Ethical AI:

a Guidebook for the Ethical Implementation and Use of Artificial Intelligence (AI) in Higher Education

developed by
the Arkansas State University–Mountain Home Workgroup on Artificial Intelligence (AI)

"Education is the passport to the future, for tomorrow belongs to those who prepare for it today."

–Malcolm X

Acknowledgements

The Arkansas State University–Mountain Home (ASUMH) Workgroup on Artificial Intelligence (AI) drove the creation of this guidebook. Current Workgroup members include the following: Matt Buel, Jessica Clanton, Karl Mudra, Robin Navel, Tabatha Simpson-Farrow, Tamya Stallings, and Michael Thomas.

The Workgroup also must acknowledge the crucial input and support of various ASUMH campus stakeholders, including students, staff, administrators, and members of faculty.

Authors

The persons responsible for revising this edition of guidebook include Jessica Clanton, Kellie Thomas, and Michael Thomas.

Table of Contents

Context

In the contemporary educational environment, integrating Artificial Intelligence (AI) technologies promises to enhance many teaching, learning, and administrative processes. As institutions experiment with the advantages of using AI, they must consider ethical implications to ensure that these technologies are used responsibly, equitably, and in alignment with the core values and principles of the organization. In response to these considerations, the ASUMH Workgroup on Artificial Intelligence (AI) has created this guidebook for the ethical use of AI in education. The guidebook is intended to guide ASUMH toward ethical AI implementation and use.

Having emerged from a collaborative effort across the ASUMH campus, the guidebook was inspired by the input of various stakeholders through Workgroup meetings, a campuswide forum, and surveys. Moreover, the Workgroup drew inspiration from and aligned with the Ethical Principles for Artificial Intelligence in Education, a thorough and informative open article which is licensed under a Creative Commons Attribution 4.0 International License.

AI Acknowledgement

In accordance with the recommendations established in this guidebook, the Workgroup wishes to acknowledge the use of generative AI (ChatGPT 3.5, ChatGPT-4-turbo, and Microsoft Copilot) for specific minor writing tasks within this guidebook, including statement rephrasing and example generation. It is important to note that generative AI played a minimal role in the development of this guidebook; artificial intelligence was not engaged in establishing guiding principles, expectations, or in structuring the book.

Further in keeping with established guiding principles, the Workgroup recognizes this guidebook as a dynamic resource, realizing its status as a living document. As such, the guidebook will require continual review and revision to remain pertinent within the dynamic and evolving landscape of artificial intelligence. Any suggested updates or revisions should be directed to the chair of the ASUMH Workgroup on Artificial Intelligence (AI).

"Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is the most important."

–Bill Gates

Terminology

This section introduces and defines key terms and concepts that are essential for effectively implementing the recommendations outlined in the guidebook.

Guiding Principles

While developing this guidebook, the Workgroup identified seven guiding principles. The term **guiding principle** refers to a fundamental belief, value, or rule that serves as a guiding force or standard for decision making, behavior, or action. These principles represent core ideals and philosophies that provide direction, purpose, and coherence in the educational context.

These guiding principles are intended to help institutions and individuals navigate complex situations, make consistent choices, and align their actions with desired expectations. The guiding principles listed here form the foundation upon which the guidebook stands, providing a framework for its construction and content. These principles not only support the structure of the guidebook but also shape its meaning and purpose.

Guiding Principle 1

Institutions should prioritize the establishment of transparent and **accountable** governance structures that uphold ethical principles and values. As such, institutions should commit to these actions:

- Follow ethical principles and guidelines in the design, development, and deployment of AI technologies in education.
- Promote a culture of continuous assessment, reflection, and improvement to adapt to evolving ethical standards, technological advancements, and societal needs.
- Establish mechanisms for accountability to monitor and address the ethical use of AI technologies.

Guiding Principle 2

Institutions should prioritize **communication** throughout all stages of AI implementation to build trust, encourage collaboration, and uphold ethical standards. As such, institutions should promote the following actions:

- Establish transparent communication channels to inform stakeholders about the use of AI technologies.
- Involve stakeholders in decision-making processes related to AI implementation in education.

Guiding Principle 3

Institutions should prioritize **proportionality** to ensure that AI interventions are appropriately scaled and aligned with educational goals. As such, institutions should promote the following actions:

- Ensure that AI interventions are proportional to educational goals, needs, and priorities.
- Regularly assess the impact and effectiveness of AI interventions to ensure proportionality and sustainability.

Guiding Principle 4

Institutions should prioritize the **protection of student and staff data** to uphold privacy rights and maintain trust in AI-driven educational systems. As such, institutions should commit to the following actions:

- Obtain informed consent from students, faculty, staff, administration, and other stakeholders before collecting, processing, or sharing their personal data for AI applications in education.
- Deploy safeguards to prevent misuse of AI systems.

Guiding Principle 5

Institutions should prioritize **accessibility** to ensure that AI-driven educational systems are accessible, inclusive, and respectful of the various needs, backgrounds, and identities of all stakeholders. As such, institutions should promote the following actions:

- Prioritize accessibility in the design and development of AI technologies for education, following universal design principles and accessibility guidelines.
- Take proactive measures to bridge the digital divide and reduce disparities in access to technology and educational resources among students and staff.
- Ensure that AI-driven solutions consider the unique challenges faced by individuals with limited access to digital tools and infrastructure and strive to mitigate these barriers through innovative approaches.

Guiding Principle 6

Institutions should prioritize the development and deployment of AI systems that are **human-centered** and are therefore designed to augment, rather than replace, human intelligence and expertise. As such, institutions should commit to the following action:

- Design AI technologies to enhance human capabilities rather than replace them.

Guiding Principle 7

Institutions should prioritize the adoption and use of **sustainable** AI technologies and practices to optimize energy efficiency, minimize the ecological footprint of AI systems while considering the broader economic and societal implications of AI implementation.

Expectations

Each of the seven guiding principles introduced in this guidebook is aligned with various expectations. The term **expectations** refers to the anticipated outcomes, standards, or objectives that faculty, staff, administrators, and other stakeholders can reasonably anticipate or aspire to achieve through the implementation of the guidebook's recommendations, strategies, or practices. These expectations encompass a wide range of goals related to the deployment and use of artificial intelligence, establishment of transparent and accountable governance structures, development and use of transparent communication channels, alignment of AI interventions with goals, protection of student and staff data, adoption and development of accessible AI tools, maintenance of human-centered AI systems, and adoption and use of sustainable AI technologies.

Applications

Each expectation outlined in this guidebook includes a set of corresponding applications. The term **application** refers to a practical implementation of the outlined expectations. These applications involve translating the guiding principles and underlying expectations into tangible actions, strategies, or practices that can be executed within institutions. Applications involve putting expectations into action, through specific initiatives, procedures, programs, or interventions aimed at achieving desired outcomes and fostering positive change. Applications serve as the means through which stakeholders engage with expectations within their respective roles and responsibilities.

The applications outlined in this guidebook represent potential uses of the expectations listed. However, these applications might not be universally applicable across all situations or institutions. Additionally, other suitable applications that align with specific expectations of individual institutions may not be mentioned in this guidebook.

Those applications labeled as **faculty applications** are generally suitable for implementation by individual faculty members within their teaching practices while **student applications** refer to the specific practices, tools, or strategies that students are expected to engage with or utilize within their educational experience. **Institutional applications** are those more appropriate for implementation by the institution as a whole, potentially involving multiple departments or administrative units.

Application Examples

Application examples serve as tangible illustrations that showcase how the expectations outlined in this guidebook can be translated into actionable steps or practices.

Moreover, **faculty application examples** demonstrate how strategies or methodologies can be applied by individual faculty members within their respective teaching contexts, whereas **institutional application examples** illustrate how these approaches can be implemented at an institutional level, involving multiple departments or groups within the institution as a whole.

Samples

The guidebook appendix contains **samples**, which are ready-made statements and guidelines aligning with the guiding principles, expectations, and applications outlined in the guidebook. The samples are licensed through Creative Commons and allow sharing and adapting per the CC BY-NC-SA 4.0 license.

ASUMH-approved samples have been approved through the ASUMH shared governance process. As statements, guidelines, and procedures are approved through the shared governance process, the appendix will be updated to reflect the current practice.

Blueprints

The **blueprints** are tables which present the guidebook's recommendations in a manner that is easy to understand and use. The **faculty blueprint** outlines the specific actions, strategies, and best practices that faculty members can implement within their teaching practices to align with the guidebook's principles and expectations; the **student blueprint** offers a detailed framework for students, highlighting the tools, strategies, and behaviors they should adopt to ethically engage with AI in learning environments; and the **institutional blueprint** presents a comprehensive ethical AI plan for institutions, detailing the policies, procedures, and initiatives that should be implemented at an organizational level.

Cognitive Load Offloading

Cognitive load offloading refers to the practice of using external tools, including artificial intelligence, to bypass or avoid the mental effort required for learning, problem-solving, and skill development. While strategic use of tools can enhance learning, excessive offloading prevents students from engaging in the cognitive processes necessary for deep understanding and long-term retention.

Blueprints

Guiding Principle 1

Institutions should prioritize the establishment of transparent and **accountable** governance structures that uphold ethical principles and values. As such, institutions should commit to these actions:

- Follow ethical principles and guidelines in the design, development, and deployment of AI technologies in education.
- Promote a culture of continuous assessment, reflection, and improvement to adapt to evolving ethical standards, technological advancements, and societal needs.
- Establish mechanisms for accountability to monitor and address the ethical use of AI technologies.

Table 1: Guiding Principle 1 - Faculty Blueprint

Expectation	Faculty Applications	Faculty Application Examples
Expectation 1.1 Establish clear guidelines and procedures for the deployment and use of AI technologies.	**Faculty Application 1.1.a** Faculty should establish clear guidelines for the use of AI in courses	Include a statement in each course syllabus that outlines the guidelines and procedures for using AI technologies. Sample: Syllabus AI Statements Include specific instructions and expectations regarding the use of AI tools or software for individual assignments in assignment guidelines or rubrics. Sample: Assignment AI Statements Establish clear transparency requirements for all assignments where AI use is permitted, ensuring students document their AI usage in ways that promote accountability and help prevent cognitive load offloading. Conduct an orientation session at the beginning of each course to introduce

		students to the AI technologies that will be used, explain their purpose and relevance to the course objectives, and clarify the guidelines and procedures for their use. Develop and distribute written policies or guidelines specifically addressing the deployment and use of AI technologies. Keep students informed about any updates or changes regarding the deployment and use of AI technologies throughout the course.
Intentionally blank	**Faculty Application 1.1b** Faculty should develop clear guidelines for the use of AI-powered grading systems.	Establish guidelines to ensure fairness, equity, and transparency in grading practices and to mitigate biases in AI algorithms and grading outcomes. Create guidelines to verify the accuracy and reliability of AI-generated grades, to maintain consistency in grading criteria and standards, and to address any discrepancies between AI-generated grades and instructor assessments. Sample: Faculty Guidelines for AI Detector Usage for Grading Purposes Develop guidelines to clearly communicate to students how AI-powered grading works and to provide explanations of grading criteria, algorithms, and factors considered. Establish guidelines to adhere to data privacy regulations and institutional policies and to protect student data collected and processed by AI grading systems.

Expectation 1.2 Ensure transparency in decision-making processes related to AI adoption.	**Faculty Application 1.2.a** Faculty should clearly communicate the rationale behind the adoption of AI technologies to students.	*Intentionally blank*
Expectation 1.3 Regularly review and update governance frameworks to keep pace with technological advancements and evolving ethical standards.	**Faculty Application 1.3.a** Faculty should conduct periodic assessments of existing course guidelines to identify areas for improvement or updates.	*Intentionally blank*

Expectation 1.4 Foster a culture of ethical awareness and responsibility among stakeholders involved in AI implementation and use.	**Faculty Application 1.4.a** Faculty should educate students about ethical considerations surrounding the use of AI.	Facilitate classroom discussions on ethical considerations related to AI, covering topics such as bias, privacy, accountability, transparency, and fairness. Sample: Ethical AI: Student Best Practices Invite guest speakers, such as ethicists, AI researchers, industry professionals, or activists, to share their perspectives on ethical considerations in the use of AI. Assign readings from academic articles, news reports, or opinion pieces that discuss ethical issues in AI. Assign research projects or papers on specific ethical topics related to AI, such as algorithmic bias, data privacy, or autonomous weapons. Organize debates or role-playing exercises in which students take on different perspectives and argue for or against ethical positions on AI-related issues. Collaboratively develop a code of conduct or ethical guidelines for the use of AI in the classroom or in student projects. Assign reflection assignments or journal prompts asking students to reflect on their own ethical beliefs, values, and responsibilities as future practitioners or users of AI technologies. Engage students in exploring real-world applications of AI technologies that raise ethical questions, such as self-driving cars,

		social media algorithms, or healthcare diagnostics.
Expectation 1.5 Develop robust mechanisms for monitoring and evaluating the use of AI technologies including impact on student outcomes, bias, equity, and privacy.	**Faculty Application 1.5.a** Faculty should use analytics tools to track how students interact with the AI-enhanced materials.	Assess the effectiveness of different content elements by analyzing student interactions with AI-enhanced materials. Use analytics tools to collect feedback from students on their experiences with AI-enhanced materials.
Intentionally blank	**Faculty Application 1.5.b** Faculty should create opportunities for students to provide feedback on AI-enhanced curricula.	Design and administer surveys or questionnaires specifically focused on gathering students' feedback regarding their experiences with AI-enhanced curricula.
Expectation 1.6 Use monitoring and evaluation findings to inform decision-making and improve AI policies and practices in education	**Expectation 1.6.a** Faculty should use student feedback to continually refine practices and AI-enhanced curricula.	Continuously collect and review student feedback on AI-enhanced curricula through surveys, focus groups, feedback sessions, and other feedback mechanisms. Analyze feedback data systematically to identify common themes, trends, strengths, weaknesses, and areas for improvement in AI integration and teaching practices. Use student feedback to refine and update AI-enhanced course materials, assessments, learning objectives, and instructional methods over time.

Expectation 1.7 Continuously update monitoring and evaluation frameworks to reflect emerging ethical concerns and best practices in AI governance and stewardship.	*Intentionally blank*	*Intentionally blank*
Expectation 1.8 Clarify roles and responsibilities for stakeholders involved in the deployment and oversight of AI-technologies.	*Intentionally blank*	*Intentionally blank*
Expectation 1.9 Establish mechanisms for holding individuals accountable for the ethical use of AI, including adherence to relevant laws, procedures, and ethical guidelines.	**Faculty Application 1.9.a** Faculty should establish mechanisms to hold students responsible for the ethical use of AI.	*Intentionally blank*
Expectation 1.10 Foster a culture of accountability through training, awareness-raising, and incentives that reward ethical behavior and discourage misconduct.	*Intentionally blank*	*Intentionally blank*
Expectation 1.11 Provide avenues for recourse and redress for individuals who experience harm or discrimination as a result of AI technologies.	*Intentionally blank*	*Intentionally blank*

Guiding Principle 2

Institutions should prioritize **communication** throughout all stages of AI implementation to build trust, encourage collaboration, and uphold ethical standards. As such, institutions should promote the following actions:

- Establish transparent communication channels to inform stakeholders about the use of AI technologies.
- Involve stakeholders in decision-making processes related to AI implementation in education.

Table 2: Guiding Principle 2 - Faculty Blueprint

Expectations	Faculty Applications	Faculty Application Examples
Expectation 2.1 Provide clear information about the use of AI technologies, including their purpose, guidelines, and potential impact on stakeholders.	**Faculty Application 2.1.a** Faculty should clearly communicate guidelines and policies for student use of AI.	Include a statement in the syllabus specifically dedicated to guidelines and policies for student use of AI. Sample: Syllabus AI Statements Create a dedicated page or module within the course website or LMS platform to host guidelines and policies for student use of AI. Discuss guidelines and policies for student use of AI during the course orientation session. Include specific instructions and reminders about adherence to guidelines and policies for ethical conduct.

Expectation 2.2 Promote collaboration among faculty, students, staff, administration, and other stakeholders in implementing and using AI and to advance knowledge and best practices in ethical AI in education.	*Intentionally blank*	*Intentionally blank*

Guiding Principle 3

Institutions should prioritize **proportionality** to ensure that AI interventions are appropriately scaled and aligned with educational goals. As such, institutions promote the following actions:

- Ensure that AI interventions are proportional to educational goals, needs, and priorities.
- Regularly assess the impact and effectiveness of AI interventions to ensure proportionality and sustainability.

Table 3: Guiding Principle 3 - Faculty Blueprint

Expectations	Faculty Applications	Faculty Application Examples
Expectation 3.1 Ensure that the use of AI technologies is proportional to the intended goals and objectives, avoiding overreliance on automation or algorithmic decision-making.	**Faculty Application 3.1a** Faculty should consider whether AI is necessary to achieve goals, or whether other methods will suffice.	*Intentionally blank*
Expectation 3.2 Regularly assess the proportionality of AI applications and adjust implementation strategies as needed to maintain alignment with ethical principles and educational priorities.	**Faculty Application 3.2a** Faculty should periodically evaluate the proportionality of AI tools used.	Periodically assess whether the use of AI tools contributes to achieving desired learning outcomes. Review whether the use of AI tools aligns with pedagogical principles and instructional strategies.

Guiding Principle 4

Institutions should prioritize the **protection of student and staff data** to uphold privacy rights and maintain trust in AI-driven educational systems. As such, institutions should commit to the following actions:

- Obtain informed consent from students, faculty, staff, administration, and other stakeholders before collecting, processing, or sharing their personal data for AI applications in education.
- Deploy safeguards to prevent misuse of AI systems.

Table 4: Guiding Principle 4 - Faculty Blueprint

Expectations	Faculty Applications	Faculty Application Examples
Expectation 4.1 Prioritize user and data safety and well-being in the use of AI technologies.	**Faculty Application 4.1a** Faculty should consider whether AI is necessary to achieve goals, or whether other methods will suffice.	Establish policies to ensure the ethical collection, storage, sharing, and protection of private information in AI notetaking applications.
Expectation 4.2 Conduct thorough risk assessments to identify potential safety hazards and mitigate risks associated with AI-driven interventions.	*Intentionally blank*	*Intentionally blank*
Expectation 4.3 Implement safeguards to prevent accidents, errors, or misuse of AI systems that could harm students or staff.	*Intentionally blank*	*Intentionally blank*
Expectation 4.4 Provide training and support to users on safe and responsible use of AI technologies, including cybersecurity awareness and online safety practices	*Intentionally blank*	*Intentionally blank*

Expectation 4.5 Establish protocols for reporting and responding to safety incidents or concerns related to AI, ensuring prompt resolution and follow-up actions.	*Intentionally blank*	*Intentionally blank*

Guiding Principle 5

Institutions should prioritize accessibility to ensure that AI-driven educational systems are **accessible**, inclusive, and respectful of the various needs, backgrounds, and identities of all stakeholders. As such, institutions should promote the following actions:

- Prioritize accessibility in the design and development of AI technologies for education, following universal design principles and accessibility guidelines.
- Take proactive measures to bridge the digital divide and reduce disparities in access to technology and educational resources among students and staff.
- Ensure that AI-driven solutions consider the unique challenges faced by individuals with limited access to digital tools and infrastructure and strive to mitigate these barriers through innovative approaches.

Table 5: Guiding Principle 5 - Faculty Blueprint

Expectations	Faculty Applications	Faculty Application Examples
Expectation 5.1 Engage stakeholders from varied backgrounds and communities in the design, development, and evaluation of AI technologies to ensure their inclusiveness and relevance.	*Intentionally blank*	*Intentionally blank*
Expectation 5.2 Prioritize accessibility in the development and implementation of AI-driven educational tools and resources, following best practices and guidelines for web accessibility and assistive technologies.	**Faculty Application 5.2.a** Faculty should become familiar with best practices and guidelines for web accessibility and assistive technologies.	*Intentionally blank*

Expectation 5.3 Conduct usability testing with various user groups, including individuals with disabilities, to identify and address accessibility barriers in AI systems and interfaces.	*Intentionally blank*	*Intentionally blank*
Expectation 5.4 Take proactive measures to bridge the digital divide and reduce disparities in access to technology and educational resources among students and staff.	**Faculty Application 5.4.a** Faculty should be aware of students' technological needs and provide support or guidance on accessing and using technology tools required for coursework.	*Intentionally blank*

Guiding Principle 6

Institutions should prioritize the development and deployment of AI systems that are **human-centered** and are therefore designed to augment, rather than replace, human intelligence and expertise. As such, institutions should commit to the following action:

- Design AI technologies to enhance human capabilities, rather than replace them.

Table 6: Guiding Principle 6 - Faculty Blueprint

Expectations	Faculty Applications	Faculty Application Examples
Expectation 6.1 Establish mechanisms for human oversight and control over AI-driven processes and outcomes, allowing educators to intervene when necessary to ensure fairness, accuracy, and ethical conduct.	**Faculty Application 6.1.a** Faculty should avoid blindly accepting the output of AI algorithms without considering its validity and relevance to objectives.	*Intentionally blank*
Intentionally blank	**Faculty Application 6.1.b** Faculty should validate information obtained from AI through manual verification methods.	*Intentionally blank*
Intentionally blank	**Faculty Application 6.1.c** Faculty should consider data biases when using AI.	*Intentionally blank*
Expectation 6.2 Ensure that AI technologies are used to augment, rather than replace, human decision-making and intervention.	**Faculty Application 6.2.a** Faculty should encourage critical thinking skills in students when interacting with AI technologies.	Encourage students to approach AI technologies with healthy skepticism and to critically evaluate the information and results provided by AI systems. Scaffold AI integration progressively throughout courses and programs, beginning with mastery of foundational skills and advancing toward strategic professional use as students demonstrate competency.

		Facilitate class discussions and debates about ethical considerations related to AI technologies, such as privacy, bias, fairness, and accountability. Provide opportunities for students to experiment with AI technologies, explore different tools and applications, and engage in hands-on learning experiences. Teach students how to critically evaluate data sources, assess the quality and reliability of data, and interpret the results of AI analyses. Encourage students to reflect on their own thinking processes, biases, and assumptions when interacting with AI technologies.
Expectation 6.3 Respect and promote the autonomy of faculty and institutions in making decisions about the use of AI technologies in teaching, learning, and administration.	*Intentionally blank*	*Intentionally blank*
Expectation 6.4 Provide faculty with the flexibility and support to customize and adapt AI technologies to meet the needs and preferences of their students and learning environments.	*Intentionally blank*	*Intentionally blank*

Guiding Principle 7

Institutions should prioritize the adoption and use of **sustainable** AI technologies and practices to optimize energy efficiency, minimize the ecological footprint of AI systems while considering the broader economic and societal implications of AI implementation.

Table 7: Guiding Principle 7 - Faculty Blueprint

Expectations	Faculty Applications	Faculty Application Examples
Expectation 7.1 Utilize AI technologies that are designed to optimize energy consumption, reducing overall energy usage and promoting sustainability.	**Faculty Application 7.1.a** Faculty should incorporate lessons on sustainable AI technologies and energy-efficient practices into relevant courses.	*Intentionally blank*
Expectation 7.2 Evaluate the cost-effectiveness of AI implementations, ensuring that the economic benefits justify the investments and that resources are allocated efficiently.	*Intentionally blank*	*Intentionally blank*
Expectation 7.3 Deploy AI technologies with a focus on positive societal outcomes, considering the broader implications for communities and ensuring that AI benefits are equitably distributed.	*Intentionally blank*	*Intentionally blank*

Expectation 7.4 Engage with ongoing assessment and improvement of AI practices, staying updated with the latest sustainable technologies and methodologies to enhance their sustainability efforts.	**Faculty Application 7.4.a** Faculty should stay updated with the latest advancements in sustainable AI and share this knowledge with colleagues and students.	*Intentionally blank*

Guiding Principle 1

Institutions should prioritize the establishment of transparent and **accountable** governance structures that uphold ethical principles and values. As such, institutions should commit to these actions:

- Follow ethical principles and guidelines in the design, development, and deployment of AI technologies in education.
- Promote a culture of continuous assessment, reflection, and improvement to adapt to evolving ethical standards, technological advancements, and societal needs.
- Establish mechanisms for accountability to monitor and address the ethical use of AI technologies.

Table 8: Guiding Principle 1 - Student Blueprint

Expectations	Student Applications
Expectation 1.1 Establish clear guidelines and procedures for the deployment and use of AI technologies.	**Student Application 1.1.A** Locate and understand the guidelines for using AI in their courses.
Expectation 1.2 Ensure transparency in decision-making processes related to AI adoption.	*Intentionally blank*
Expectation 1.3 Regularly review and update governance frameworks to keep pace with technological advancements and evolving ethical standards.	*Intentionally blank*

Expectation 1.4 Foster a culture of ethical awareness and responsibility among stakeholders involved in AI implementation and use.	*Intentionally blank*
Expectation 1.5 Develop robust mechanisms for monitoring and evaluating the use of AI technologies, including impact on student outcomes, bias, equity, and privacy.	**Student Application 1.5.A** Provide feedback on AI-enhanced curricula when appropriate.
Expectation 1.6 Use monitoring and evaluation findings to inform decision-making and improve AI policies and practices in education.	*Intentionally blank*
Expectation 1.7 Continuously update monitoring and evaluation frameworks to reflect emerging ethical concerns and best practices in AI governance and stewardship.	*Intentionally blank*
Expectation 1.8 Clarify roles and responsibilities for stakeholders involved in the deployment and oversight of AI technologies.	*Intentionally blank*
Expectation 1.9 Establish mechanisms for holding individuals accountable for the ethical use of AI, including adherence to relevant laws, procedures, and ethical guidelines.	*Intentionally blank*
Expectation 1.10 Foster a culture of accountability through training, awareness-raising, and incentives that reward ethical behavior and discourage misconduct.	*Intentionally blank*

Expectation 1.11 Provide avenues for recourse and redress for individuals who experience harm or discrimination as a result of AI technologies.	*Intentionally blank*

Guiding Principle 2

Institutions should prioritize **communication** throughout all stages of AI implementation to build trust, encourage collaboration, and uphold ethical standards. As such, institutions should promote the following actions:

- Establish transparent communication channels to inform stakeholders about the use of AI technologies.
- Involve stakeholders in decision-making processes related to AI implementation in education.

Table 9: Guiding Principle 2 - Student Blueprint

Expectations	Student Applications
Expectation 2.1 Provide clear information about the use of AI technologies, including their purpose, guidelines, and potential impact on stakeholders.	**Student Application 2.1.A** Be familiar with the guidelines and policies for using AI.
Expectation 2.2 Promote collaboration among faculty, students, staff, administration, and other stakeholders in implementing and using AI and to advance knowledge and best practices in ethical AI in education.	*Intentionally blank*

Guiding Principle 3

Institutions should prioritize **proportionality** to ensure that AI interventions are appropriately scaled and aligned with educational goals. As such, institutions promote the following actions:

- Ensure that AI interventions are proportional to educational goals, needs, and priorities.
- Regularly assess the impact and effectiveness of AI interventions to ensure proportionality and sustainability.

Table 10: Guiding Principle 3 - Student Blueprint

Expectations	Student Applications
Expectation 3.1 Ensure that the use of AI technologies is proportional to the intended goals and objectives, avoiding overreliance on automation or algorithmic decision-making.	**Student Application 3.1.A** Consider whether AI is necessary to achieve goals, or whether other methods will suffice.
Expectation 3.2 Regularly assess the proportionality of AI applications and adjust implementation strategies as needed to maintain alignment with ethical principles and educational priorities.	*Intentionally blank*

Guiding Principle 4

Institutions should prioritize the **protection of student and staff data** to uphold privacy rights and maintain trust in AI-driven educational systems. As such, institutions should commit to the following actions:

- Obtain informed consent from students, faculty, staff, administration, and other stakeholders before collecting, processing, or sharing their personal data for AI applications in education.
- Deploy safeguards to prevent misuse of AI systems.

Table 11: Guiding Principle 4 - Student Blueprint

Expectations	Student Applications
Expectation 4.1 Prioritize user and data safety and well-being in the use of AI technologies.	**Student Application 4.1.A** Prioritize safety and well-being when using AI technologies. **Student Application 4.1.B** Follow established policies to ensure the ethical collection, storage, sharing, and protection of private information in AI notetaking applications.
Expectation 4.2 Conduct thorough risk assessments to identify potential safety hazards and mitigate risks associated with AI-driven interventions.	*Intentionally blank*
Expectation 4.3 Implement safeguards to prevent accidents, errors, or misuse of AI systems that could harm students or staff.	*Intentionally blank*
Expectation 4.4 Provide training and support to users on safe and responsible use of AI technologies, including cybersecurity awareness and online safety practices.	*Intentionally blank*

Expectation 4.5 Establish protocols for reporting and responding to safety incidents or concerns related to AI, ensuring prompt resolution and follow-up actions.	*Intentionally blank*

Guiding Principle 5

Institutions should prioritize accessibility to ensure that AI-driven educational systems are **accessible**, inclusive, and respectful of the various needs, backgrounds, and identities of all stakeholders. As such, institutions should promote the following actions:

- Prioritize accessibility in the design and development of AI technologies for education, following universal design principles and accessibility guidelines.
- Take proactive measures to bridge the digital divide and reduce disparities in access to technology and educational resources among students and staff.
- Ensure that AI-driven solutions consider the unique challenges faced by individuals with limited access to digital tools and infrastructure and strive to mitigate these barriers through innovative approaches.

Table 12: Guiding Principle 5 - Student Blueprint

Expectations	Student Applications
Expectation 5.1 Engage stakeholders from varied backgrounds and communities in the design, development, and evaluation of AI technologies to ensure their inclusiveness and relevance.	*Intentionally blank*
Expectation 5.2 Prioritize accessibility in the development and implementation of AI-driven educational tools and resources, following best practices and guidelines for web accessibility and assistive technologies.	*Intentionally blank*
Expectation 5.3 Conduct usability testing with various user groups, including individuals with disabilities, to identify and address accessibility barriers in AI systems and interfaces.	*Intentionally blank*

Expectation 5.4 Take proactive measures to bridge the digital divide and reduce disparities in access to technology and educational resources among students and staff.	**Student Application 5.4.A** Communicate technology and support needs to appropriate personnel.

Guiding Principle 6

Institutions should prioritize the development and deployment of AI systems that are **human-centered** and are therefore designed to augment, rather than replace, human intelligence and expertise. As such, institutions should commit to the following action:

- Design AI technologies to enhance human capabilities, rather than replace them.

Table 13: Guiding Principle 6 - Student Blueprint

Expectations	Student Applications
Expectation 6.1 Establish mechanisms for human oversight and control over AI-driven processes and outcomes, allowing educators to intervene when necessary to ensure fairness, accuracy, and ethical conduct.	**Student Application 6.1.A** Avoid blindly accepting the output of AI algorithms without considering its validity and relevance to objectives. **Student Application 6.1.B** Validate information obtained from AI through manual verification methods. **Student Application 6.1.C** Consider data biases when using AI.
Expectation 6.2 Ensure that AI technologies are used to augment, rather than replace, human decision-making and intervention.	**Student Application 6.2.A** Engage in critical thinking skills when interacting with AI technologies.
Expectation 6.3 Respect and promote the autonomy of faculty and institutions in making decisions about the use of AI technologies in teaching, learning, and administration.	*Intentionally blank*

Expectation 6.4 Provide faculty with the flexibility and support to customize and adapt AI technologies to meet the needs and preferences of their students and learning environments.	*Intentionally blank*

Guiding Principle 7

Institutions should prioritize the adoption and use of **sustainable** AI technologies and practices to optimize energy efficiency, minimize the ecological footprint of AI systems while considering the broader economic and societal implications of AI implementation.

Table 14: Guiding Principle 7 - Student Blueprint

Expectations	Student Applications
Expectation 7.1 Utilize AI technologies that are designed to optimize energy consumption, reducing overall energy usage and promoting sustainability.	*Intentionally blank*
Expectation 7.2 Evaluate the cost-effectiveness of AI implementations, ensuring that the economic benefits justify the investments and that resources are allocated efficiently.	*Intentionally blank*
Expectation 7.3 Deploy AI technologies with a focus on positive societal outcomes, considering the broader implications for communities and ensuring that AI benefits are equitably distributed.	*Intentionally blank*
Expectation 7.4 Engage with ongoing assessment and improvement of AI practices, staying updated with the latest sustainable technologies and methodologies to enhance their sustainability efforts.	*Intentionally blank*

Guiding Principle 1

Institutions should prioritize the establishment of transparent and **accountable** governance structures that uphold ethical principles and values. As such, institutions should commit to these actions:

- Follow ethical principles and guidelines in the design, development, and deployment of AI technologies in education.
- Promote a culture of continuous assessment, reflection, and improvement to adapt to evolving ethical standards, technological advancements, and societal needs.
- Establish mechanisms for accountability to monitor and address the ethical use of AI technologies.

Table 15: Guiding Principle 1 - Institutional Blueprint

Expectations	Institutional Applications	Institutional Application Examples
Expectation 1.1 Establish clear guidelines and procedures for the deployment and use of AI technologies.	**Institutional Application 1.1.i** Institutions should establish clear AI guidelines and procedures.	Create comprehensive policies that outline the ethical, legal, and technical aspects of AI use in academic settings. Provide training and awareness programs for faculty, staff, and students to ensure they understand the ethical implications, risks, and best practices related to AI usage. Sample: Ethical AI: Faculty Best Practices Establish robust data governance policies to ensure the ethical collection, storage, sharing, and protection of data used in AI applications, adhering to relevant regulations.

Expectation 1.2 Ensure transparency in decision-making processes related to AI adoption.	**Institutional Application 1.2.i** Institutions should document decision-making processes related to AI adoption and use.	Set up a governance structure with clear roles and responsibilities for decision-makers, stakeholders, and subject matter experts involved in the AI adoption process. Promote transparency and accountability by making decision-making processes and documentation accessible to relevant stakeholders, including employees, customers, regulators, and the public where appropriate.
Expectation 1.3 Regularly review and update governance frameworks to keep pace with technological advancements and evolving ethical standards.	**Institutional Application 1.3.i** Institutions should regularly review AI policies/procedures.	Form a dedicated group to review and revise AI policies and procedures. Determine a regular schedule for revising AI guidelines and procedures. Solicit feedback from stakeholders including faculty, staff, students, and external partners who are involved in or affected by AI initiatives. Clearly communicate any updates or revisions to AI guidelines and procedures to all relevant stakeholders.
Expectation 1.4 Foster a culture of ethical awareness and responsibility among stakeholders involved in AI implementation and use.	**Institutional Application 1.4.i** Institutions should create opportunities for open dialogue and communication about the ethical use of AI.	Develop clear and comprehensive ethical guidelines for AI use within the institution. Integrate discussions about AI ethics into relevant academic programs and courses across disciplines. Ensure that discussions about AI ethics incorporate varied perspectives and voices, including those of marginalized or underrepresented groups.

		Offer training programs, resources, and guidelines to educate stakeholders about ethical considerations in AI development and use. Foster a culture of transparency and accountability regarding AI practices within the institution.
Expectation 1.5 Develop robust mechanisms for monitoring and evaluating the use of AI technologies, including impact on student outcomes, bias, equity, and privacy.	**Institutional Application 1.5.i** Institutions should set up channels for collecting feedback from students on AI-enhanced materials.	Create surveys or forums whereby students can share their feedback, engage in conversations, and ask questions about AI-enhanced materials.
Expectation 1.6 Use monitoring and evaluation findings to inform decision-making and improve AI policies and practices in education.	**Institutional Application 1.6.i** Institutions should use student feedback to continually refine practices across departments and disciplines.	*Intentionally blank*
Expectation 1.7 Continuously update monitoring and evaluation frameworks to reflect emerging ethical concerns and best practices in AI governance and stewardship.	**Institutional Application 1.7.i** Institutions should regularly review and update institutional policies related to AI governance and stewardship	*Intentionally blank*
Expectation 1.8 Clarify roles and responsibilities for stakeholders involved in the deployment and oversight of AI technologies.	**Institutional Application 1.8.i** Institutions should develop comprehensive procedures and guidelines outlining the roles and responsibilities of stakeholders in AI deployment and oversight.	*Intentionally blank*
Expectation 1.9 Establish mechanisms for holding individuals accountable for the ethical use of AI, including	**Institutional Application 1.9.i** Institutions should develop and enforce transparency and accountability policies that require individuals responsible for AI initiatives to document their decision-making processes	*Intentionally blank*

adherence to relevant laws, procedures, and ethical guidelines.	and justify their actions in alignment with ethical principles and legal requirements.	
Expectation 1.10 Foster a culture of accountability through training, awareness-raising, and incentives that reward ethical behavior and discourage misconduct.	**Institutional Application 1.10.i** Institutions should implement mandatory ethics training programs for all individuals involved in the development and deployment of AI technologies.	*Intentionally blank*
Intentionally blank	**Institutional Application 1.10.ii** Institutions should establish incentives and recognition programs to reward individuals and teams who demonstrate exemplary ethical behavior and adherence to relevant laws, procedures, and ethical guidelines in the use of AI.	*Intentionally blank*
Expectation 1.11 Provide avenues for recourse and redress for individuals who experience harm or discrimination as a result of AI technologies.	**Institutional Application 1.11.i** Institutions should implement mediation and conflict resolution processes specifically tailored to address disputes arising from AI-related harms or discrimination.	*Intentionally blank*

Guiding Principle 2

Institutions should prioritize **communication** throughout all stages of AI implementation to build trust, encourage collaboration, and uphold ethical standards. As such, institutions should promote the following actions:

- Establish transparent communication channels to inform stakeholders about the use of AI technologies.
- Involve stakeholders in decision-making processes related to AI implementation in education.

Table 16: Guiding Principle 2 - Institutional Blueprint

Expectations	Institutional Applications	Institutional Application Examples
Expectation 2.1 Provide clear information about the use of AI technologies, including their purpose, guidelines, and potential impact on stakeholders.	**Institutional Application 2.1.i** Institutions should clearly communicate guidelines and policies for the use of AI to all stakeholders.	Develop detailed policy documents that outline the principles, procedures, and expectations regarding AI usage. Sample: Student Handbook Cheating and Plagiarism Statements Sample: Student Procedures for Academic Appeals and Grievances Statement Offer training sessions and workshops for faculty, staff, and students to familiarize them with AI guidelines and policies. Use various communication channels such as email newsletters, campus announcements, and social media platforms to regularly update stakeholders about AI guidelines and any changes or updates to policies. Sample: Canvas AI Notification

Expectation 2.2 Promote collaboration among faculty, students, staff, administration, and other stakeholders in implementing and using AI and to advance knowledge and best practices in ethical AI in education.	**Institutional Application 2.2.i** Institutions should solicit input from stakeholders when implementing AI resources.	Conduct surveys to gather input from various stakeholders, including faculty, students, administrators, IT staff, and other relevant parties when considering the implementation of AI resources.
Intentionally blank	**Institutional Application 2.2.ii** Institutions should offer professional development to advance knowledge of AI.	Host workshops and seminars focused on AI fundamentals, emerging trends, and practical applications. Invite experts from academia, industry, and government to deliver guest lectures and participate in panel discussions on AI-related topics.

Guiding Principle 3

Institutions should prioritize **proportionality** to ensure that AI interventions are appropriately scaled and aligned with educational goals. As such, institutions promote the following actions:

- Ensure that AI interventions are proportional to educational goals, needs, and priorities.
- Regularly assess the impact and effectiveness of AI interventions to ensure proportionality and sustainability.

Table 17: Guiding Principle 3 - Institutional Blueprint

Expectations	Institutional Applications	Institutional Application Examples
Expectation 3.1 Ensure that the use of AI technologies is proportional to the intended goals and objectives, avoiding overreliance on automation or algorithmic decision-making.	**Institutional Application 3.1.i** Institutions should develop educational initiatives aimed at raising awareness about the limitations of AI technologies and the importance of maintaining human oversight.	*Intentionally blank*
Expectation 3.2 Regularly assess the proportionality of AI applications and adjust implementation strategies as needed to maintain alignment with ethical principles and educational priorities.	**Institutional Application 3.2.i** Institutions should regularly assess the proportionality of AI tools utilized across various functions and departments.	*Intentionally blank*

Guiding Principle 4

Institutions should prioritize the **protection of student and staff data** to uphold privacy rights and maintain trust in AI-driven educational systems. As such, institutions should commit to the following actions:

- Obtain informed consent from students, faculty, staff, administration, and other stakeholders before collecting, processing, or sharing their personal data for AI applications in education.
- Deploy safeguards to prevent misuse of AI systems.

Table 18: Guiding Principle 4 - Institutional Blueprint

Expectations	Institutional Applications	Institutional Application Examples
Expectation 4.1 Prioritize user and data safety and well-being in the use of AI technologies.	**Institutional Application 4.1.i** Institutions should develop and implement robust data protection policies that prioritize the safety and well-being of users.	Establish policies to ensure the ethical collection, storage, sharing, and protection of private information in AI notetaking applications.
Expectation 4.2 Conduct thorough risk assessments to identify potential safety hazards and mitigate risks associated with AI-driven interventions.	**Institutional Application 4.2.i** Institutions should establish standardized protocols for conducting thorough risk assessments before implementing institution-level AI-driven interventions.	*Intentionally blank*
Expectation 4.3 Implement safeguards to prevent accidents, errors, or misuse of AI systems that could harm students or staff.	**Institutional Application 4.3.i** Institutions should develop and implement comprehensive policies and guidelines aimed at preventing accidents, errors, or misuse of AI systems that could harm students or staff.	*Intentionally blank*

Expectation 4.4 Provide training and support to users on safe and responsible use of AI technologies, including cybersecurity awareness and online safety practices.	**Institutional Application 4.4.i** Institutions should provide safety training and education programs for faculty, staff, and students to ensure they are aware of potential risks associated with AI systems and how to mitigate them.	*Intentionally blank*
Expectation 4.5 Establish protocols for reporting and responding to safety incidents or concerns related to AI, ensuring prompt resolution and follow-up actions.	**Institutional Application 4.5.i** Institutions should establish clear protocols and channels for reporting safety incidents or concerns related to AI technologies.	*Intentionally blank*

Guiding Principle 5

Institutions should prioritize accessibility to ensure that AI-driven educational systems are **accessible**, inclusive, and respectful of the various needs, backgrounds, and identities of all stakeholders. As such, institutions should promote the following actions:

- Prioritize accessibility in the design and development of AI technologies for education, following universal design principles and accessibility guidelines.
- Take proactive measures to bridge the digital divide and reduce disparities in access to technology and educational resources among students and staff.
- Ensure that AI-driven solutions consider the unique challenges faced by individuals with limited access to digital tools and infrastructure and strive to mitigate these barriers through innovative approaches.

Table 19: Guiding Principle 5 - Institutional Blueprint

Expectations	Institutional Applications	Institutional Application Examples
Expectation 5.1 Engage stakeholders from various backgrounds and communities in the design, development, and evaluation of AI technologies to ensure their inclusiveness and relevance.	**Institutional Application 5.1.i** Institutions should gather feedback from various stakeholders throughout the design and development process of AI technologies.	*Intentionally blank*
Expectation 5.2 Prioritize accessibility in the development and implementation of AI-driven educational tools and resources, following best practices and guidelines for web accessibility and assistive technologies.	**Institutional Application 5.2.i** Institutions should select AI-driven educational tools and platforms that prioritize accessibility.	*Intentionally blank*
Intentionally blank	**Institutional Application 5.2.ii** Institutions should consult accessibility experts and resources when developing and implementing AI-driven resources.	*Intentionally blank*

Intentionally blank	**Institutional Application 5.2.iii** Institutions should regularly assess and update accessibility of AI-driven tools.	*Intentionally blank*
Expectation 5.3 Conduct usability testing with varied user groups, including individuals with disabilities, to identify and address accessibility barriers in AI systems and interfaces.	**Institutional Application 5.3.i** Institutions should assemble varied user testing panels, including individuals with disabilities, to conduct usability testing of AI systems and interfaces.	*Intentionally blank*
Expectation 5.4 Take proactive measures to bridge the digital divide and reduce disparities in access to technology and educational resources among students and staff.	**Institutional Application 5.4.i** Institutions should ensure that all students and staff have access to necessary technology tools, such as laptops, tablets, and software applications, including AI programs.	*Intentionally blank*

Guiding Principle 6

Institutions should prioritize the development and deployment of AI systems that are **human-centered** and are therefore designed to augment, rather than replace, human intelligence and expertise. As such, institutions should commit to the following action:

- Design AI technologies to enhance human capabilities, rather than replace them.

Table 20: Guiding Principle 6 - Institutional Blueprint

Expectations	Institutional Applications	Institutional Application Examples
Expectation 6.1 Establish mechanisms for human oversight and control over AI-driven processes and outcomes, allowing educators to intervene when necessary to ensure fairness, accuracy, and ethical conduct. .	*Intentionally blank*	*Intentionally blank*
Expectation 6.2 Ensure that AI technologies are used to augment, rather than replace, human decision-making and intervention.	*Intentionally blank*	*Intentionally blank*
Expectation 6.3 Respect and promote the autonomy of faculty and institutions in making decisions about the use of AI technologies in teaching, learning, and administration.	**Institutional Application 6.3.i** Institutions should empower faculty to lead evaluation and assessment efforts to determine the effectiveness of AI technologies in achieving teaching, learning, and administrative goals.	*Intentionally blank*

Expectation 6.4 Provide faculty with the flexibility and support to customize and adapt AI technologies to meet the needs and preferences of their students and learning environments.	**Institutional Application 6.4.i** Institutions should offer ongoing professional development opportunities for faculty to learn about new AI technologies and explore strategies for customizing them to enhance teaching and learning.	*Intentionally blank*

Guiding Principle 7

Institutions should prioritize the adoption and use of **sustainable** AI technologies and practices to optimize energy efficiency, minimize the ecological footprint of AI systems while considering the broader economic and societal implications of AI implementation.

Table 21: Guiding Principle 7 - Institutional Blueprint

Expectations	Institutional Applications	Institutional Application Examples
Expectation 7.1 Utilize AI technologies that are designed to optimize energy consumption, reducing overall energy usage and promoting sustainability.	**Institutional Application 7.1.i** Institutions should establish policies that prioritize the adoption and use of AI technologies for energy optimization and sustainability.	*Intentionally blank*
Expectation 7.2 Evaluate the cost-effectiveness of AI implementations, ensuring that the economic benefits justify the investments and that resources are allocated efficiently.	**Institutional Application 7.2.i** Institutions should regularly review and adjust budget allocations to ensure that resources are being used efficiently and that AI projects are receiving appropriate funding.	*Intentionally blank*
Expectation 7.3 Deploy AI technologies with a focus on positive societal outcomes, considering the broader implications for communities and ensuring that AI benefits are equitably distributed.	**Institutional Application 7.3.i** Institutions should partner with local communities to identify their needs and co-develop AI solutions that address specific social issues.	*Intentionally blank*

Expectation 7.4 Engage with ongoing assessment and improvement of AI practices, staying updated with the latest sustainable technologies and methodologies to enhance their sustainability efforts.	**Institutional Application 7.4.i** Institutions should conduct regular audits and reviews of AI practices to identify areas for improvement and ensure alignment with sustainability goals.	*Intentionally blank*

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Appendix

ASUMH-Approved Samples

The samples listed here have been approved through the Arkansas State University–Mountain Home shared governance process and are ready-to-use practical resources which are readily customizable to fit the specific needs of faculty, staff, and administrators in higher education contexts. The samples can be adapted and shared per Creative Commons license CC BY-NC-SA 4.0.

These samples will be updated when statements, procedures, and guidelines are created, approved, or revised.

Sample Syllabus AI Statements

Sample 1: Sample Syllabus Academic Integrity/Plagiarism Statement for Courses Prohibiting Student Use of AI

Academic Integrity/Plagiarism

Dishonesty in any form, including but not limited to plagiarism, submitting assignments prepared by others, unauthorized use of Generative Artificial Intelligence (AI), such as ChatGPT, unauthorized possession of exams, or using unauthorized materials during exams, may result in the student being withdrawn from the class with a failing grade or being suspended from the university. For further information, refer to the ASUMH Catalog and Student Handbook.

In this course, students are prohibited from using generative artificial intelligence (AI) tools or systems for any assignments, projects, or assessments unless explicitly authorized by the instructor. Generative AI refers to technologies capable of autonomously creating or producing original content, such as text, images, or audio, based on input data or algorithms.

Violation of this policy may result in any of the penalties listed above, as determined by the instructor and in accordance with the college's academic integrity policies. If students have questions about whether a specific tool or technology falls within the scope of this policy, they should consult with the instructor for clarification before proceeding.

Sample 2: Sample Syllabus Academic Integrity/Plagiarism Statement for Courses Limiting Student Use of AI

Academic Integrity/Plagiarism
Dishonesty in any form, including but not limited to plagiarism, submitting assignments prepared by others, unauthorized use of Generative Artificial Intelligence (AI), such as ChatGPT, unauthorized possession of exams, or using unauthorized materials during exams, may result in the student being withdrawn from the class with a failing grade or being suspended from the university. For further information, refer to the ASUMH Catalog and Student Handbook.

In this course, students are permitted to use generative artificial intelligence (AI) tools or systems for specific assignments, projects, or assessments with prior approval from the instructor. Generative AI refers to technologies capable of autonomously creating or producing original content, such as text, images, or audio, based on input data or algorithms.

Students may request permission to use generative AI for relevant assignments or projects, provided that they clearly articulate how its use aligns with the learning objectives of the course and contributes to their academic growth. Requests should be submitted to the instructor in writing and must be approved in advance. The use of generative AI must adhere to ethical standards, respect copyright laws, and maintain academic integrity. Students are responsible for ensuring that any content generated using AI tools is appropriately cited and attributed, and they must be able to demonstrate their understanding of the processes involved.

AI Tools Appropriate for Use this Course:

- Grammar and style checkers
- Text summarization tools
- Language translation software
- Research and citation management tools
- Writing enhancement tools (e.g., for vocabulary suggestions)

AI Tools Not Appropriate for Use in this Course:

- Text generation tools (e.g., for creating essays or creative writing)

- Content spinning software (rewriting existing content)
- Plagiarism detection tools used for unethical purposes
- Any AI tool that creates content without student input or authorship

The instructor reserves the right to deny permission for the use of generative AI if it is deemed inappropriate or incompatible with the goals of the course. Additionally, students are encouraged to explore alternative methods and approaches to assignments that do not involve generative AI.

Failure to comply with these guidelines or misuse of generative AI may result in any of the penalties listed above, as determined by the instructor and in accordance with the college's academic integrity policies. If students have questions or concerns about the use of generative AI in the course, they are encouraged to discuss them with the instructor for clarification and guidance.

Sample Faculty Guidelines for AI Detector Usage for Grading Purposes

Guidelines

In order to ensure the ethical and fair use of AI-enhanced grading tools, faculty should do the following:

1. communicate clearly to students that AI detectors are being used for grading purposes and explain how they are used.
2. protect student data and ensure that AI detectors comply with relevant privacy regulations and institutional policies.
3. ensure that any AI detector used in grading is applied consistently to maintain fairness and accuracy.
4. Review regularly the performance of any AI detector used in grading to identify and address any biases that may affect grading outcomes.
5. review any AI-detected issues to confirm accuracy and provide additional context or insights as needed.
6. establish a feedback mechanism for students to contest AI-detected issues and provide explanations or evidence to support their case.
7. ensure that decisions related to grading are transparent and accountable.
8. monitor and update AI detectors continuously based on feedback, new data, and evolving best practices to improve their effectiveness and fairness.

Sample Student Handbook Plagiarism and Cheating Statements

Plagiarism
Plagiarism is the act of using the ideas, research, or words of another person or of artificial intelligence without acknowledging the source.

Disciplinary Action against Plagiarism
Faculty members may respond to cases of plagiarism in different ways. These include but are not limited to

- returning the paper or other item for reworking and/or a lowering of the grade
- assigning a failing grade on the paper or other item
- assigning a failing grade in the course
- initiating disciplinary procedures
- initiating procedures to have the student expelled from the University

Cheating
Cheating is an act of dishonesty with the intention of obtaining and/or using information in a fraudulent manner. Cheating includes, but is not limited to

- observing and/or copying from another student's work
- having another person perform classwork on behalf of the student or turning in or representing another's work as his/her own
- giving or receiving unauthorized assistance during an examination period
- using unauthorized information during an examination period
- using, buying, selling, stealing, transporting, or soliciting the contents of an exam or other assignment not yet taken or completed by the student or others

- using for credit in one class a term paper, report, or other assignment for credit in another class without permission from the instructors involved
- altering grades or other official records
- improperly collaborating on work when instructed to work independently
- engaging in the unauthorized use of artificial intelligence to complete assignments or exams

Disciplinary Action against Cheating

Faculty members may respond to cases of cheating in different ways. These include but are not limited to

- taking the exam or other coursework from the offender and awarding no credit
- taking the exam or other coursework from the offender and awarding a failing grade on that exam or assignment
- taking the exam or other coursework from the offender and awarding a failing grade for the course
- initiating disciplinary procedures that may result in suspension or expulsion from the university

OTHER

Violating specific policies, procedures, guidelines, rules, or regulations related to or required for the student's academic program at ASUMH.

Sample Student Procedures for Academic Appeals and Grievances Statement

Note: These statements are pending approval of the ASUMH shared governance process.

PROCEDURES FOR ACADEMIC APPEALS and GRIEVANCES

Should a student wish to make an academic appeal regarding a grade or disciplinary action, he or she must follow these steps:

Step 1: The student contacts the faculty member and schedules a meeting to occur within five (5) working days of the incident. However, if the student feels he or she cannot discuss the issue with the faculty member, the student may proceed directly to Step 2.

> To ensure the ethical and fair use of AI-enhanced grading tools, students have the right to contest AI-detected issues and provide explanations or evidence to support their case through an established feedback mechanism.

Step 2: If the student and the faculty member are unable to resolve the issue, the student may request a meeting with the faculty member's dean. The student must contact the dean and schedule a meeting to occur within ten (10) working days after the meeting with the faculty member. If the faculty member in question is the dean of his/her division, another dean will replace the faculty member as mediator in this step.

Step 3: If Step 2 failed to resolve the issue, the student may request a meeting with the Vice Chancellor of Academic Affairs within five (5) working days of meeting with the dean.

Step 4: If Step 3 failed to resolve the problem, the student may submit a written complaint to the Student Academic Appeal Committee within five (5) working days of meeting with the Vice Chancellor of Academic Affairs. Within ten (10) working days of receiving the written complaint, the committee will hold individual hearings with the student and the faculty member. Within five (5) days of the last hearing, the committee will recommend a solution to the chancellor.

Step 5: The Chancellor will make a decision and inform all parties of that decision within five (5) working days of receiving the recommendation of the Student Academic Appeal Committee. The decision of the Chancellor is final.

Sample Canvas AI Notification

Subject Line/Title:
Students, Please Look for Course AI Guidelines

Message:
Students,

For each of your courses, please review any available information and guidelines regarding the use of artificial intelligence (AI) for completion of coursework. **Keep in mind that AI guidelines vary from course to course**. Some courses may have strict prohibitions on the use of AI while others may allow limited usage. As with any outside source, AI assisted work must include appropriate citation acknowledging its use. You are responsible for carefully reading and following the guidelines provided by the instructors for each of your classes.

If AI guidelines are available for a specific course, you may find them within Canvas course announcements, in the course syllabus, within individual assignment instructions, and/or in other appropriate places as designated by the instructor. Alternatively, individual instructors may choose to send their AI guidelines to students via student email.

If you have questions about the AI guidelines for a particular course, please contact your course instructor.

Other Samples

The samples listed here fall outside the purview of the Arkansas State University–Mountain Home shared governance process and so have not been vetted through shared governance. They are ready-to-use practical resources which are readily customizable to fit the specific needs of faculty, staff, and administrators in higher education contexts. The samples can be adapted and shared per Creative Commons license CC BY-NC-SA 4.0.

These samples will be updated as statements and guidelines are developed.

Sample Assignment AI Statements

Sample 1: Sample AI Statement for Assignments Prohibiting Student Use of AI

AI-Usage Prohibition for This Assignment

For this assignment, the use of generative artificial intelligence (AI) tools is strictly prohibited. All work submitted must be your own, created without the assistance of AI tools that generate or modify content such as text, images, or audio.

Prohibited AI Tools Include:

- Text generation tools (e.g., for writing essays or content creation)
- Content spinning or rewriting software
- Grammar and style checkers that rewrite significant portions of your work
- Any AI tool that produces content without direct student authorship

Using AI tools in any capacity for this assignment violates the course's academic integrity policy. If it is found that AI tools have been used, penalties will be applied according to the college's academic integrity guidelines.

If you have questions or need clarification on this policy, please reach out to the instructor.

Sample 2: Sample AI Statement for Assignments Limiting Student Use of AI

AI-Usage Information for This Assignment

For this specific assignment, students may use generative artificial intelligence (AI) tools, but only with prior approval from the instructor. Generative AI refers to technologies that can create original content, such as text, images, or audio, based on input data or algorithms.

Requesting Permission to Use AI:

If you wish to use AI for this assignment, you must request approval in writing. Your request should explain how the AI tool will contribute to the learning objectives of the assignment and how it supports your academic development. Approval must be granted before you proceed. All AI usage must comply with ethical standards, respect copyright laws, and maintain academic integrity. You are responsible for properly citing any AI-generated content and demonstrating an understanding of the AI processes involved.

Approved AI Tools for This Assignment:

- Grammar and style checkers
- Text summarization tools
- Language translation software
- Research and citation management tools
- Writing enhancement tools (e.g., vocabulary suggestions)

AI Tools Not Approved for This Assignment:

- Text generation tools (e.g., for creating essays or writing portions of the assignment)
- Content spinning or rewriting software
- Plagiarism detection tools used unethically
- Any AI tool that generates content without direct student input or authorship

The instructor reserves the right to deny permission for AI use if it is deemed inappropriate for the assignment's goals or academic integrity standards. Students are encouraged to explore non-AI methods for completing this assignment.

Failure to comply with these guidelines or misuse of AI tools may result in penalties as outlined in the academic integrity policy. If you have any questions or concerns, please contact the instructor for clarification.

Sample Best Practices

Sample 1: Ethical AI: Faculty Best Practices

To ensure the ethical use of AI as faculty, you should do the following:

1. Establish clear guidelines for the use of AI in courses.
2. Clearly communicate guidelines and policies for student use of AI.
3. Develop clear guidelines for the use of AI-powered grading systems.
4. Conduct periodic assessments of existing course guidelines to identify areas for improvement or updates.
5. Prioritize user safety and well-being by creating safe learning environments when integrating AI technologies into the curriculum.
6. Avoid blindly accepting the output of AI algorithms without considering its validity, biases, and relevance to objectives.

Sample 2: Ethical AI: Student Best Practices

To ensure the ethical use of AI as a student, you should do the following:

1. Familiarize yourself with guidelines and policies for the use of AI, both at the institution level and for your courses.
2. Provide feedback on AI-enhanced curricula when appropriate.
3. When deciding whether to use AI to complete a task, first consider whether AI is necessary to achieve your goals, or whether other methods are more appropriate.
4. Prioritize safety and well-being both for yourself and for other people when using AI technologies.
5. Communicate your technological and support needs to appropriate campus personnel.
6. Validate information obtained from AI through manual verification methods.
7. Consider data biases when using AI.

Sample AI Disclosure Statement (Student Use)

Created by Kellie Thomas

AI Use Disclosure Statement

I used an AI-assisted tool in the development of this assignment with instructor permission. The tool was used for the following purpose(s):

(Check all that apply)

- brainstorming ideas,
- refining sentence clarity,
- checking grammar, or
- generating questions for revision

I am the sole author of this work and am responsible for all ideas, interpretations, and final revisions. I reviewed, edited, and revised any AI-generated suggestions to ensure accuracy, originality, and alignment with course objectives.

Documentation of my AI use, including prompts and an explanation of how the tool supported my writing process, is included with this submission.

Student-Facing Checklist: Ethical Use of AI in This Course

Before submitting an assignment that involves the use of AI tools, ask yourself the following questions:

☐ Did I receive **explicit permission from my instructor** to use AI for this assignment?

☐ Did I use AI as a **support tool** (e.g., brainstorming, revision help) rather than as a replacement for my own writing and thinking?

☐ Is the **final submission written in my own voice** and reflective of my original analysis?

☐ Have I **clearly disclosed** my AI use in an AI Disclosure Statement?

☐ Did I include **process documentation**, such as

☐ Prompts I used

☐ Notes on how I revised or rejected AI suggestions

☐ An explanation of how AI contributed to—but did not author—the work

☐ Have I reviewed the work for **accuracy, coherence, and academic integrity**?

☐ Would I feel comfortable explaining my AI use to my instructor?

If you cannot check all of these boxes, your use of AI may be considered **unethical** under course and institutional academic integrity policies.

Attribution

This AI use policy, disclosure statement, and checklist were created with the assistance of ChatGPT (OpenAI) and reviewed, edited, and approved by the course instructor. The instructor retains responsibility for the final content and its application within this course.