



Of Books and Bytes:

A Planning Guide for AI in Gen Ed

*Dr. Guy McHendry, Director and Dr. Faith Kurtyka, Associate Director
Magis Core Curriculum, Creighton University*

Campus Inventory

How would you describe faculty attitudes on your campus about AI?

How would you describe your institution's efforts toward faculty development around AI so far? Consider quantity, uptake by faculty, quality, and prioritization by the institution.

What is your institution's appetite for making changes to your general education curriculum? Consider faculty, administration, and staff.

Is your administration willing to use financial resources to help make such a change? You cannot do this without providing adequate faculty development.

How much political capital do you have on campus? How much are you willing to spend on this project?

Campus Strategy

Considering the departments, offices, faculty, staff, and students on your campus, which will be...

Potential champions to help make this change?	Apathetic and need to be motivated to care?	Oppositional and will need to be persuaded?

- For potential champions, circle the individuals who have the capacity to be involved, are good team players, and are committed to general education.
- For those who are apathetic, circle those who you can convert to a potential champion and who also have capacity, are team players, and care about general education.
- For those who are oppositional, circle those who are genuinely persuadable and/or will engage in good faith deliberation to find the best solution for your campus.

What opportunities do you have to motivate and persuade your campus about this change?

Consider arguments for making this change. What are the strongest for your campus?

	Strongest	Neutral	Weakest
Existing disruption to higher education has created urgency around responding.			
Students are already using this technology, and a syllabus policy is not enough guidance.			
Students want us to guide and teach them about this new technology.			
AI skills are part of essential workforce readiness.			
Faculty need training and resources to adapt pedagogy to an AI-influenced learning environment.			
Higher ed loses credibility if we do not respond quickly to our changing technological environment.			
Gen ed is uniquely positioned to respond to AI, as it reaches all areas of the university.			

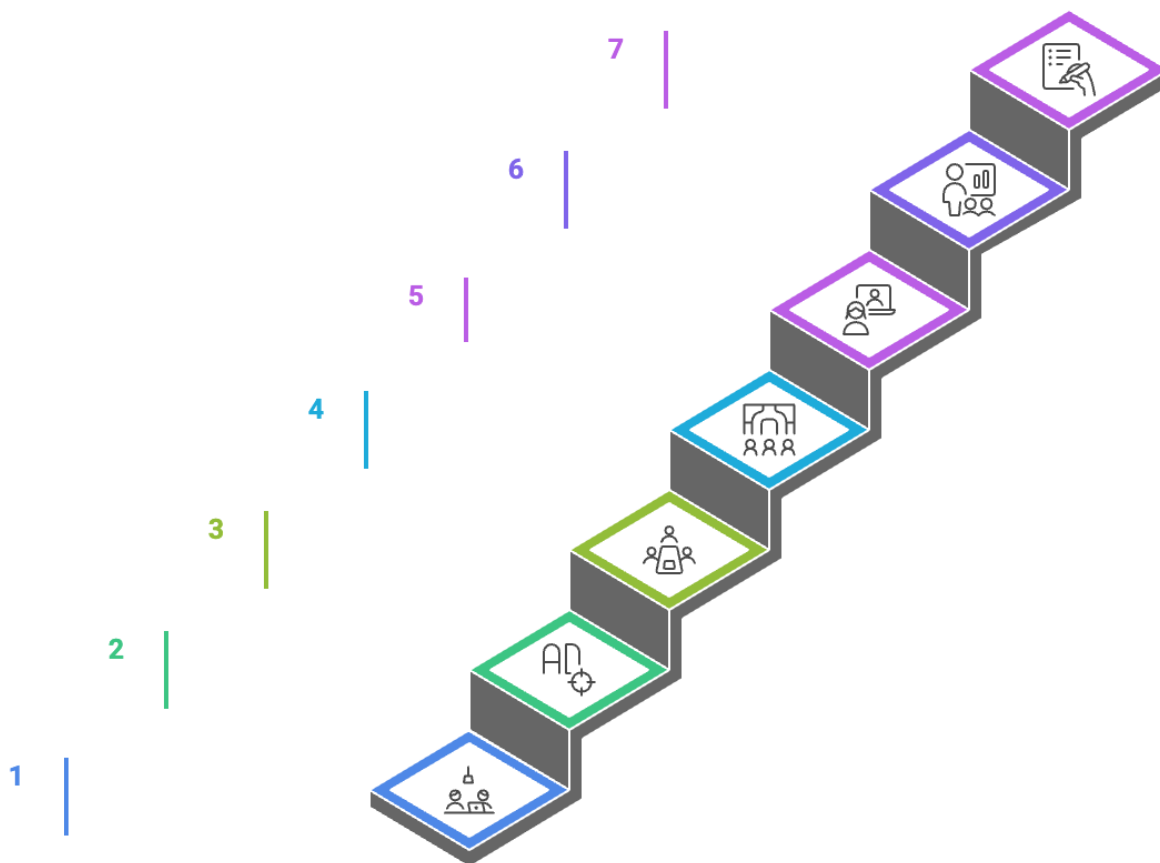
Now consider the arguments against making this change. Which has the highest need and urgency for you to counter?

	Strongest	Neutral	Weakest
AI is a fad and will not take hold as a technology.			
There is no ethical way to use or incorporate AI into our curriculum.			
Our institution will not support us during this transition.			
This is a gateway to having AI replace our labor.			
I do not have expertise in this area and so I cannot be involved.			
This change would intrude on academic freedom.			
AI is just another technological wave, like Wikipedia or Google, and higher ed will naturally adapt over time without major intervention.			
Our faculty and staff are already stretched to the limits of their capacity, and we cannot add something else to their load.			
Faculty will need to adapt within their own disciplines; a one-size-fits-all approach will be either too broad or too general to be relevant.			

Today's technologies are more user-friendly than ever; students do not need our guidance to use them.			
Faculty are too resistant to learn about it or talk about it.			

Approval Process

What is the formal process you need to follow to get these changes approved? Fill in as many steps as you can think of.



What informal processes do you need to follow to help this get approved? Consider different constituencies, departments, and administrators who will want a voice in this process.

Where in this process do you think you will face the most significant hurdles?

SLOs & Core Structure

What do you want students to know about generative AI (e.g., information literacy, academic misconduct, effective use, ethical issues, output analysis, etc.)?

Create a preliminary draft of possible generative AI SLOs.

AI-SLO-1	
AI-SLO-1	

How do these SLOs or areas of generative AI knowledge serve your institution's mission?

What are the major components of your general education structure (credits, requirements, special considerations, etc.)?

What are the significant constraints you face in your general education program (limits on instructional costs, limits on the number of credit hours, limits on changing the program, etc.)?

Looking at the structure of your general education program, where might general AI outcomes fit (either as new SLOs in an existing requirement or as a new core requirement)? What are the pros and cons of adding SLOs here?

Faculty Development

Asking faculty to adapt to this change is a heavy lift, especially without opportunities for faculty development. Earlier, you described the state of current efforts for faculty development in your institution. How will you help fill the gap between where you are now and what your faculty need to teach new generative AI SLOs?

What will faculty want in terms of development? Consider both practical resources (like stipends, course materials, or readings) and formats for development.

What ongoing resources and opportunities for faculty development will you need? How will you get them?

Gut Check

Do you really want to champion this for your campus? Are you the right person to lead this? How much time do you have to devote to this? How much knowledge about AI do you have?

How will this project fill your cup personally and professionally? What are the benefits and costs for you personally?

Eisenhower Matrix

“Whenever I’m about to do something, I think, ‘Would an idiot do that?’ And if they would, I do not do that thing.” -Dwight K. Schrute, III

Use this tool to help you plan your next steps. Be ruthless with your priorities and protective of your time.

		Urgent	Not Urgent
I M P O R T A N T	✓	Do Immediately	 Plan and Prioritize
N O T I M P	→	Delegate for Completion	X Delete these tasks

O
R
T
A
N
T

