Loyola University New Orleans
University Artificial Intelligence Policy
FAQS for Faculty & Staff

Q. What AI tools does Loyola provide?

- Loyola provides the Microsoft Suite to all students, faculty, and staff. This includes Co-Pilot and Notebook. There are also some AI capabilities built into Canvas and university-licensed Google tools including Gemini.

Q. What if I can't afford AI tools for teaching or my work?

- Faculty and staff who require additional tools should reach out to their supervisor to determine whether budgets are available for new software. In some cases, there may be similar software already available. Please check with IT.

Q. Is it safe to upload personal information into AI tools?

- Probably not. Content uploaded into an generative AI tool may become additional training data for the large language models that power AI chatbots. That means some version of your personal information could become part of another AI output.
- Use the same precautions in sharing personal and private information as you would on social media. Once your data is on a private company's platform, you have most likely lost control of it.
- Be aware that it is also a violation of university policy to upload FERPA- or HIPPA-protected data into an AI tool.
- You should never upload university data, such as financial or human resources information, into AI tools that have not been university vetted. Help us to protect sensitive data.

FAQs for Faculty (pertaining to teaching)

Q. Am I required to allow, or to use, AI in my classes?

- No. As the instructor, you are the expert in the classroom and you decide the best policy for AI use or non-use in your class. The decision about when and how AI should be used may vary by discipline, course, or even assignment.

Q. How do I decide which AI policy is best for my class?

- When setting a class or assignment-level policy, it may be helpful to think of AI as an automation tool. If students use AI on a particular task, does that automate a skill they should be practicing to meet your learning goals? Or does it automate a process that students have either already mastered or aren't germane to your learning objectives?
- If a specific use of AI is permitted, or is itself a learning objective, how should students' demonstrate their own mastery of the learning goals? How should students differentiate AI generated content from their own ideas and contributions? Be certain that you and your students have a mutual understanding of where AI use should begin and end, and how it should be cited or documented, in these circumstances.
- You might include in your course AI policy specific infractions that you will consider evidence of inappropriate AI use, such as the presence of hallucinated citations or meta-comments from a Large Language Model (LLM). (These two examples are from the AI policy of arXiv, the pre-print repository, and as such could be used to model professional publication standards.) In what other ways will you hold students accountable for their work and contributions to the class?

Q. What's the best way to communicate AI policies to my students?

- Communication is key! Students may be taking courses that allow AI and courses that do not. Your own policy should be outlined in your syllabus and discussed on the very first day, or in your online introduction to your class. Provide students with an opportunity to ask questions about your policy, so you can clear up any misunderstandings.
- It may also help to have a conversation about AI as it relates specifically to the topic and learning objectives of your course.
- Consider using the Library's Guide to GenAI to facilitate meaningful discussions about AI in your class using the Ignatian Pedagogical Paradigm of reflective questioning and discernment. Librarians, The Center for Teaching, Research, and Learning staff, CTRL Fellows are also available to help guide these conversations.

Q. What should I do if I suspect a student has used AI?

- You should start by reviewing the work very carefully. Does the work align with the expectations for the assignment? If references were required, do they match the references in your course or can they be found in research databases? Do you have other samples of writing from the student to which you can compare? If you still suspect AI use that violates your course policies, have a discussion with

the student. Ask questions about their writing process, how they found sources, and whether they may have used AI for spelling or grammar checking. If you still suspect AI use and the student continues to deny violating your course policies, you should follow the bulletin procedures for reporting violations of the academic honor code. Remember, we are not trying to create an adversarial environment or to treat every student as a suspected cheater. Clear communication and well-designed assessments can go a long way.

Q. What evidence do I need to provide to support a suspected AI violation?

- This may vary college-by-college, so make sure to check with your associate dean. In general, you will want to collect as much evidence as possible including the assignment in question, any previous examples of work in the class, and any other specific evidence that led to your concern. AI detection tools alone should not be used as the sole piece of evidence, but can be used as one source. You should rely on documentation and your own professional judgment - it is highly unlikely we will detect every misuse of AI and sometimes it's better to let one go than to falsely accuse a student.

Q. Can I use AI to generate lectures, quizzes, or other course material?

- Loyola's AI policy respects your academic freedom and good judgment to use AI and other tools in ways appropriate to your field of study and pedagogy, with two important limitations:
    - You may not upload FERPA or HIPPA-protected data into an AI tool; (Loyola AI Policy III. B. and IV.D.)
    - You may not use AI to deliver or teach an entire course without meaningful and ongoing faculty interaction and engagement. (Loyola AI Policy III. A.)
- Additionally, faculty should be transparent about their own use of AI to generate substantive course content. This may be accomplished through disclosures on the syllabus or relevant assignments. (Loyola AI Policy. III. A.)

Q. Can I use AI to help generate assignment feedback?

- Loyola's AI policy respects your academic freedom and good judgment to use AI and other tools in ways appropriate to your field of study and pedagogy.
- If you choose to use AI to generate assignment feedback. Consider the following:
    - Are you exposing FERPA or HIPPA-protected content to a third party? This is prohibited by Loyola's AI Policy. (III. B. and IV.D.)
    - Do you have students' consent to share their intellectual property with a third party, especially if their content may be reused as training data? Are students who object to sharing their IP in this way able to opt out?

    - Have you been transparent with your students about this use of AI? If not, how might discovery of this use damage the student-teacher relationship?
    - How will you review all AI outputs for accuracy? Loyola's AI Policy states that "AI tools should not substitute for professional judgment in decisions or communications involving students." (IV. C. §2)

Q. What AI training is available for faculty?

- AI training will vary year to year, but will always be communicated via email. CTRL offered workshops will be listed in the Provost updates, released bi-weekly. We will also have access to the Council of Independent Colleges *AI Ready: All Campus Essentials* program. More information is coming soon!

FAQS for Staff (and Faculty using systems)

Q. Do I need approval before using AI in my role?

- This depends. Staff may use AI for professional purposes, such as brainstorming ideas, summarizing public information, or improving clarity of non-confidential materials. However, you should consult with your supervisor about appropriate AI use within your specific role. AI should never be used to replace your professional judgment and AI-generated content should be reviewed for accuracy.

Q. When does the use of AI require disclosure?

- Routine uses of AI, such as drafting emails or brainstorming ideas, generally do not require disclosure unless the work is high-stakes, public-facing, or your supervisor or University leadership requires it. Disclosure is required when AI assistance is used to create major public-facing institutional statements or documents and for AI-generated images, audio, or video used in marketing or public communications.

Q. Who is responsible if AI-generated content contains errors?

- In short, you are.
- If you use AI in a situation where it is permitted, you are still responsible to review the outputs and ensure their accuracy and appropriateness.
- The Terms of Use of most Generative AI services state that these companies are not responsible for the truth or reliability of generated content. For example, ChatGPT's "Terms of Use" states that "you must evaluate Output for accuracy and appropriateness for your use case, including using human review as appropriate, before using or sharing Output." (2026)

Q. How do I know if something is FERPA or HIPAA protected?

- Always use caution when working with private data outside of the secure databases already made available by the university. Protected data should not be shared with AI tools including, but not limited to, ChatGPT, Co-Pilot, or Claude.
- If the information pertains to a student's educational record (including but not limited to grades, submitted assignments, class rosters, course schedules, disciplinary communications or actions, transcripts, or financial information) it is likely FERPA protected. See also "Can I use AI to help generate assignment feedback?" above.
- If information is connected to an individual's physical or mental health or their healthcare and there are any identifiers connected to the data, you should assume it is HIPAA protected and seek guidance.

Q. What happens if I misuse AI unintentionally?

- When in doubt, ask your supervisor before using AI for a task involving sensitive information or important institutional decisions. If you believe you have accidentally misused AI, notify your supervisor as soon as possible.

Q. What systems are currently vetted by or approved by the university for sensitive data entry?

- In general, if a system or tool is made available by the University then it has been vetted and approved. Current systems include Colleague/LORA, Canvas, EAB Navigate, Slate, and Raiser's Edge.

Q. What AI training is available for staff?

- Staff should watch their emails for training opportunities and resources provided by the University and consult their supervisor about any role-specific training budget. Microsoft Copilot is available to all faculty, staff, and students through the University's Microsoft license, and staff are encouraged to become familiar with institutionally supported AI tools and applicable University policies.

For more information, please review the complete University Artificial Intelligence Policy.