prompt engineering	Real experts
Teaching students how to use AI responsibly	Targeted updates
How AI can HELP students learn	Asynchronous
Creating agents	Campus experts willing to answer questions
Administrative tasks (e.g., recommendation letters, mechanical work, email)	Case studies/examples
How using AI affects the brain/how to be a lifelong learner in the advent of ubiquitous AI	Easily retrievable/findable
Critical approach to AI technology	Transparency in what will be covered, what level it is
How to use Notebook LM in an educational setting	Written so I can read it
How to draft legal documents	Instructional videos and tips
How to discourage students from using AI in Humanities and Social Sciences	Tools and techniques, not generalities
How to make students care about learning	
How to make grading and feedback easier	
How to change my approach to teaching and learning	
Digital privacy of intellectual property	
How to AI-proof assignments	
AI syllabus language	
How to evaluate AI outputs	

AI@USD Report

APPENDIX E

Internal Scan of AI Activity at USD - 2021-2026

Overview

This memo provides a structured inventory of AI-related activity at USD from 2021 through April 2026. It is organized by domain and distinguishes between completed/active work and initiatives currently in progress. The record draws on the institutional timeline, working group documentation, and a supplementary scan of internal communications and project files. In sum: USD's activity spans governance, curriculum, research infrastructure, professional development, and operational innovation.

I. Governance and Institutional Leadership

- **Joint Taskforce on AI @ USD Report** (2022–2023) -- Provost Office and University Senate. Foundational institutional document establishing early principles for AI governance.
- **Generative AI Working Group Recommendations** (May 2023) -- Twelve-member cross-functional group; produced policy, pedagogy, and resource recommendations.
- **Dean's Advisory Council on Artificial Intelligence Report**, "The College in the Age of AI" (Feb 2024) -- Nine-member, multidisciplinary group from CAS; produced policy, pedagogy, and resource recommendations for the College of Arts and Sciences and the University (Spring 2023-Fall 2023).
- **Dean's Advisory Council Report on AI** (2024, CAS) -- Unit-level analysis of AI's implications for arts and sciences.
- **Campuswide Rollout of Microsoft Copilot** (May 2024) Managed by ITS, Microsoft Copilot was made available at no cost to all USD faculty, staff, and students.
- **Presentation at the SLT Retreat** (August 2025). Led by Elazar Harel and Darby Vickers.
- **Presentation to the President's Cabinet** (August 2025). *AI @ USD: Risks, Rewards, and our Path Forward*. Led by Elazar Harel, Darby Vickers, and Austin Choi-Fitzpatrick.
- **Presentation to the School of Engineering** (August 2025). Led by Austin Choi-Fitzpatrick and Darby Vickers.
- **The AI Assessment Scale (AIAS) Framework** (2025–2026). Led by the Learning Design Center (LDC), it serves as the university's primary framework for moving beyond unreliable AI detection tools and defining transparent levels of AI integration for assignments.
- **Presentation to Board of Trustees** (September 2025). *AI @ USD: Risks, Rewards, and our Path Forward*. Led by Elazar Harel, Darby Vickers, and Austin Choi-Fitzpatrick.

- **CAS Academic Assembly Ad Hoc Committee on AI** (October 2025) -- Seven-member CAS (and Library) group; produced policy, pedagogy, and resource recommendations for the College of Arts and Sciences (Spring 2025-Fall 2025).
- **General Counsel Guidance on AI Use** (2026) -- Institutional guidance on legal and data-security dimensions of AI adoption.
- **AI Steering Committee + Five Working Groups** (2026) -- Chartered by the Interim Provost/ VP for Academic Affairs; five domain-specific working groups with a monthly reporting cadence. Each working group is actively gathering data on AI activity, needs, and norms within its domain. Interim report due May 30, 2026.
- **Campuswide AI Survey** (April 2026) -- Launched to gather baseline data on AI usage, perceptions, and needs across faculty, staff, and students.
- **OSP and IRB AI Advisors** (2026) -- Active advisory function within OSP and the IRB, in partnership with ITS, to guide AI-related research and compliance questions.
- **USD Website AI Visibility Enhancements** (2026) -- ITS initiative to improve USD's discoverability via AI-based search tools.
- **Torero AI Agent (beta)** (April 2026) -- AI agent, developed by ITS using AgentForce, available in beta in the MySanDiego portal.
- **AI-Generated Dashboards** (2026) -- Several proof-of-concept dashboards under development by ITS and LDC.
- **"AI Mode" in USD Search** (May 2026) -- ITS enhanced the USD website search functionality by adding a new "AI Mode" option.
- **Presentation to the President's Cabinet** (May 2026). Update on AISC and Working Groups, by Nick Santilli and Austin Choi-Fitzpatrick.

II. Teaching and Learning

- **Computer Ethics** (Fall 2021, CAS--Philosophy) -- New undergraduate course offering (taught under PHIL 334); taught for the first time under official name and number (PHIL 345) as of Spring 2025.
- **AI Ethics Course** (Spring 2022, CAS -- Philosophy) -- New undergraduate course offering (taught under PHIL 334); it was offered under its official name and course number (Ethics of AI and Robotics, PHIL 348) starting in Fall 2024.
- **Chat GPT and AI Ethics** (Spring 2023, CAS -- Humanities Center) -- taught as a 7-week pop-up course at the Humanities Center by two philosophy professors (HUMC 394)
- **The Changing Face of Humanity** (Summer 2023, CAS -- Humanities Center) -- team-taught by an interdisciplinary group of CAS faculty for incoming freshmen (HUMC 294)
- **"Course Design with AI in Mind" Workshop** (2023, CEE) -- Summer Tune-Up offering for faculty on curriculum adaptation.
- **"Can ChatGPT Write My Syllabus?"** (2023, CEE, LDC) -- Joint webinar in using generative to draft syllabi.
- **"Students Are Using AI"** (2023, CEE, LDC) -- Joint webinar discussing ways students are using generative AI.

- **The Changing Face of Humanity** (Summer 2024, CAS -- Humanities Center) -- team-taught by an interdisciplinary group of CAS faculty for incoming freshman (HUMC 294)
- **Introduction to AI Literacy Course** (2025, LDC) -- Canvas-based course available campuswide.
- **Authentic Learning in the Age of AI** (2025, LDC) -- Online learning module on practical teaching strategies to ensure authentic learning.
- **Campuswide AI Learning Labs** (2025, Provost Office) -- In-person training sessions available to all faculty and staff.
- **"Fundamentals of AI" Online Course** (2023, CDCS + LDC) -- Free campuswide course.
- **"Intellectual Property in Generative AI" Online Course** (2025, CDCS) -- Free campuswide course.
- **Embedded Ethics Certificate Program** (2024, CAS -- Philosophy) -- Stackable credential in applied AI ethics.
- **Minor in Technology and Society** (2025, CAS -- Philosophy; Humanities Center) -- New interdisciplinary minor for all undergraduate students with courses offered by CAS, SMSE, and KSB..
- **Law School AI Training** (2025) -- First-year law students receive AI training in writing and research. New course: Generative AI for Attorneys. Law School AI uses policy issued.
- **Critical AI Literacy Workshop** (2024, CDCS/SMSE)
- **Applied AI and Data Science Graduate Student Seminar Series** (2024 & 2025, CDCS/SMSE)
- **SMSE "Teaching with AI" Initiative** (2025–2026) -- Led by Associate Dean Imane Khalil and Ebrahim Tarshizi; includes external workshops and internal faculty lab sessions.
- **Faculty Workshop on Teaching with ChatGPT** (2025, CDCS/SMSE)
- **Faculty and Scholar Workshop on Research with ChatGPT** (2025, CDCS/SMSE)
- **Copley Library AI Workshop Series** (Fall 2025–ongoing) -- Faculty and student tracks; sessions on AI in scholarly publishing; practical and ethical AI for teaching and learning; picking the right tool for the task; creating AI-aware assignments; and guidance for smarter searching.
- **Humanities Center AI Fellows Program** (2022, CAS) -- Funding for individual faculty to pursue AI-focused research or teaching, and give presentations at HC.
- **Knauss Curricular Innovation Grant** (2025) -- Grant funding for AI integration in curriculum development.
- **PCE AI Certificate Suite** (2025) -- Five professional and continuing education credentials: AI in Education, AI for Leaders and Executives, AI for Business Solutions, Advanced Certificate in AI Integration for Educational Leadership, and AI/ML Bootcamp.
- **SOLES AI Policy Guidelines** (2025) -- Faculty transparency standards for student assignments involving AI.

- **Knauss AI Tools and Demo Series (2025–2026)** -- Vendor demonstrations for Knauss faculty.
- **"How Do LLMs Work?" Online Course (2026, CDCS/LDC)** -- Free online course launching in Spring 2026.
- **Pardee Legal Research Center (LRC) AI Speaker Series (Spring 2026)**. LRC launched a dedicated speaker series exploring cutting-edge AI legal issues.
- **Knauss AI Workshop for Faculty (April 26, 2026)** -- Faculty session on best practices for integrating AI in the classroom.
- **Knauss AI Workshop Series for Business (2025–2026, The Brink SBDC)** -- Six-part hands-on series for regional businesses.
- **Knauss AI Workshop Series on Real Estate Applications (2026, Burnham-Moores Center)**
- **Spring 2026 lecture for Bridges Academy “Who’s Afraid of Intelligent Tools: Cognitive Offloading, Technological Enhancement, and How To Live Well With ” (February 27, 2026)** by CAS philosophy faculty member.
- **TPEN Parent Session: "The Future of AI in College Education"** (March 26, 2026) -- Featuring Google VP Scott Huffman and USD faculty.
- **SOLES - Deans' Perspective Manuscript** -- Drs. Molina et al., "Leading from the Precipice: How Academic Deans are Navigating Artificial Intelligence in Higher Education." Accepted for publication.
- **Human-AI Review Grant (Jacobs Institute)** -- Submitted to the Strategic Initiative grant program; proposes a "Human-AI Learning Framework" analyzing AI assessment data to enhance cognitive development through research-informed learning experiences. Pending decision.
- **Center for Digital Civil Society Panel: “Teaching with AI Assistants: Opportunities and Boundaries for Student and Faculty Support”** (April 2026) -- panel of six faculty and staff from across USD (including Engineering, Business, CAS, and LDC)
- **ITS Weekly AI Tools Workshop (May 2026 onward)** – Led by CIO Elazar Harel

III. Research and Scholarship

- **MS in Applied AI Program (2021, SMSE)** -- Graduate degree program; among USD's earliest formal AI academic offerings.
- **Faculty AI Learning Group (2020–2021, Humanities Center)** -- Early faculty cohort exploring human and social dimensions of AI.
- **Ethical Decisions in Technological Societies Conference (April 14-15, 2023, CAS Philosophy & Values Institute)** -- Conference organized by CAS Philosophy faculty on the ethics of AI.
- **Google AI Suite Rollout (2025, ITS)** -- Campuswide deployment of Gemini and NotebookLM.
- **AI@USD Website (2025)** -- Institutional clearinghouse at sandiego.edu/ai.

- **Scite.ai Subscription** (Copley Library) -- Campuswide access to AI-powered citation analysis; integrated with Zotero and Mendeley. Workshops and liaison support active.
- **Grant Forward Training** (Copley + OSP) -- AI-assisted keyword identification for faculty funding searches.
- **DOD Grant: Enhancing Proof Assistants with Homotopy Type Theory** (2025, CAS) -- Awarded to Dr. Shulman (CAS Mathematics)
- **NEH Grant: Ethical AI Tools for the Disability Community** (2025) -- Awarded to Drs. Vickers, Tillman, Baik, and Choi-Fitzpatrick (CAS Philosophy, CAS Communication, and Provost Office).
- **NSF Award: Data-Centric AI for Wearable Biosensors to Enhance Learning** (2026, SMSE) -- Awarded to Dr. Moghadam in Engineering.
- **Research and Scholarship Working Group** (2026) -- Co-led by Sat Garcia and Austin Choi-Fitzpatrick; active subgroups gathering data on benchmarking, strategic investment, operational efficiencies, and AI literacy across the research ecosystem.
- **On-Campus Master of Science in Applied Artificial Intelligence (MS-AAI) Expansion** (2026). Expanding USD's landmark 2021 online-only graduate degree into a full-time, face-to-face, on-campus format launching in Fall 2026.

IV. Data, Administration, and Operations

- **ITS AI Infrastructure** -- Enterprise AI tooling managed through ITS; includes campuswide Google AI deployment and AIAS framework support.
- **MarCom Representation on Operations WG** -- University Marketing and Communications represented on the Data, Admin, and Operational Excellence working group.
- **Data, Admin, and Operational Excellence Working Group** (2026) -- Co-led by Elazar Harel (ITS), Johannes Grey (HR), and Megan Mazza (General Counsel); actively gathering data on operational AI use cases, risks, and efficiency opportunities across administrative units.

V. Student Experience

- **AI Literacy Course (Canvas)** -- Available to all students and faculty campuswide (LDC).
- **Law School Student AI Policy** (2025) -- Formal policy governing student AI use in law school coursework.
- **SMSE Panel: "Teaching with AI Assistants"** (2026) -- Faculty-facing on-campus panel led by Dr. Ebrahim Tarshizi exploring the ethical tensions, boundaries, and opportunities of augmentative AI in classroom settings.
- **The Brink SBDC: AI-Driven Pitch Preparation Integration** (2026) -- **Knauss School of Business.** Integration of hands-on workshops on AI tools and layout engines (e.g., "Market Opportunity, AI & Deck Design" in February 2026) to prepare students and regional entrepreneurs for the San Diego Angel Conference.

- **Pilot and Implementation of AI Assessment Framework - Online Programs (2026)** - LDC implemented the assessment framework that accounts for the balance of academic integrity and skill development.

VI. Catholic Intellectual Tradition and Human Formation

- **AI Faculty Reading Group - Humanities Center (2020-2026)** -- the Humanities Center Technology & Humanities Element has hosted a faculty reading group on AI during one or both semesters since 2020.
- **AI/Technology and the Humanities Series - Humanities Center (2021-2026)** -- the Humanities Center Technology & Humanities Element has hosted speaker series on AI periodically since 2021 featuring invited speakers from other institutions; these include both academic talks and interviews with authors about recent books. The interviews were in conjunction with the Fall 2024 instance of PHIL 348 Ethics of AI and Robotics.
- **Consciousness and Artificial Intelligence Discussion Series - Humanities Center (2022)** -- the Humanities Center Technology & Humanities Element hosted a series of discussions on consciousness featuring both CAS faculty and outside speakers.
- **Socially Responsible Technology - Humanities Center (2023)** -- The Humanities Center hosted speakers from CAS discussing socially responsible technology.
- **AISC Working Group on Catholic Intellectual Tradition and the Human Experience (2026)** -- Co-led by Michael Lovette-Colyer (Mission Integration) and Darby Vickers (College of Arts and Sciences - Philosophy). Active and gathering data on the intersection of AI, ethics, and formation at USD.

AI@USD Report

APPENDIX F

WORKING GROUP REPORT

Catholic Intellectual Teaching and the Human Experience

Working Group Chairs

- Darby Vickers, Ph.D., Assistant Professor, Philosophy; Element Chair of Technology and Humanities, Humanities Center
- Michael Lovette-Colyer, Ph.D., Vice President, Mission Integration

Working Group Members

- Austin Choi-Fitzpatrick Ph.D., Professor and Associate Provost for Academic Strategy and Growth
- Jessica Fernandez De La O, Program Coordinator, Mulvaney Center and College Corps
- Mary Hotz, Ph.D., RSCJ Associate Professor, English
- Susan Lord, Ph.D., Chair and Professor, Integrated Engineering, Shiley-Marcos School of Engineering
- Susie Babka, Ph.D., Professor, Theology and Religious Studies
- Susannah Stern, Ph.D., Professor, Communication
- Kevin Tajii, Psy.D., Assistant Director of Mental and Behavioral Health and Coordinator of Training, Student Affairs
- Adriana V Vamosiu , Ph.D., Professor of Economics, Knauss School of Business

Executive Summary

As a Catholic university, the six major themes of the Catholic Intellectual Tradition should inform our approach to AI. These themes are (1) the compatibility of faith and reason, (2) sacramentality, (3) tradition, (4) social justice, (5) community, and (6) integration. As a university grounded in the liberal arts, we committed to foregrounding the human experience in all aspects of life and learning on campus. The way we use AI must, critically, always be connected to the question of what it means to be human. These considerations should be integrated into the curriculum and members of our community (students, faculty and staff) should have opportunities to reflect on these issues even while learning to use AI in intentional, ethical ways.

Four Vital Recommendations

1. Articulate and share widely an institutional point of view on AI, one that is explicitly grounded in our mission, vision and values.
2. Run an interfaith convening around how faith-based higher education institutions are shaping their approach to AI and reflecting on rapid technological change.
3. Foreground the importance of contemplation and reflection as components of discernment and formation.
4. Create a program of faculty fellows from each school (and representing a wide swathe of disciplines) who are provided with the time and community to develop resources, share ideas that can be brought back to their home schools and disseminated, and collaborate on research, teaching, and service projects related to AI and the mission of the university.

Critical Gaps and Specific Solutions

Critical Gap	Proposed Language for Solution
Coherence among our diverse stakeholders, coming from widely disparate perspectives, about how USD approaches AI. This includes questions from prospective students and families as well as employees such as “how does USD think about AI?” or “are students allowed to use AI?” or “will students learn how to use AI as a part of their studies?” or “are we allowed to use it as part of our employment?”	As a contemporary Catholic university grounded in the liberal arts, we remain focused on the importance of community, creating a culture of care, personal attention, and high impact educational practices. Now more than ever those commitments are what distinguish us and what the world needs. Like other technologies, we will thoughtfully study and employ AI to prepare our graduates to thrive after graduation, understand the ethical questions it raises and to appreciate even more deeply what it means to be human.

SECTION II: WORKING GROUP REPORT

Working Group Charge

1. Provide recommendations for ways USD's emerging AI policy can best align with and support the Lighting the Way to 2030 strategic plan.
2. Identify people, processes, centers and institutes for investing in fresh thinking about the Catholic Intellectual Tradition/Catholic Higher Education in an age of AI.
3. Recommend programming for AY26-27 that addresses the opportunities and challenges presented by AI for the CIT and the human experience.
4. Suggest aspects of the USD experience that should be preserved from AI-related changes as well as aspects that should embrace AI-related changes.
5. Identify practical ways in which our Catholic identity, heritage and mission can contribute to the development of AI-related policies and programs at USD.
6. Identify opportunities for USD to attract funding related to this area of expertise.

Methodology

- *We met 4 times across the spring 2026 semester. After the first meeting, at which the charge and timeline for our work was shared, each member was asked to engage in an internal and external scan. For the internal scan, group members were asked to consult colleagues with their respective groups to hear how they were thinking about AI, how they are using AI, and what questions and/or concerns they have regarding AI. For the external scan, members of the working group were asked to research our peer and aspirant institutions to determine if other universities are using AI in ways we might or might not want to and/or if they have policies, practices or other insight into how a Catholic university focused on the human experience may want to incorporate AI.*
- After sharing the results of the internal and external scan, we reviewed the six themes of the Catholic Intellectual Tradition and major principles of the human experience. We then collectively formulated ideas for a USD AI strategy in light of these themes and principles. Through in-depth discussion as well as a survey assessment conducted via Google forms, we developed a list of principles and recommendations.

Stakeholders Consulted

- We deliberately included in the working group representatives from all three undergraduate academic units (the College, Business, Engineering). We included additional faculty from the College to leverage their expertise in Communication, Theology and Religious Studies and English. And we were purposeful to include a representative from wellness who works directly with students on issues related to mental health as well as a representative from the Mulvaney Center to focus on the importance of community and community-engagement. Group members were asked to systematically gather feedback from their colleagues as well as research peer and aspirant peer institutions.

Key Findings

- *We need to develop a mission-driven approach to AI. Peer (and aspirational peer) institutions are building frameworks for mission-aligned approaches to AI, on a spectrum between the more streamlined efforts (e.g. Notre Dame) or a more decentralized approach where various policies are united by a single overriding vision (e.g. Santa Clara).*
- *Institutions like Notre Dame are taking a holistic approach to a mission-aligned approach to AI, including*

Recommended Next Steps

- *Please see the next page for our 3-page document which expresses our recommendations.*

Key Resources Consulted

- *Perhaps most helpful was the document titled “Sophie’s Gift: Our Call to the Future,” a document written by the RSCJ Order explaining the educational philosophy of the RSCJ order. The document presents key commitments to the education offered in the spirit of the RSCJ: Education as a process of humanization, a path towards transformation, a practice rooted in silence, the art of contemplation, formation in thought and critical consciousness, an intentional practice, seeking a common horizon, and going beyond borders to serve all. Each of these offers immense potential for shaping a USD AI strategy.*
- *An additional resource that merits attention is Pope Leo’s 2025 Apostolic Letter titled “Drawing New Maps of Hope.” He published this on the 60th anniversary of the Declaration on Christian Education that emerged from the Second Vatican Council. In it, he explicitly names the need to be discerning about the use of AI and other technology, the imperative of keeping the person at the center of all our educational efforts and recommitting to a humanistic, holistic version of education as formation rather than as merely the transfer of information.*
- *We also read and reviewed a text outlining the primary themes of the Catholic Intellectual Tradition written by William J. Cahoy titled “The Catholic Intellectual Tradition: What is it? And Why Should I Care?”*

SECTION III: REPORT

Recommendations of the AISC Working Group on the Catholic Intellectual Tradition and Human Experience

For each of the general principles that we recommend, we provide an example of how such a general principle might be applied or implemented. We also highlight which of the 6 principles of the Catholic Intellectual Tradition each recommendation speaks to. All recommendations speak to the human experience in some deep way.

Key Recommendations

(1) Articulate and share widely an institutional point of view on AI, one that is explicitly grounded in our mission, vision and values. In the Catholic Intellectual Tradition (CIT), scientific advancement and technological innovation are viewed as expressions of human creativity participating in the divine order. USD is the type of institution that should integrate AI not as a replacement for human agency, but as a powerful tool to accelerate our pursuit of truth. Since the outputs of AI are inherently fallible and often lack social and moral context, the deployment of AI should always be governed by faith-informed discernment, with the ultimate goal of having these new technologies serve human flourishing and uphold, rather than diminish, human dignity. *All 6 CIT principles, especially Compatibility of Faith & Reason, Social Justice*

Example: Consider an institutional policy that no high-stakes operational decision (e.g., student admissions, financial aid distribution, or HR hiring/evaluations) be made solely by an automated AI system; there must always be a human in the loop. AI may be used for data analysis and synthesis, but final discernment and decision-making must remain in the hands of a human agent, preventing our community members from being reduced to algorithmic data points.

Example: Run an interfaith convening around how faith-based higher education institutions are responding to AI. While there have been intra-faith convenings and conversations on this topic, there has been little genuine interfaith work. As AI is progressing rapidly, it is important to understand how a diversity of faith-based, mission-driven institutions are thinking about how AI will interact with their mission and to use that wide variety of perspectives to facilitate thoughtful conversations that can spawn good ideas and that USD can use to think about a distinctively CIT and RSCJ set of governing principles.

(2) Develop a specific, measurable plan to incorporate key aspects of the Catholic Intellectual Tradition (CIT) and Human Experience (HE) into all of the working groups and all of the dimensions of campus life. In other words, ensure that the CIT and HE are a part of what we do with teaching and learning, research, operations and administration, and the student experience. *All 6 CIT principles*

Example: Subject all new enterprise AI vendors to an institutionally-designed, CIT-based audit. Does the tool respect student privacy? Is the data model transparent? Technology procurement must align with our values of human agency and transparency.

Foreground the importance of contemplation and reflection as components of discernment and formation. This requires expanded opportunities for all members of the USD community to engage in contemplation, to experience silence, to be in nature, to reflect, pray, and connect with transcendence.

Sacramentality, Tradition, Compatibility of Faith & Reason

Example: Strengthen programming and opportunities for students, faculty, and staff to focus on vocation - who are we and who are we called to be? Keep this question in the center in a quickly changing labor market and world.

Example: Create institutionally supported options for tech-free times, spaces and moments - such as a screen-free hour, day, weekend or week for students (and perhaps for faculty and for staff). In addition, expand opportunities for tech-free experiences in nature through Outdoor Adventures.

(3) Create structures to foster the integration of knowledge across disciplines and perspectives about artificial intelligence and its impact on the human experience within the context of a Catholic university. Since no discipline or perspective can provide direct or full access to truth on its own, integration is essential. Integration is a process that will always remain incomplete, but it is necessary to continue this integration of perspectives. Integrating AI, human voices, and the human experience of an AI-infused world is essential to our search for truth. In his encyclical *Ex Corde Ecclesia*, Pope John Paul II argues that universities, and especially Catholic universities, must be “a 'living union' of individual organisms dedicated to the search for truth ... It is necessary to work towards a higher synthesis of knowledge, in which alone lies the possibility of satisfying that thirst for truth which is profoundly inscribed on the heart of the human person”. *Integration, Compatibility of Faith & Reason*

Example: Create a program of faculty fellows from each school (and representing a wide swathe of disciplines) who are provided with the time and community to develop resources, share ideas that can be brought back to their home schools and disseminated,

and collaborate on research, teaching, and service projects related to AI and the mission of the university.

Example: Expand programming from the Center for Educational Excellence regarding how we are adapting to and responding to AI, including opportunities for faculty to reflect on how AI is impacting them as teachers and in the rest of their lives.

Example: Create surveys or other instruments to help USD be attentive to what students' are coming to us with, their biases, assumptions, experiences, assumptions about AI. Provide opportunities for faculty and staff to reflect on and discern how to meet students where they are.

Example: Pilot a wonder and awe hackathon or a truth and beauty hackathon - a human driven tech experience to showcase the power of human creativity to build tools and experience that can foster transcendence and the power of human potential.

(4) Strengthen and augment high-touch community-building on campus and opportunities for community-engaged learning and community service on and off campus.

Community, Human Experience, Social Justice

Example: Leverage students' interest in and need for friendship by providing them opportunities to be together, participating in some kind of activity (or a variety of activities, from surfing to crafting, community service, music, other creative arts, science, etc.).

Example: Expand opportunities for students to participate in course-based community-engaged learning and volunteer community engagement. Long term, community-based learning and/or community service could become a graduation requirement, a part of the career readiness program, or a flag in the Core Curriculum.

SECTION VI: APPENDIX

Resources

- [Sophie's Gift](#)
- [Internal Scan](#)
- [External Scan](#)
- [Group notes](#) (see the second tab)
- The Catholic Intellectual Tradition, [here](#) and [here](#).

AI@USD Report

APPENDIX G

WORKING GROUP REPORT

Teaching and Learning

SECTION I: EXECUTIVE OVERVIEW

Working Group Chairs

- Dr. Noelle Norton, Dean of the College of Arts and Sciences, nnorton@san Diego.edu
- Dr. Nicholas R. Santilli, Assistant to the President for Strategic Initiatives, nsantilli@san Diego.edu

Working Group Members

- Viviana Alexandrowicz -- SOLES
- Carrie Fry -- Copley Library
- Eleanor Gillette -- CAS
- Ashley Kovacs -- ITS/LDC
- Judith Lihosit -- LAW Library
- Sr. Juliet Mousseau -- FST
- Jennifer Olsen -- SMSE
- Tara Ceranic Salinas -- KSB
- Dan Tigard -- CAS
- Rebekah Wanic -- CAS
- Nicole Whitner -- Student Affairs

Executive Summary

The recent survey of The University of San Diego community suggests that students, faculty, staff, and administrators recognize the importance of developing a thoughtful, mission inspired, and humanistic approach to AI, one that remains true to our commitment to the liberal arts, the Catholic Intellectual Tradition, and is fundamentally human-centered. While AI offers unprecedented opportunities for efficiency and innovation, our approach must be guided by wisdom, not just utility. Through our research and conversations, we offer several recommendations that are both urgent and important as USD navigates its future in an AI infused environment. Above all, our community hungers for a USD statement stating our position on AI as a contemporary Catholic university, committed to an educational experience rooted in

intimate personal connections between students and faculty, high-impact educational practices, that culminates in a life-affirming and transformative education. Additionally, there needs to be dialogue on how to ethically use AI, being sensitive to and respecting disciplinary boundaries, and robust professional development and training for students, faculty, and academic staff. It is our contention that a distinctly liberal arts education in the USD tradition is our distinctive advantage, providing what AI cannot provide, namely, an education focused on student thriving that is delivered by thoughtful, caring faculty and staff that emphasizes academic excellence and forms individuals prepared for thoughtful citizens who act with compassion, lead with integrity, and live for justice.

Vital Recommendations and Paths Forward

Vital Recommendations	Proposed Language for Paths Forward
USD AI Positionality Statement: Confirm USDs commitment to foster critical thinking, reflection, and discernment as fundamental to a human-centered and designed educational experience. Activate targeted recommendations from the 2022-2023 Provost–Senate Report on Generative AI, and CAS Dean’s Advisory Council (DAC) working group report on AI.	Recommendations from Existing AI Reports Teaching and Learning Subcommittee Recommendations for AI Steering Committee AI Statement and Recommendations USD - Final Recommendations Generative AI 20230524 Assembly AI-DAC2023.Final.docx CAS - Academic Assembly - Ad Hoc Committee on AI_ charge and original report
Basic AI Professional Development for the campus community tailored to specific campus audiences, topics include AI Literacy, Ethics and Responsible Use, Assessment Strategies for Student Learning, Curriculum Re-design, and other emerging AI Tools.	AI@USD - Internal Scan - 5-11-26.docx

Adequate policies for AI use in the teaching and learning ecosystem for the University, the College and the Schools, for all academic departments, programs, and the Core Curriculum. Syllabi statements, descriptions of appropriate use, permissions and restrictions for AI use in the classroom, AI tools	AI Statement and Recommendations SOLES' Policy Guidelines on AI Transparency (8_18_25) (1) (1).pdf Example Syllabus Statements Teaching and Learning Subcommittee Recommendations for AI Steering Committee
Robust professional development for students, faculty, staff, and administrators. Re-imagine the CEE, Copley Library, Learning Design Center, and related support entities to incorporate campus professional development programs for students, faculty, staff, and administrators.	Teaching and Learning Subcommittee Recommendations for AI Steering Committee
Where appropriate, Integrate AI content into the curriculum and instruction: The Core, academic programs at both the undergraduate and graduate levels. Balance between AI usage and what makes the USD educational experience special. The USD Difference, our Superpower.	Teaching and Learning Subcommittee Recommendations for AI Steering Committee Knauss AI student focus group.docx AI Student Focus Group Responses CAS Student Focus Group Questions _CBC focus groups
Phase two should allow this Working Group, or similar body, to pursue the recommendations offered by this phase one body.	

SECTION II: WORKING GROUP REPORT

Working Group Charge

The University of San Diego is a contemporary Catholic university grounded in the liberal arts and the Catholic Intellectual Tradition (CIT). As such, we view education as the formation of the whole person (*cura personalis*). The Working Group focused on AI in the teaching and learning environment is charged with conducting a comprehensive analysis of how Artificial Intelligence (AI) aligns with strategic plan, *Lighting the Way to 2030*, and can be integrated into our academic life in a way that enhances human dignity, fosters social justice, and promotes academic excellence.

While AI offers unprecedented opportunities for efficiency and innovation, our approach must be guided by wisdom and respect for humanity, not just utility. This group will define the boundaries of "appropriate use" by balancing technological advancement with the human-centric values of a Catholic education.

- Collaborate with Student Experience on recommendations regarding updates to relevant academic policies such as the Honor Code, Academic Dishonesty, and Responsible Use.
- Develop language for AI-use, for recommended incorporation into Syllabi.
- Develop recommendations guiding Faculty's use of AI to grade student work.
- Make recommendations for yearlong study of "Assessment Redesign", considering advancements in AI.
- Recommend practical next steps for Faculty Development.
- Articulate core learning goals for students in an AI-rich learning environment.
- Identify or curate teaching tools, AI resources, repositories, and instructional materials.
- Develop an asset map of current efforts integrating AI into the teaching and learning ecosystem.

Methodology

Fundamental Approach

We divided the main Working Group into subgroups aligned with the charge and tasks assigned to us. Teaching and learning are the fundamental purpose of an institution of higher education; both broad and deep. Also, this first phase of activity faced a short timeline.

After discussion, it was decided that the subgroups will pursue elements of the charge that were deemed both ***important and urgent***. This “important and urgent” criteria were used to prioritize the elements of the charge. Prioritization in this first phase was essential to build momentum on a short timeline.

Important and Urgent

- Collaborate with the Student Experience Working Group on recommendations regarding updates to relevant academic policies such as the Honor Code, Academic Dishonesty, and Responsible Use.
- Collect existing examples of language and develop language for AI-use, for possible incorporation into Syllabi.
- Identify or curate teaching tools, AI resources, repositories, and instructional materials.
- Develop recommendations guiding Faculty’s use of AI to grade student work.
- Develop an asset map of current efforts integrating AI into the teaching and learning ecosystem.

Our Working Group members spent time focused on generating an accounting of existing institutional assets, the review of internal reports produced by past working groups, searching for external resources related to our charge, building a pool of resources for further study, and offering several high priority recommendations for consideration by the AISC.

Stakeholders Consulted

Who on campus, or beyond, did your working group consult with?

Several subcommittees of the whole held listening sessions with students from the PCE online students, USD Honors Program, Knauss School of Business, and the College of Arts and Sciences. Also, a listening session was conducted with collections of faculty and the associate deans from the academic units.

The Working Group also reviewed three reports generated by the campus community: Provost – Senate Report on Generative AI; DAC Report on AI; and the *ad hoc* report on AI of the Academic Assembly of the CAS.

The recently conducted AI Survey has presented us with important information regarding the use of AI across campus, in teaching and learning, institutional operations, and other areas of campus activity.

Key Findings

What did your research find?

- Widespread support for institutional statements regarding AI affirming the importance of education in the liberal arts, the significance of a human-centered education, the value of critical thinking, reflection, and human interaction in the teaching – learning process, and how a USD educational experience provides what AI cannot.
- It is important that USD provides the resources necessary to support what Fischman and Gardner (2022) define as a *transformational education* where students “go to college to reflect about, and question, one’s own values and beliefs, with the expectation, and often, as well, the aspiration that one may change in fundamental ways.” This only happens in an environment where students engage directly with faculty and fellow students, engaged in high-impact educational experiences that challenge and enrich their learning experience. This means dedication to teaching as a primary role for faculty and a commitment to maintaining small class sizes. In this context, AI becomes content to be critically examined through ethical inquiry and reflective practices, thoughtfully discussed and pursued in relation to students' intellectual transformation. This is one of the most robust ways to support an educational environment that AI cannot replace.
- Faculty should be provided the freedom of choice and the resources to explore the legitimate role AI plays in their pedagogical approach, guided by their disciplinary expertise, to decide if, why, how, and when AI may be used.

- Urgent need for baseline AI educational tools and training to inform students, faculty, staff, and administrators on the character of AI, how it works, what it is, what it does and does not do, and ethical considerations of AI use in work, the educational process, and the impact of AI on the human experience.
- Clarity, guidance, and flexibility regarding the use of AI in the classroom for both students and faculty; policy, guidelines, good practices, and other applications of AI in the teaching – learning ecosystem.
- Clarity, guidance, and flexibility regarding the development of policies and guidelines for AI use in the College and Schools, academic departments, courses, and pedagogical practices, i.e., use of AI in grading assignments, research, syllabi, and academic dishonesty.
- Support for institutional investments in professional development for faculty, staff, administrators and students. Specifically, a more robust Center for Educational Excellence, leveraging the work of the Learning Design Center in the development and deployment of asynchronous learning elements to promote AI literacy, and leadership development to form strategies necessary to navigate change.
- Hiring AI specialists and “grow and support our own” AI leaders to help the institution navigate the rapidly changing AI environment.

The AI@USD Survey is a rich source of information related to student, faculty, and staff perceptions of artificial intelligence. Several trends, focused specifically on our Working Group charge, are included here:

I regularly discuss AI topics with friends, family, or classmates.

78.3% of all respondents somewhat agree to strongly agree with this statement.

80.9% of students somewhat agree to strongly agree with this statement.

87.1% of faculty somewhat agree to strongly agree with this statement.

69.5% of administrators/staff somewhat agree to strongly agree with this statement.

I have seen opportunities to learn more about AI around my university campus.

69.3% of all respondents somewhat agree to strongly agree with this statement.

57.4% of students somewhat agree to strongly agree with this statement.

78.2% of faculty somewhat agree to strongly agree with this statement.

78.9% of administrators/staff somewhat agree to strongly agree with this statement.

I regularly use AI-powered tools or applications in my studies (my administrative duties).

57.7% of all respondents somewhat agree to strongly agree with this statement.

42.0% of students somewhat agree to strongly agree with this statement.
45.3% of faculty somewhat agree to strongly agree with this statement.
66.2% of administrators/staff somewhat agree to strongly agree with this statement.

AI has positively affected my learning experience (my teaching, research, or administrative experience) at my university.

62.6% of all respondents somewhat agree to strongly agree with this statement.
59.1% of students somewhat agree to strongly agree with this statement.
51.6% of faculty somewhat agree to strongly agree with this statement.
73.9% of administrators/staff somewhat agree to strongly agree with this statement.

AI has negatively affected my learning experience (my teaching, research, or administrative experience) at my university.

40.2% of all respondents somewhat agree to strongly agree with this statement.
47.9% of students somewhat agree to strongly agree with this statement.
54.3% of faculty somewhat agree to strongly agree with this statement.
21.6% of administrators/staff somewhat agree to strongly agree with this statement.

The ethical use of AI is a major concern for me.

88.4% of all respondents somewhat agree to strongly agree with this statement.
87.5% of students somewhat agree to strongly agree with this statement.
89.6% of faculty somewhat agree to strongly agree with this statement.
87.6% of administrators/staff somewhat agree to strongly agree with this statement.

I have concerns about AI's impact on job security.

79.5% of all respondents somewhat agree to strongly agree with this statement.
85.3% of students somewhat agree to strongly agree with this statement.
74.7% of faculty somewhat agree to strongly agree with this statement.
74.9% of administrators/staff somewhat agree to strongly agree with this statement.

I have concerns about the impact of AI on environmental sustainability efforts or natural resources.

84.0% of all respondents somewhat agree to strongly agree with this statement.
84.0% of students somewhat agree to strongly agree with this statement.
88.8% of faculty somewhat agree to strongly agree with this statement.
80.9% of administrators/staff somewhat agree to strongly agree with this statement.

I am interested in receiving formal training in AI through coursework or other resources at my university (<for faculty and staff/administrators> to enhance my professional capabilities at my university)

68.1% of all respondents somewhat agree to strongly agree with this statement.

52.3% of students somewhat agree to strongly agree with this statement.

72.0% of faculty somewhat agree to strongly agree with this statement.

83.9% of administrators/staff somewhat agree to strongly agree with this statement.

SECTION III: APPENDIX

Books

Fischman, W. & Gardner, H. (2022). *The real world of college: What higher education is and what it can be*. MIT Press.

Websites and other resources compiled by the members of the working groups

Master document with Recommendations for AI Steering Committee

[Teaching and Learning Subcommittee Recommendations for AI Steering Committee](#)

The Generative AI Working Group Recommendations -- 2023

[USD - Final Recommendations Generative AI 20230524](#)

AITLWG Compilation of Websites from Environmental Scanning

[Websites and Other Resources](#)

Collection of USD AI Professional Development Offerings

[AI Prof Development Offerings](#)

Professional Development from School of Engineering

[SMSE Prof Dev Workshops](#)

USD Continuing Education AI Courses and Certifications

[Continuing Education AI Courses and Certs](#)

External Environmental Scan of Curricular Offerings and Certificate Programs

[Curricular offerings, certificate programs trainings offered at outside institutions.xlsx](#)

Faculty Listening Sessions on AI –Resources and Communication Strategies

[Faculty Resources and Communication](#)

USD Law School AI Trainings and Classes

[USD Law School AI trainings/classes](#)

Learning Design Center AI Literacy Modules: Asynchronous, Online

[LDC Gen AI Literacy Modules](#)

Writing Center Resources for Faculty

[ChatGPT Resources for Writing Program Faculty](#)

Annotated Listing of USD Learning Labs

[USD Learning Labs](#)

Panels and Presentations on AI @ USD

[Other AI Activities](#)

Robust External Environmental Scan of Syllabi Policies from Higher Education

[Syllabi Policies for Generative AI Repository](#)

A Padlet resource with many college and university AI policies.

[University Policies on Generative AI](#)

Various AI Research Documents

[Research](#)

Collection of Syllabi from USD Courses

[Sample Syllabi](#)

AI@USD Report

APPENDIX H

WORKING GROUP REPORT

Student Experience

SECTION I: EXECUTIVE OVERVIEW

Working Group Co-chairs

- Charlotte Johnson, Vice President for Student Affairs
- Austin Choi-Fitzpatrick, Associate Provost for Academic Strategy and Growth and Professor, Kroc School

Working Group Membership

- Andrew Biros, Senior Director, Social Innovation, Office of the Provost
- Bryce Young, Associate General Counsel
- Emily Nagisa Keehn, Assistant Dean for Law Student Affairs
- Julio Brionez, Associate Director of Health Access and Psychologist
- Margaret (Peggy) Daley, Director of Academic Processes and the Liberal Studies Program (CAS)
- Matthew Vega, Assistant Professor, Theology and Religious Studies (CAS)
- Matthew Yopez, Senior Director, Career Development Center
- Ramiro Frausto, Associate Dean, Institute of College Initiatives
- Sabrina Nelson, Associate Dean for Student Success and Director of Center for Student Success

Summary

The Student Experience Working Group (WG) met five times during the spring 2026 semester. The group's efforts were primarily focused on learning from other institutions, those identified by USD as "peers" or "aspirational peers." More specifically, the WG agreed on a set of questions, derived from its charge, that served as the basis for one-on-one interviews conducted by individual working group members. In some cases, where no one was available to interview from the assigned institution, the WG member relied instead on desk research. Ultimately, 14 (fourteen) schools participated.

In addition to the data from colleges and universities, employers across a wide swath of industries were surveyed regarding their use of AI and expectations for students who are entering or will soon enter the workforce. The results of the survey are included in our key findings. Participating employers wished to remain anonymous. Their industries are identified.

The WG believes that the benchmarking exercise has been valuable in helping to determine where USD is positioned, relative to its peers, with respect to our institutional response to the

burgeoning influence of AI. Our sense is that we occupy a space somewhere in the middle of the pack, neither leading nor significantly trailing.

The group's recommendations stem largely from findings during benchmarking. General in nature, the recommendations are a starting point. Next steps will identify best practices for recommended policies, guidelines, institutional structures and programs. The WG looks forward to partnering with our colleagues in other working groups, where appropriate.

Critical Gaps and Specific Solutions

Critical Gap	Proposed Solution
Clarity	<u>Recommendation: Develop specific policies and guidelines regarding the following:</u> ● Institutional Position on AI and its relationship to USD's mission, vision and values ● Responsible and Ethical Use of AI (academic integrity, student conduct, research, data security) ● Consequences for misuse ● Limitations of AI, specifically regarding the development of critical thinking skills, development of interpersonal skills and character development/formation
Student Learning and Preparation	<u>Recommendation: Develop various learning modalities and experiences specifically designed to achieve the following:</u> ● Baseline working knowledge of AI tools and resources, including the value, dangers, methods and limitations of such tools ● Understanding of USD policies and guidelines related to AI ● Understanding of the limitations of AI ● Opportunities for experimentation with AI ● "AI- free-zones" which cultivate "formation" (psychological and emotional wellbeing, interpersonal skill development, critical thinking, and ethical decision making) ● Workforce preparation* <i>Note: The WG recommends the use of multiple modalities to achieve these outcomes, including but not limited to preorientation learning asynchronous learning modules, new student orientation sessions, academic coursework, mini-course, workshops and "labs".</i> *Inclusion of "workforce preparation" as a bullet point should not minimize its importance. The WG believes this to be as critical an outcome as any others specified.

Access and Equity	<u>Recommendation: Prioritize access and equity among all students regarding AI. Specifically, the university should invest in the following:</u> • Free access to approved AI tools • Specialization of AI tools and training across disciplines, colleges and universities in recognition that one size does not fit all • Determining and facilitating baseline knowledge and proficiencies • Ensure that AI guidelines and policies are clearly communicated early and often.
Culture Creation	<u>Recommendations</u> • Create an institutional governing body for technology and data. • Ensure that all stakeholders are working in tandem to create a culture where technology aligns with the mission, vision and values of the University. Factors to consider include: - We are each responsible for the ethical use of technology. - There are consequences for misuse. - Faculty engagement is key. - It is important to help ensure an environment that generates good decision-making, the ability to discern and think critically.

SECTION II: WORKING GROUP REPORT

Working Group Charge

This working group will help ensure that AI adoption aligns with the USD strategic plan, *Lighting the Way to 2030*, enhances human flourishing, facilitates the ethical development of our students, while preserving the dignity of the individual, USD education outcomes and core values. Regarding the latter, this working group will also help ensure that USD's foundation in the liberal arts, as well as other institutional differentiators, are enhanced and not diminished using technologies.

The Student Experience Working Group shall also:

- collaborate with Teaching and Learning on recommendations regarding updates to relevant academic policies such as the Honor Code, Academic Dishonesty and Responsible Use;
- help identify the implications of AI for student support systems and recommend ways AI might enhance such supports;
- help identify the implications for students' career preparation and expectations of prospective employers;
- help identify baseline student AI proficiencies, literacies and norms;
- help identify equity/access implications of the use and adoption of AI;
- help identify spaces where students may explore/utilize AI tools;
- help identify students' attitudes toward AI, including adoption of tools at USD (surveys, focus groups, etc.); and
- provide recommendations to the Steering Committee within the scope of the Working Group Charge.

Methodology

- Benchmarking of peer institutions of via 1-on-1 interviews and "desk research"
- Benchmarking of employers representing relevant industries via an online survey

Stakeholders Consulted

- 14 institutions of higher education:
 - American University
 - University of Denver
 - Marquette University
 - Villanova University
 - Santa Clara University
 - College of the Holy Cross
 - Saint Louis University
 - Providence College
 - Fordham University
 - Gonzaga University
 - University of Notre Dame
 - Boston College
 - University of Richmond
 - William and Mary
- Employers representing the following industries:
 - Government
 - Legal Services
 - Engineering
 - Nonprofit (Talent management)
 - Nonprofit (Environment)
 - Pharmaceuticals
 - Education
 - Construction
 - Defense Technology
 - Banking
 - Renewable Energy
 - Wealth Management
 - Medical Technology
 - Industrial Manufacturing

Key Findings

Summary of Peer Institution Interviews

How many of the institutions have established the following? (n=14)	
A point person to engage the use of AI on campus	6
A written AI policy	5
A university wide AI policy	5
A preferred AI platform	11
A mandatory AI orientation or training for faculty	1
A mandatory AI orientation or training for students	3
A mandatory AI orientation or training for staff and administrators	0

AI Literacy & Student Proficiency
WG Charge Baseline student AI proficiencies, literacies, and norms
Interview Findings: • One institution embeds AI learning into required coursework, particularly in the undergraduate core courses. This institution also has a dedicated staff member to support faculty in assignment design and course integration. • One institution is piloting a course that trains in the use of AI platforms • Several institutions provide opt-in employee development spaces centered in AI learning • Several institutions have tasked a particular unit (Office of Teaching and Learning, Library Services, AI working groups) to host AI resources and learning opportunities • Several institutions articulated standards and expectations for AI use on public campus webpages dedicated to responsible AI use

Academic Integrity Policy
WG Charge: Honor Code, Academic Dishonesty, and Responsible Use policy collaboration
Interview Findings: • One institution, at a campuswide level, revisited classroom expectations and assessment design to better equip faculty in engaging students, more so than establishing punitive rules • One institution provides academic integrity trainings, inclusive of AI usage • Two institutions directed faculty to engage in stricter accountability when assessing student learning • Several institutions articulated standards and expectations for AI use on public campus webpages dedicated to responsible AI use • Most institutions direct faculty to engage the use of AI as they feel is appropriate

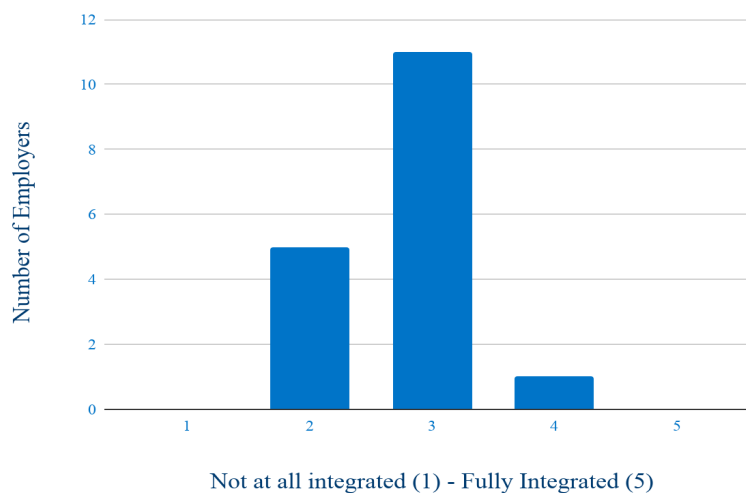
Career Readiness & Employer Expectations
WG Charge Career preparation and prospective employer expectations
Interview Findings: Two institutions established working groups dedicated to improving career outcomes in an AI-transformed workforce and addressing career skills with AI foundations
Equity & Access
WG Charge: Equity and access implications of AI use and adoption
Interview Findings: - One institution challenges its faculty to consider student circumstances when addressing AI, e.g. when engaging international students and second-language users - Three institutions have provided institutional access to several AI platforms
Student Attitudes & Adoption
WG Charge: Student attitudes, adoption patterns, surveys, and focus groups
Interview Findings: One institution reports, that while there is a progressive lean into AI integration across the campus, students still feel inconsistent implementation across campus spaces
Institutional Values & Mission Alignment
WG Charge: Mission alignment, liberal arts preservation, and human flourishing
Interview Findings: - Two institutions have begun to sponsor large-scale campus or regional programming to engage in contemporary uses of AI - Three institutions share that their Jesuit identity provides a discerning approach to engaging the use of AI - One institution grapples with the use of AI when acknowledging human dignity and environmental impacts - One institution shares that formally embracing the use of AI from an Augustinian and ethical commitment is still under review from their Board of Trustees - Most institutions, while articulating a positive direction for AI usage, largely leave AI engagement to faculty and staff to discern at the classroom or individual level

Summary of Employer Survey Findings

Does your organization have a formal policy on how employees can (or cannot) use AI?	
Yes, we have a formal policy.	15
No, but we are currently developing one.	1

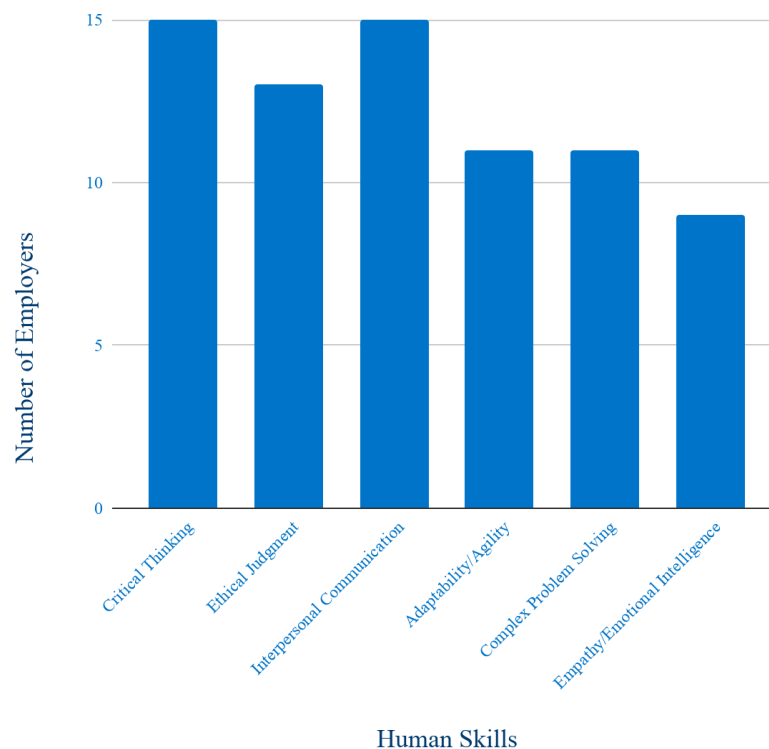
How does your organization view the use of GenAI in a candidate's application materials (resumes, cover letters, interview prep, portfolios)?	
Acceptable and encouraged	3
Acceptable for drafting and editing only	6
Discouraged	1
Prohibited	0
No formal stance yet	7

Based on your recent interactions with students and recent college graduates (including those from USD), how would you rate their current AI Literacy?



Do you expect new hires to arrive with established GenAI proficiency, or do you provide internal training on how to use these tools for your specific industry?	
We expect proficiency upon hire.	4
We provide our own internal training.	3
Both	6
Neither	4

Which specific "human" skills (e.g., critical thinking, ethical judgment, or interpersonal communication) are currently most important in your hiring decisions?



In your industry, what is the most significant ethical concern regarding AI use (e.g., data privacy, algorithmic bias, or loss of human oversight) that you want our graduates to be aware of?

Data Privacy & Security	6
Algorithmic Bias/Fairness	2
Loss of Human Oversight	7
Intellectual Property/Copyright Issues	2

Specifically, regarding AI, what are your primary expectations and hopes for how new hires will use and implement these tools?

USD Charges: Career preparation and prospective employer expectations

Survey Findings:

- Most employers want new hires to have a thoughtful and responsible outlook on AI
- Several employers hope new hires can leverage AI to streamline their learning and practice
- Several employers emphasize using AI to support work rather than creating the work itself

Looking ahead, how does your organization view AI changing your work and the broader industry workforce in the next five years?
--

USD Charges: Career preparation and prospective employer expectations

Survey Findings:

- | |
|---|
| <ul style="list-style-type: none">• Most employers believe AI will be fundamental to their industry competitiveness• Most employers anticipate AI improving workflows and processes• Several employers are still cautious of how employees should leverage AI |
|---|

Is there anything else you would like to share regarding AI, the future of work, or how USD can better prepare our students for your industry?

USD Charges: Career preparation and prospective employer expectations

Survey Findings:

- | |
|---|
| <ul style="list-style-type: none">• USD should prepare students to use AI in proficient and responsible ways• USD should steer students away from AI-dependence and retain critical thinking |
|---|

Recommended Next Steps

Next steps should include the identification of best practices (where applicable) in the development of specific policies, guidelines, programs and approaches, working in collaboration with other working groups in cases where our charges overlap.

SECTION III: APPENDICES

- A. Peer Institution Interview Prompts
- B. Interview question result summaries
- C. Individual peer institution summaries
- D. Employer Survey Prompts
- E. Employer survey response summary
- F. NOTE: Aforementioned documents available online [here](#).

AI@USD Report

APPENDIX I

WORKING GROUP REPORT

Research and Scholarship

Co-Chairs

- Sat Garcia, Associate Professor of Computer Science, SMSE
- Austin Choi-Fitzpatrick, Professor (Kroc School) and Associate Provost

Membership

- Jeeyun (Sophia) Baik, Assistant Professor, Communication
- Daniel Lin, Associate Dean, KSB
- Amanda Makula, Associate Professor, Library
- Brad Melekian, Professor, English
- Traci Merrill, Director, Office of Sponsored Programs
- Jennifer Olsen, Assistant Professor, Computer Science, SMSE
- Sat Garcia, Associate Professor of Computer Science, SMSE
- Austin Choi-Fitzpatrick, Professor (Kroc School) and Associate Provost

Executive Summary

With nearly half (45%) of faculty survey respondents reporting regular use of GenAI in their administrative duties, the University has an opportunity to advance initiatives first proposed by the Generative AI Working Group in May of 2023. These include investing in the student research experience, clarifying the use of GenAI in faculty scholarship, investing in mission-aligned scholarship on GenAI, offering guidance on the use of GenAI tools in research and scholarship, and establishing or maintaining key units to inform the University's approach (e.g., AISC, AI Tool Review Committee, and a new Mission-Alignment Group). At a deeper level, the fact that a significant majority of both students (70%) and faculty (71%) are concerned about AI's impact on human relationships, USD has an opportunity to invest in scholarship on what it means to be human in this new era. This report is the result of desk research, focus groups, key informant interviews, and a campus-wide survey. Most topics are cross-cutting with the work of other AISC Working Groups.

Charge

To assess the state of the GenAI and Research and Scholarship, both at USD and in higher-ed more broadly, and to make recommendations to the AISC with regard to student, faculty, and staff R&S, especially with Boyer's four types of scholarship in mind. The full charge is available [here](#).

Methodology

Desk research to conduct an internal scan, divided into three operational teams:

- **Internal Assessment:** Data included the creation of a timeline of AI-related activities at USD, analyzing the findings from IRE's institution-wide survey, listening sessions with Associate Deans, honors students, and key informant interviews with colleagues.
- **Strategic Investment:** Desk research capturing state of the field amongst peer institutions.
- **Tools, Systems, and Literacy:** Desk research and small-N faculty survey identified investments in research infrastructure, and upskilling personnel.

Key Recommendations

- 1) **STUDENTS – Invest in Student Research Experience** – GenAI has the potential to replace student scholars in faculty research. (1) USD should clearly state its commitment to the student-focused research experience and provide more, not fewer, scholarly opportunities for students and implement policies and allocate resources to promote this student-centeredness. (2) USD should invest in ensuring that students learn and critically evaluate their outputs logic/critical-reasoning as well as written and oral communication with regard to GenAI. The initial vector for this should be the Office of Undergraduate Research, eventually joined by a non-existent but much-needed equivalent for Graduate students.
- 2) **FACULTY – Increased Transparency on GenAI Use and Scholarly Productivity** – All academic units to assess and discuss emerging (disciplinary) norms and expectations related to GenAI in scholarship. Create policies and/or processes (at level of academic unit) that align internal processes (e.g., rank and tenure) with emerging norms and expectations. The long-term goal is that each academic unit will have clear policies around AI usage. At a minimum, the use of AI in scholarship should be disclosed in all relevant fora.
- 3) **COMMUNITY – Guidance on Use of Research Data and Intellectual Property in Public AI Models** – USD should offer guidance to faculty, students, and staff about the relationship between LLMs and their data, and explicitly indicate which platforms are allowed by university policy, and which ones should be avoided. This challenge applies

to raw data for research and administrative work, unpublished results, and all manner of faculty IP (including slides, graphs, whitepapers, etc). Note: This is likely a task assigned to the “AI Tool Review Committee” recommended below.

- 4) **COMMUNITY – Allocate Resources for Mission-Aligned Scholarship** – USD is uniquely positioned to contribute to knowledge on the ethical and social implications of GenAI. We recommend financial and institutional investments in interdisciplinary and disciplinary scholarship on mission-focused issues, including non-AI initiatives that center on human-driven responses to GenAI. To include: identifying Endowed Chairships (with Advancement), pursuing relevant research (with Mission Integration), further raising USD’s scholarly profile (with relevant Centers and Institutes), and conducting a feasibility study on launching a relevant Center or Institute.
- 5) **MISSION – Mission Alignment Group** – This committee would be composed of USD community members tasked with discerning how to best maintain USD’s mission and identity in changing times, with a particular emphasis on our response to GenAI in the immediate future. This committee should have an initial 1-year charge.
- 6) **OPERATIONS – Establish an AI Tool Review Committee** – This committee would be composed of faculty representations from various units and staff/admin from relevant units (e.g., ITS, General Counsel, Library) and led by an AI strategist/architect role. It would be tasked with (a) helping evaluate and approve AI tools and systems to ensure alignment with USD policies and legal requirements and (b) maintaining and developing AI-related policies related to these tools.
- 7) **Echoing Others: COMMUNITY – Campus-wide Orientation and Training**
- 8) **Echoing Others: COMMUNITY – Institutional Position on GenAI**

Key Findings

In this section we summarize the key findings of our working group.

- **Findings from AI@USD Survey:**
 - Compared with faculty (22%), more students (35%) and staff (43%) agree that they regularly use AI in their studies/work. Compared with faculty (32%) and students (37%), more staff (46%) agree that AI has positively affected their work experience. Across all three groups (90%), there is consistent agreement that the accuracy and validity of AI results must be verified.
 - Many faculty have used AI to develop course material (e.g., improve power point slides, class session flow, interactive course activities) and many faculty have used AI to save time on administrative tasks (e.g., meeting minutes, agendas, proofread email drafts). Some faculty have used AI as a research assistant to help with literature reviews for example.

- The faculty's second most requested topic for training is “Using AI for writing, research, and data analysis”.
- **Mission-alignment:** Many of our conversations focused on the need for USD to embrace its mission to educate and promote research with high ethical standards. While there was disagreement about the utility of GenAI in various contexts, our group agreed that the adoption of GenAI tools should be scrutinized closely rather than adopted uncritically. AI@USD survey data suggests this concern is shared broadly, as a clear majority of faculty are concerned about environmental impact, human relations, societal impact, mental health, global problems, and human creativity.
- **Discipline-Driven Norms:** Our group recognized early on that research and scholarship activities are largely governed by norms set within individual disciplines. This realization helped guide us away from focusing on developing recommendations around forming norms around AI usage in research and scholarship and towards recommendations for leveraging the unique strengths of USD as a mission-center university with a clear vision and values. In particular, we believe that USD can become a leader in scholarship on responsible AI development and integration.
- **Dynamic Technological Environment:** We also recognized that technical AI development is still in its early stages. As a result, radical advances in AI models and tools using them are likely over the next decade. This realization also helped guide us away from being too fine-grained with recommendations, realizing that the models and tools available today may not be the ones in wide use one or two years from now, and therefore emphasizing the need for critical AI literacy skills and habits of mind even as the tools and technologies inevitably change
- **Uneven Adoption and Diverging Attitudes:** As might have been expected, we found that both views towards and adoption of AI in scholarship and research varies widely across the university. While some view AI as a useful tool with the potential to increase productivity, others view it with great skepticism and point out its potential to decrease critical thinking and negatively impact the environment. While we cannot expect consensus on the usage of AI, nonetheless we recognize the potential for rich, meaningful dialogue and scholarship in understanding and shaping the integration of AI into society. It will be a key challenge going forward to ensure that both AI advocates and AI skeptics are given opportunities to work together in alignment with the Catholic Intellectual Tradition.
- **Few Opportunities for Transdisciplinary Research:** Our group found many instances of the important, mission-aligned AI-related scholarship already being done at USD, from educational researchers in SOLES and other units advancing the value of academic excellence by looking into the effects of AI on education; to the recent Technologies and Human Experience cluster hire in CAS advancing our value of ethical conduct. There are undoubtedly others with latent or already-developed capacities to address topics such as the environmental impacts of AI usage to advance our value of Care for the Common

Home. Unfortunately, we found a lack of mechanisms for bringing these scholars together for transdisciplinary scholarship.

- **Decentralized Training:** Another challenge we identified was the lack of a centralized hub for training on AI tools and techniques. Resources exist to help those interested in adopting AI tools (such as NotebookLM, Gemini, and [Scite](#)), but training efforts are sometimes duplicated across units, and it is not clear to whom faculty should turn for training in their area. Areas of expertise should be clearly defined and articulated. For example, the University Library is well-positioned to steer AI literacy programming and resources, while ITS can support the rollout and use of specific tools licensed under University contracts. Furthermore, with new AI tools continually being introduced, scholars are continually tasked with understanding the technical, ethical, and legal limitations of using various tools, something that not many are well equipped to do.

AI@USD Report

APPENDIX J

WORKING GROUP REPORT

Data, Administration, Operational Excellence

SECTION I: EXECUTIVE OVERVIEW

Working Group Chairs

- Elazar Harel, Associate Vice President and *Chief Information Officer*
- Megan Mazza, *General Counsel*
- Johannes Grey, *Associate Director of Title IX, EEO and Employee Relations*

Working Group Members

- Steffanie Hoie, *Information Technology Services*
- Ainsley Elliot, *Office of Sponsored Programs*
- Margaret Leary, *Institutional Research and Effectiveness*
- Steven Heath, *Finance*
- Philip Garland, *Advancement*
- Branda Cook, *Human Resources*
- Matt Zwolinski, *Professor, Philosophy*
- Tim Novara, *Student Affairs*
- Bryce Young, *Office of the General Counsel*

Executive Summary

The development of policies, procedures and other infrastructure needed to support AI use at USD in a way that aligns with our mission and values should occur after we have a clear vision of how the university as a whole will approach AI use. This may differ based on the group that is using AI - faculty will use AI differently than students, who will use AI differently than staff and administrators. In other words, the substantive work of this group should take place after the Steering Committee has reviewed the campus-wide survey and the recommendations of the other Working Groups and has decided how each unit on campus will approach AI and what the university will hold as its guiding principles related to AI use on campus.

Vital Recommendations

- 1) Create a team tasked with: i) drafting AI guidelines and processes; and ii) communicating those guidelines and processes to the campus community.
 - a. The guidelines/processes should include at least the following information:
 - i. Which AI tools are allowed at USD
 - ii. The approval process for vetting new AI tool

- iii. A prohibition on the entry of sensitive data into unvetted AI tools
 - iv. How USD community members should approach AI in terms of transparency in their work and communications
- 2) Develop a comprehensive training program on AI for faculty, students and staff.
- 3) Conduct a scan of each unit on campus to determine specific AI needs in terms of tools and training (both now and those that will be anticipated in the future). Use that scan to develop a financial and administrative plan to provide the necessary resources.

SECTION II: WORKING GROUP REPORT

Working Group Charges

- Recommend policies or investments for computing, data governance, research data management, and secure AI platforms that align with research needs and regulatory requirements.
- Recommend process/plan for ensuring above-industry-standard levels of data security.
- Recommend process/system for training.
- Assess research infrastructure readiness, including data storage, computing resources, and AI tools available for faculty and labs.
- Establish framework for AI procurement, vendor governance, and contract controls.

Methodology

Our Working Group met on six occasions to discuss current AI trends members have observed, relevant media or publications reviewed, and to discuss the current institutional policy and procedures pertaining to AI. The internal discussions ultimately served as the basis for the recommendations we proffered. Additionally, we completed individual surveys/research of what our peers and aspirational peers are doing in the AI space with respect to data, administration, and operations.

Stakeholders Consulted

Stakeholders consulted include colleagues across the Human Resources, Legal and ITS departments, with various contributions shared by campus partners through University HR Business Partner meetings and feedback given to individual Working Group members from their respective campus departments.

Key Findings

- Our various campus constituents use and approach AI very differently depending on their roles. As a result, there will not be a one-size-fits-all solution to providing infrastructure and support for AI use. There should be overarching AI guidelines, but the specific processes, procedures, and infrastructure that different groups and departments need in order to effectively use AI will differ across campus.
- Initial survey results from the AI@USD Survey indicate that 66% of faculty and 68% of staff and administrators agreed on various levels that they are actively seeking opportunities to learn more about AI. With respect to AI training for staff specifically, several campus partners shared that staff will benefit from streamlined, well-organized training modules delivered in an easy-to-access format. Such training should incorporate guidance on productivity tools that may enhance their day-to-day operations. A repeated theme also arose in that Legal, HR and ITS will be expected to provide clarity on approved tools for use, with elaboration on any official institutional policies. To that end, it is critical for current staff in these departments to also be trained in these areas.

Recommended Next Steps

- Implement administrative AI-powered applications to enhance productivity and improve decision making.
- Review all university policies and edit or modify as necessary to conform with the university's goals and guidelines regarding AI. This should be done by the Office of the General Counsel
- Survey all departments on campus to determine what AI tools are available to them for their work, which of these tools they have an interest in using, and how the university can support their use.
- Concerning new/onboarding staff, ongoing discussion between HR and ITS on potential for a preliminary, broad-based AI training for dissemination through New Employee Orientation (NEO). Examination of appropriate modules that may be offered through Workday and/or in-person training.
- Continuously monitor and evaluate current and new AI products.
- Establish the [AI@USD](#) website as the central USD hub for all campuswide AI-related information.
- Organize a campuswide AI symposium in Fall 2026 (similar to [UCSD's](#)).

Key Resources Consulted

In addition the bi-weekly agenda items discussed in our Working Group meetings, the following resources were ultimately reviewed to guide our recommendations on key findings:

- [AI@USD Survey](#)
- [SDSU AI Survey Instrument](#)
- [CSU AI Survey Instrument](#)
- James Madison University (JMU) - Integrating AI the Assessment Cycle - https://www.jmu.edu/assessment/sass/ac_integrating
- American Association of Colleges and Universities (AACU) "[AI](#)" Week Webinars - (In particular, "[How Campuses are Facilitating Change Regarding AI](#)")
- AI Listening Session with Associate Deans - Internal Zoom Meet, 4/22/2026
- AI Usage Policies Higher Education Handbook - EdGenerative - Dr. Aviva Legatt - [AI Usage Policies Higher Education Handbook - EdGenerative - Dr. Aviva Legatt.xlsx](#)

NotebookLM Resource

The following 40 resources were reviewed by individual Working Group members and added to a Notebook LM in order to efficiently review key resources:

1. 10 Critical Articles on AI in Higher Ed for Nov. 2025: 'institutional cowardice' – Published by the *Educational Technology and Change Journal*.
2. A Q&A with Dewey Murdick, Leader of Georgetown's New AI Learning Incubator – Georgetown University, published August 26, 2025.
3. A guide to using AI for FERPA Compliance – Published by Concentric AI, September 10, 2025.
4. AI & Copyright Law - Westlaw – Source content is currently blocked by security services.
5. AI Coaching | Lab for AI in Teaching and Learning (LAITL) | Learning Technology | Notre Dame Learning – University of Notre Dame.
6. AI Copyright Lawsuits - UBC Wiki – Link: https://wiki.ubc.ca/index.php?title=AI_Copyright_Lawsuits&oldid=889027.
7. AI Ready University (11): When AI Governance Becomes a Civil Rights Issue – Published March 13, 2026.
8. AI in Catholic Education | Alliance for Catholic Education – University of Notre Dame.
9. AI offers the church an 'evangelical opportunity,' scholar tells U.S. bishops – *Catholic Review* / OSV News, published November 18, 2025.
10. AI: What does the Catholic Church say? - Exaudi – Published September 25, 2025.
11. Artificial Intelligence and Copyright: A Joint Informational Hearing of the Senate Judiciary Committee and the Assembly Privacy and Consumer Protection Committee – Background Paper by California Legislature staff, December 8, 2025.
12. Assessment in an AI-Ubiquitous World | Center for Advancing Teaching and Learning Through Research – Northeastern University.
13. Catholic Colleges, Universities Explore 'Thorniest Issues' of AI – *The Tablet*, published July 16, 2025.
14. Catholic University launches new AI institute led by Microsoft's Taylor Black – *Catholic Star Herald* / OSV News, September 16, 2025.
15. How to integrate generative AI into your courses – Center for Teaching Excellence, The University of Kansas.
16. Competing views on DEI are shaping Catholic higher ed – *U.S. Catholic*, published August 26, 2025.
17. Contract Negotiations - AAUP-UNH – American Association of University Professors - University of New Hampshire.
18. Deciphering the Compact for Academic Excellence in Higher Education: Current State and Long-Term Impact – SRA International (Society of Research Administrators International).
19. FERPA Violation Penalties: Fines & Consequences 2025 – Total Assure Blog, published January 29, 2026.
20. Focus on nexuses of complexity: Democracy – NHNAI (New Humanism at the time of Neurosciences and Artificial Intelligence), January 22, 2026.
21. Georgetown creates AI Academic Innovation Network as Dewey Murdick joins as Senior Fellow – ETIH EdTech News (EdTech Innovation Hub), August 29, 2025.
22. When Students Aren't Students: Fraud, Enrollment Strategy, and Institutional Risk – Presentation by Jonathan Neff (CISO, University of Montana) at the RTM Spring Higher Education CIO Congress, March 2026.
23. Guidelines - Generative AI - Boston College.
24. Lab for AI in Teaching and Learning (LAITL) | Learning Technology | Notre Dame Learning – University of Notre Dame.

25. Latest Federal Update - NACE – National Association of Colleges and Employers (Source content is currently blocked).
26. Legislative Developments | U.S. Copyright Office.
27. Making AI Generative for Higher Education: Adoption and Challenges Among Instructors and Researchers – Ithaka S+R, May 1, 2025. Link: <https://doi.org/10.18665/sr.322677>.
28. McElroy: Catholic colleges, universities must help restore 'order of grace' to nation, world – *Catholic Review*, published February 3, 2026.
29. NHNAI – New Humanism at the time of Neurosciences and Artificial Intelligence – Coordinated by Lyon Catholic University.
30. New bill aims to include AI in Title IX policy – *The Poly Post*, February 24, 2026.
31. Reasonable Intelligence: How Should Platforms Be Held Accountable For AI-Assisted Copyright Infringement? – *NYU Journal of Intellectual Property & Entertainment Law*, published February 16, 2026.
32. Risks of granting third-party AI assistants access to Google Workspace – Document created by ChatGPT.
33. Security and Governance Implications of Integrating Artificial Intelligence with Google Workspace – Comprehensive research report.
34. Shadow AI Policies and Controls – Document created by ChatGPT.
35. The Year in AI Law: 2025's Biggest Legal Cases and What They Mean for 2026 – Law Offices of Salar Atrizadeh, published December 29, 2025.
36. Shadow AI: Navigating the New Digital Frontier – Implications and Strategies for USD – University of San Diego executive briefing slides.
37. Unlocking AI Education Potential at Catholic Universities: A Strategic Insight – Busch School of Business, The Catholic University of America, January 22, 2025.
38. Vatican: Consider sobering AI implications – *Church Times*, published February 7, 2025.
39. Which Colleges Use AI to Read Essays (2026)? UNC, Virginia Tech, More – GradPilot, September 16, 2025.
40. Writing AI Syllabus Policies: A Practical Guide for Notre Dame Faculty – University of Notre Dame.