Quick-Start Guide

For 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

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Authors

The persons responsible for drafting this quick-start guide include Jessica Clanton and Michael Thomas.

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Quick-Start AI Implementation Roadmap

Introduction

The integration of artificial intelligence (AI) into higher education presents unprecedented opportunities to enhance teaching, learning, and institutional operations. However, with these opportunities come significant responsibilities to ensure that AI technologies are deployed ethically, equitably, and in alignment with core educational values.

This **Quick-Start AI Implementation Roadmap** is designed to provide practical, actionable guidance for institutions, faculty, and students as they navigate the complexities of AI adoption in academic settings. Developed in alignment with the **Ethical AI: a Guidebook for the Ethical Implementation and Use of Artificial Intelligence (AI) in Higher Education** created by the Arkansas State University–Mountain Home (ASUMH) Workgroup on Artificial Intelligence, this roadmap translates the Guidebook's seven guiding principles and detailed expectations into concrete implementation steps.

Purpose of This Roadmap

This roadmap serves three primary purposes:

1. **Simplification**: It distills comprehensive ethical guidelines into manageable, sequential steps that can be implemented throughout an academic cycle.
2. **Alignment**: It ensures that all stakeholders—institutions, faculty, and students—understand how their individual actions contribute to a cohesive, ethically-grounded approach to AI integration.
3. **Practicality**: It provides specific, actionable items organized temporally, allowing users to see clearly what needs to be done and when.

Who Should Use This Roadmap

This document is designed for three distinct audiences, each with tailored guidance:

- **Institutional Leaders and Administrators**: Those responsible for campus-wide AI policy, governance, infrastructure, and strategic planning
- **Faculty Members**: Instructors integrating AI into their courses and pedagogical practices
- **Students**: Learners engaging with AI technologies in their academic work

How This Document Is Organized

The roadmap is structured in two complementary formats to accommodate different planning and implementation needs:

Part 1: Crosswalks: These tables map each quick-start implementation step to the relevant Guidebook Principles and Expectations, providing the theoretical foundation for each action. Use these crosswalks to understand *why* specific steps are recommended and how they connect to broader ethical frameworks.

Part 2: Temporal Checklists: These phase-by-phase checklists organize implementation steps chronologically throughout the academic cycle. Use these checklists for practical planning, tracking progress, and ensuring nothing is overlooked during implementation.

The Seven Guiding Principles

All recommendations in this roadmap align with seven foundational principles established in the ASUMH Ethical AI Guidebook:

1. **Transparent & Accountable Governance**: Establishing clear structures that uphold ethical principles
2. **Communication & Collaboration**: Building trust through transparent engagement with stakeholders
3. **Proportionality**: Ensuring AI interventions are appropriately scaled to educational goals
4. **Data Protection & Safety**: Prioritizing privacy rights and user safety
5. **Accessibility & Equity**: Ensuring inclusive, respectful AI systems for all stakeholders
6. **Human-Centered Design**: Augmenting rather than replacing human intelligence and expertise
7. **Sustainability**: Adopting practices that optimize efficiency while considering broader societal implications

Implementation Philosophy

This roadmap embraces a philosophy of **continuous improvement** rather than perfection. AI technology evolves rapidly, and ethical considerations continue to emerge. Users should view this roadmap as:

- A starting point, not an endpoint
- A flexible framework adaptable to specific contexts
- A living document requiring regular review and revision
- An invitation to ongoing dialogue and reflection

Using This Roadmap Effectively

To maximize the value of this resource:

1. Start with your role-specific crosswalk to understand the full scope of expectations
2. Use the temporal checklist to plan implementation across the semester or academic year
3. Reference the Guidebook Expectations to understand the deeper rationale behind each step
4. Adapt as needed to fit your institutional context, course requirements, or learning needs
5. Collaborate across stakeholder groups to ensure coordinated, campus-wide implementation

A Note on Collaboration

While this roadmap provides separate guidance for institutions, faculty, and students, the most successful AI implementations occur when all stakeholders work together. Institutions provide infrastructure and policy; faculty translate policy into practice; students engage thoughtfully and provide feedback. This collaborative ecosystem is essential for ethical, effective AI integration.

Acknowledgments

This roadmap builds directly upon the foundational work of the ASUMH Workgroup on Artificial Intelligence and draws from the comprehensive **Ethical AI: a Guidebook for the Ethical Implementation and Use of Artificial Intelligence (AI) in Higher Education** (© 2026, openly licensed via CC BY-NC-SA 4.0). We are deeply grateful for their leadership in establishing clear, actionable ethical frameworks for AI in higher education.

Getting Started

To begin using this roadmap:

1. **Identify your role** (Faculty, Student, or Institution)
2. **Review your crosswalk** to understand the full scope of implementation
3. **Locate your current position** in the academic cycle
4. **Begin with the corresponding phase** in your temporal checklist
5. **Work systematically** through each action item
6. **Document your progress** and lessons learned
7. **Engage with other stakeholders** to ensure coordinated implementation

Remember: Ethical AI implementation is a journey, not a destination. This roadmap provides structure and guidance, but your thoughtful engagement, critical reflection, and commitment to continuous improvement will ultimately determine success.

Part 1: Crosswalks: Mapping Steps to Principles and Expectations

These crosswalks provide the conceptual foundation for implementation, showing how each practical step aligns with guiding principles and specific expectations from the Ethical AI Guidebook.

Faculty Crosswalk

This crosswalk guides individual faculty members through the process of ethically integrating AI into their courses. It maps 14 implementation steps across the semester to the seven guiding principles and specific Guidebook expectations, helping instructors understand both *what* to do and *why* it matters. Faculty will find guidance on everything from establishing clear AI policies in syllabi to evaluating AI's impact on student learning outcomes.

Quick-Start Step	Guidebook Principle(s)	Guidebook Expectation(s)	Example Implementation Actions
Pre-Semester / Planning			
1. Establish Clear AI Guidelines for Courses	Principle 1: Transparent & Accountable Governance	1.1, 1.2, 2.1	Include a statement in each course syllabus that outlines the guidelines and procedures for using AI technologies; develop and distribute written policies specifically addressing AI deployment and use
2. Define Purpose & Ethical Framework for AI in Course	Principle 3: Proportionality; Principle 1: Governance	1.1, 1.2, 3.1	Clarify why AI is being used in the course; consider whether AI is necessary to achieve goals, or whether other methods will suffice; clearly communicate the rationale behind AI adoption to students
3. Develop AI-Powered Grading Guidelines (if applicable)	Principle 1: Governance; Principle 4: Data Protection	1.1, 4.1, 6.1	Establish guidelines to ensure fairness, equity, and transparency in grading practices; create guidelines to verify accuracy and reliability of AI-generated grades; develop protocols to clearly communicate how AI-powered grading works
4. Plan for Data Privacy & Student Safety	Principle 4: Data Protection & Safety	4.1, 4.2, 4.3	Prioritize user safety and well-being by creating safe learning environments when integrating AI technologies; ensure compliance with data protection regulations
5. Consider Accessibility & Equity	Principle 5: Accessibility & Equity	5.2, 5.4	Become familiar with best practices for web accessibility and assistive technologies; be aware of students'

			technological needs and provide support or guidance on accessing technology tools
Week 1 (Orientation)			
6. Introduce AI Guidelines & Ethics to Students	Principle 2: Communication; Principle 1: Governance	1.4, 2.1	Conduct an orientation session at the beginning of the course to introduce students to AI technologies that will be used; facilitate classroom discussions on ethical considerations related to AI; clearly communicate guidelines and policies for student use of AI
7. Explain Human Oversight & Review Processes	Principle 6: Human-Centered Design	6.1, 6.2	Explain how AI decisions will be reviewed by humans; describe how students can voice concerns or request review; establish mechanisms for human oversight
Implementation (Weeks 2-7)			
8. Model Ethical AI Use in Teaching	Principle 6: Human-Centered Design; Principle 1: Governance	1.4, 6.1, 6.2	Avoid blindly accepting AI output without considering validity and relevance; validate information obtained from AI through manual verification; consider data biases when using AI; demonstrate responsible AI use to students
9. Encourage Critical Thinking with AI	Principle 6: Human-Centered Design	6.2	Encourage students to approach AI with healthy skepticism; teach students how to critically evaluate data sources; facilitate discussions about ethical considerations; provide hands-on learning experiences
10. Monitor Student AI Usage	Principle 1: Governance; Principle 2: Communication	1.5, 1.9, 2.1	Include specific instructions regarding AI use in assignment guidelines or rubrics; establish mechanisms to hold students responsible for ethical AI use; keep students informed about updates regarding AI deployment
Mid-Semester			
11. Collect Student Feedback on AI Use	Principle 2: Communication; Principle 7: Sustainability	1.5, 1.6, 7.4	Use analytics tools to track how students interact with AI-enhanced materials; design and administer surveys focused on gathering student feedback; create opportunities for students to provide feedback

12. Review & Adjust Course AI Practices	Principle 1: Governance; Principle 3: Proportionality	1.3, 1.6, 3.2	Conduct periodic assessments of existing course guidelines; analyze feedback data systematically; use student feedback to refine AI-enhanced course materials
End of Semester			
13. Evaluate AI Impact on Learning	Principle 3: Proportionality; Principle 7: Sustainability	1.5, 1.6, 3.1, 3.2	Periodically assess whether AI tools contribute to achieving desired learning outcomes; review whether AI use aligns with pedagogical principles; assess effectiveness of different content elements
14. Update Course AI Policies	Principle 1: Governance; Principle 7: Sustainability	1.3, 1.7, 7.4	Use feedback data to refine and update AI-enhanced materials over time; stay updated with latest advancements in sustainable AI; share knowledge with colleagues and students

Student Crosswalk

This crosswalk empowers students to engage with AI technologies responsibly and ethically throughout their academic journey. It outlines 13 key steps organized chronologically across the semester, connecting student actions to broader ethical principles. Students will learn how to locate and follow AI guidelines, validate AI-generated information, engage in critical thinking, and contribute feedback to improve AI implementation on campus.

Quick-Start Step	Guidebook Principle(s)	Guidebook Expectation(s)	Example Implementation Actions
Beginning of Semester			
1. Locate & Understand AI Guidelines	Principle 1: Transparent & Accountable Governance; Principle 2: Communication	1.1, 2.1	Review course syllabi for AI usage statements; check Canvas announcements, assignment instructions, and other designated places for AI guidelines; contact instructors if guidelines are unclear
2. Familiarize Yourself with Institutional AI Policies	Principle 1: Governance; Principle 2: Communication	1.1, 2.1	Read student handbook sections on plagiarism and cheating related to AI; understand institutional policies on AI use; review academic integrity policies
3. Understand Ethical AI Principles	Principle 1: Governance; Principle 6: Human-Centered	1.4, 6.2	Learn about ethical considerations surrounding AI use including bias, privacy, accountability, transparency, and fairness; engage with ethical AI best practices materials
4. Communicate Technology Needs	Principle 5: Accessibility & Equity	5.4	Inform instructors and appropriate campus personnel about technological and support needs; communicate access limitations or need for assistive technologies
Throughout the Semester			
5. Consider Proportionality Before Using AI	Principle 3: Proportionality	3.1	Before using AI for any task, consider whether AI is necessary to achieve goals or whether other methods are more appropriate; avoid overreliance on AI tools
6. Prioritize Safety & Well-Being	Principle 4: Data Protection & Safety	4.1	Prioritize safety and well-being for yourself and others when using AI

			technologies; be aware of data privacy concerns; protect personal information
7. Validate AI-Generated Information	Principle 6: Human-Centered Design	6.1, 6.2	Avoid blindly accepting AI output without considering its validity; validate information obtained from AI through manual verification methods; cross-reference AI outputs with reliable sources
8. Consider Data Biases	Principle 6: Human-Centered Design; Principle 5: Accessibility	6.1	Be aware that AI systems may contain biases; critically evaluate AI outputs for potential bias; consider how bias might affect the information you receive
9. Engage in Critical Thinking	Principle 6: Human-Centered Design	6.2	Approach AI technologies with healthy skepticism; critically evaluate information provided by AI systems; reflect on your own thinking processes and assumptions when using AI
10. Follow Course-Specific AI Guidelines	Principle 1: Governance; Principle 2: Communication	1.1, 1.9, 2.1	Adhere to AI usage guidelines for each specific course; remember that guidelines vary from course to course; appropriately cite AI-assisted work; disclose AI use when required
Mid-Semester & End of Semester			
11. Provide Feedback on AI Use	Principle 2: Communication; Principle 7: Sustainability	1.5, 2.2	Participate in surveys about AI-enhanced curricula when opportunities arise; share experiences with AI tools through feedback mechanisms; contribute to improvement of AI implementation
12. Reflect on AI Learning Experiences	Principle 1: Governance; Principle 6: Human-Centered	1.4, 6.2	Reflect on how AI has supported or hindered your learning; consider ethical implications of your AI use; identify areas for improvement in your AI practices
13. Report Safety Incidents or Concerns	Principle 4: Data Protection & Safety	4.5	Report any safety incidents or concerns related to AI use through established protocols; utilize grievance procedures if needed for AI-related issues

Institutional Crosswalk

This crosswalk provides institutional leaders with a comprehensive framework for campus-wide AI governance and implementation. It details 12 major implementation areas—from establishing ethics workgroups to fostering inclusive innovation—and shows how each connects to ethical principles and specific expectations. This crosswalk serves as a strategic planning tool for building sustainable, equitable, and transparent AI infrastructure.

Quick-Start Step	Guidebook Principle(s)	Guidebook Expectation(s)	Example Implementation Actions
Pre-Semester / Planning			
1. Establish an AI Ethics Workgroup	Principle 1: Transparent & Accountable Governance	1.1, 1.4, 1.8, 2.2	Form a diverse workgroup including faculty, students, IT staff, and administrators; ensure representation from different departments and backgrounds to reflect campus diversity; define the committee's scope, responsibilities, and meeting schedule
2. Define Clear Ethical Principles	Principle 1: Governance; Principle 3: Proportionality	1.1, 1.2, 2.1, 3.1	Align with institutional values such as fairness, transparency, accountability, privacy, and inclusivity; reference established frameworks like the OECD AI Principles and IEEE Ethically Aligned Design; ensure principles are documented and accessible to all stakeholders
3. Conduct an AI Impact Assessment	Principle 3: Proportionality; Principle 4: Data Protection & Safety; Principle 5: Accessibility & Equity	1.5, 3.2, 4.2, 4.3, 5.1	Evaluate risks and benefits of AI tools used in admissions, advising, grading, teaching, and campus security; identify potential bias, data privacy concerns, and accessibility issues; engage stakeholders in the assessment process and document findings
4. Create Transparent AI Policies	Principle 1: Governance; Principle 2: Communication & Collaboration	1.1, 1.2, 1.9, 2.1	Document how AI is used, what data is collected, and how decisions are made; make policies publicly available and easy to understand; include procedures for updating policies and handling violations
5. Ensure Data Privacy and Security	Principle 4: Data Protection & Safety	4.1, 4.2, 4.3, 4.5	Comply with FERPA and other relevant data protection laws; limit data collection to what is necessary and anonymize where possible; implement strong cybersecurity measures and regular audits
6. Promote Algorithmic Fairness	Principle 5: Accessibility & Equity; Principle	1.5, 5.1, 5.4, 6.1	Audit AI systems for bias regularly using diverse datasets; apply inclusive design practices and consult potentially marginalized groups;

	6: Human-Centered Design		document fairness metrics and share results with stakeholders
7. Educate Students, Faculty, and Staff	Principle 2: Communication; Principle 7: Sustainability	1.4, 1.10, 2.2, 4.4	Offer workshops or modules on AI literacy and ethics; encourage critical thinking about AI's role in society and education; provide resources and support for ongoing learning
8. Implement Human Oversight	Principle 1: Governance; Principle 6: Human-Centered Design	1.8, 1.9, 6.1, 6.2	Ensure AI decisions are reviewable by humans, especially in sensitive areas; avoid fully automated decision-making in academic advising or disciplinary actions; establish clear grievance procedures for AI-related concerns
Ongoing Operations			
9. Monitor and Evaluate AI Tools Continuously	Principle 2: Communication; Principle 7: Sustainability	1.5, 1.6, 2.2, 7.4	Set up feedback loops for users to report issues; regularly review performance, fairness, and ethical compliance; update tools and policies based on evaluation outcomes
10. Foster Inclusive Innovation	Principle 5: Accessibility; Principle 6: Human-Centered; Principle 7: Sustainability	5.1, 6.3, 7.3, 7.4	Encourage student-led AI projects with ethical guidelines; support open-source and community-driven AI initiatives; provide funding and mentorship for AI development
Continuous Improvement			
Regularly Review AI Policies/Procedures	Principle 1: Governance; Principle 7: Sustainability	1.3, 1.7, 2.1, 7.4	Form a dedicated group to review and revise AI policies; determine a regular schedule for revising AI guidelines; solicit feedback from stakeholders; clearly communicate updates
Update Monitoring Frameworks	Principle 1: Governance; Principle 3: Proportionality	1.7, 3.2, 7.2	Continuously update monitoring frameworks to reflect emerging ethical concerns; regularly assess proportionality of AI tools; evaluate cost-effectiveness of AI implementations

Part 2: Temporal Checklists: Phase-by-Phase Implementation Guides

These checklists organize implementation steps chronologically, providing practical, actionable guidance for what needs to happen and when. Use these as working documents to track progress throughout the academic cycle.

Faculty Implementation Checklist

This checklist breaks down faculty implementation into six temporal phases: Pre-Semester Planning, Week 1 Orientation, Weeks 2-7 Implementation, Mid-Semester Review, End of Semester Evaluation, and Ongoing Professional Development. Each phase includes specific, checkable action items covering policy development, student education, ethical modeling, feedback collection, and continuous improvement. Faculty can use this checklist for semester planning and to ensure comprehensive coverage of ethical AI integration throughout their courses.

Phase 1: Pre-Semester / Course Planning

Policy & Guidelines Development

- ☐ **Establish Clear AI Guidelines for Your Course** (Expectations: 1.1, 1.2, 2.1)
  - Decide on AI usage policy: prohibited, limited, or encouraged with guidelines
  - Draft syllabus AI statement (use institutional samples)
  - Create written policies addressing AI deployment and use
  - Document specific instructions for assignments involving AI
- ☐ **Define Purpose & Ethical Framework** (Expectations: 1.1, 1.2, 3.1)
  - Clarify why AI is (or isn't) being used in the course
  - Consider whether AI is necessary to achieve learning objectives
  - Align AI use with pedagogical principles
  - Document rationale for AI adoption decisions

Grading & Assessment Planning

- ☐ **Develop AI-Powered Grading Guidelines** (if applicable) (Expectations: 1.1, 4.1, 6.1)
  - Establish guidelines for fairness, equity, and transparency in grading
  - Create verification procedures for AI-generated grades
  - Develop protocols for communicating how AI grading works
  - Ensure compliance with institutional data protection policies
  - Review Faculty Guidelines for AI Detector Usage

Safety & Accessibility Planning

- ☐ **Plan for Data Privacy & Student Safety** (Expectations: 4.1, 4.2, 4.3)
  - Ensure AI tools comply with FERPA and privacy regulations
  - Create safe learning environment protocols
  - Plan for secure data handling
  - Identify potential safety hazards
- ☐ **Consider Accessibility & Equity** (Expectations: 5.2, 5.4)

- Review best practices for web accessibility and assistive technologies
- Assess student technological needs and access
- Plan support for students with limited technology access
- Prepare alternative methods for students without AI access

Course Materials Preparation

- ☐ **Prepare Orientation Materials** (Expectations: 1.4, 2.1)
  - Create orientation session outline for Week 1
  - Prepare discussion materials on AI ethics
  - Develop assignment instructions with AI guidelines
  - Create examples of ethical AI use
- ☐ **Model Ethical AI Use** (Expectations: 1.4, 6.1, 6.2)
  - Validate any AI tools you plan to use
  - Check for biases in AI outputs you'll demonstrate
  - Prepare examples of verification processes
  - Plan demonstrations of critical evaluation

Phase 2: Week 1 / Orientation

Student Introduction & Education

- ☐ **Introduce AI Guidelines & Ethics to Students** (Expectations: 1.4, 2.1)
  - Conduct orientation session on AI technologies in the course
  - Explain purpose and relevance to course objectives
  - Review syllabus AI statement thoroughly
  - Facilitate initial discussion on ethical considerations
  - Invite student questions and concerns
- ☐ **Communicate Policies Clearly** (Expectations: 1.1, 1.9, 2.1)
  - Clarify prohibited vs. permitted AI tools
  - Explain citation requirements for AI use
  - Review academic integrity policies related to AI
  - Provide written guidelines in multiple formats (syllabus, LMS, handouts)

Oversight & Support Setup

- ☐ **Explain Human Oversight & Review Processes** (Expectations: 6.1, 6.2)
  - Describe how AI decisions will be reviewed by instructor
  - Explain student rights to question AI-related assessments
  - Outline grievance procedures for AI concerns
  - Clarify your role in overseeing AI use
- ☐ **Assess Student Needs** (Expectations: 5.4)
  - Survey student access to technology
  - Identify students needing assistive technologies
  - Offer guidance on accessing required tools
  - Provide alternative pathways for students with limited access

Phase 3: Weeks 2-7 / Implementation

Teaching & Modeling

- ☐ **Model Ethical AI Use in Teaching** (Expectations: 1.4, 6.1, 6.2)
  - Demonstrate responsible AI use in class
  - Show verification of AI outputs
  - Discuss AI limitations openly
  - Avoid blindly accepting AI output
  - Consider and discuss data biases when using AI
- ☐ **Encourage Critical Thinking with AI** (Expectations: 6.2)
  - Promote healthy skepticism toward AI outputs
  - Facilitate discussions on ethical considerations (bias, privacy, fairness)
  - Assign readings on AI ethics
  - Provide hands-on learning experiences with AI
  - Teach evaluation of data sources and AI results

Monitoring & Guidance

- ☐ **Monitor Student AI Usage** (Expectations: 1.5, 1.9, 2.1)
  - Include AI-specific instructions in assignment rubrics
  - Review student work for appropriate AI use
  - Address violations of AI policies promptly
  - Provide feedback on ethical AI practices
  - Keep students informed of any guideline updates
- ☐ **Track AI Integration Effectiveness** (Expectations: 1.5, 3.2)
  - Use analytics to monitor student interaction with AI-enhanced materials
  - Assess whether AI contributes to learning outcomes
  - Observe student engagement and success patterns
  - Document concerns and successes

Phase 4: Mid-Semester / Review & Adjustment

Feedback Collection

- ☐ **Collect Student Feedback on AI Use** (Expectations: 1.5, 1.6, 7.4)
  - Administer mid-semester survey on AI-enhanced curricula
  - Use analytics tools to review student interactions
  - Create opportunities for informal feedback (office hours, discussions)
  - Ask specific questions about usability, fairness, transparency

Policy Review & Adjustment

- ☐ **Review & Adjust Course AI Practices** (Expectations: 1.3, 1.6, 3.2)
  - Analyze feedback data systematically
  - Identify common themes and concerns
  - Assess whether AI use aligns with learning objectives
  - Make necessary adjustments to policies or tools
  - Communicate changes to students clearly

- ☐ **Conduct Periodic Assessment** (Expectations: 1.3, 3.2)
    - Review existing course guidelines for improvement areas
    - Evaluate proportionality of AI applications
    - Adjust implementation strategies as needed
    - Update assignment instructions if necessary

Phase 5: End of Semester / Evaluation

Comprehensive Assessment

- ☐ **Evaluate AI Impact on Learning** (Expectations: 1.5, 1.6, 3.1, 3.2)
    - Assess whether AI tools contributed to learning outcomes
    - Review alignment with pedagogical principles
    - Analyze effectiveness of different AI-enhanced elements
    - Compare student performance with/without AI use
    - Evaluate fairness and equity in AI applications
- ☐ **Gather Final Student Feedback** (Expectations: 1.5, 1.6)
    - Conduct end-of-semester survey on AI experience
    - Collect qualitative feedback through reflections
    - Analyze overall satisfaction with AI integration
    - Document student suggestions for improvement

Documentation & Planning

- ☐ **Document Lessons Learned** (Expectations: 1.6, 7.4)
    - Compile evaluation results and feedback
    - Identify successful strategies and challenges
    - Note areas for improvement
    - Share insights with colleagues
- ☐ **Update Course AI Policies for Next Semester** (Expectations: 1.3, 1.7, 7.4)
    - Revise syllabus AI statement based on experience
    - Update assignment instructions and rubrics
    - Refine AI-enhanced course materials
    - Incorporate lessons learned into next iteration

Phase 6: Ongoing / Professional Development

Continuous Learning

- ☐ **Stay Updated on AI Developments** (Expectations: 7.4)
    - Attend workshops on AI in education
    - Follow research on AI ethics and pedagogy
    - Learn about new AI tools and applications
    - Stay current with sustainable AI practices
- ☐ **Share Knowledge with Colleagues** (Expectations: 2.2, 7.4)
    - Participate in faculty learning communities

- Present at teaching and learning events
- Contribute to departmental discussions on AI
- Mentor colleagues new to AI integration

Institutional Engagement

- ☐ **Participate in Institutional AI Governance** (Expectations: 1.8, 2.2)
  - Engage with AI Ethics Workgroup if applicable
  - Provide feedback on institutional AI policies
  - Contribute to professional development efforts
  - Support campus-wide AI literacy initiatives

Student Implementation Checklist

This checklist guides students through five phases: Beginning of Semester Orientation, Throughout the Semester Active Learning, Mid-Semester Feedback and Reflection, End of Semester Evaluation and Growth, and Ongoing Continuous Learning. Students will find concrete actions for understanding policies, using AI ethically and safely, engaging in critical thinking, providing feedback, and developing long-term AI literacy. This checklist helps students take ownership of their ethical AI engagement and track their growth as responsible AI users.

Phase 1: Beginning of Semester / Orientation

Understanding Guidelines & Policies

- ☐ **Locate & Understand AI Guidelines for Each Course** (Expectations: 1.1, 2.1)
  - Review course syllabi for AI usage statements
  - Check Canvas announcements for AI notifications
  - Read assignment instructions for specific AI guidelines
  - Note that AI policies vary from course to course
  - Contact instructors if guidelines are unclear
- ☐ **Familiarize Yourself with Institutional AI Policies** (Expectations: 1.1, 2.1)
  - Read student handbook sections on plagiarism and cheating
  - Review academic integrity policies related to AI
  - Understand consequences of AI misuse
  - Know your rights regarding AI-related academic appeals

Learning Ethical AI Principles

- ☐ **Understand Ethical AI Principles** (Expectations: 1.4, 6.2)
  - Learn about bias, privacy, accountability, transparency, fairness
  - Review "Ethical AI: Student Best Practices" materials
  - Understand why ethical AI use matters
  - Reflect on your responsibilities as an AI user
- ☐ **Attend Course Orientation Sessions** (Expectations: 1.4, 2.1)
  - Participate in Week 1 AI introduction sessions
  - Ask questions about unclear policies
  - Take notes on course-specific AI guidelines
  - Clarify permitted vs. prohibited AI tools for each course

Assessing Your Needs

- ☐ **Communicate Technology Needs** (Expectations: 5.4)
  - Assess your access to devices, internet, and required software
  - Inform instructors of any technology limitations
  - Request support or accommodations if needed
  - Ask about alternative methods if you lack AI access
  - Contact appropriate campus personnel for assistance

Phase 2: Throughout the Semester / Active Learning

Before Using AI for Any Task

- ☐ **Consider Proportionality Before Using AI** (Expectations: 3.1)
  - Ask: "Is AI necessary to achieve my learning goals?"
  - Consider whether other methods would be more appropriate
  - Avoid overreliance on AI tools
  - Think about what skills the assignment is designed to develop
- ☐ **Check Course-Specific Guidelines** (Expectations: 1.1, 1.9, 2.1)
  - Review AI policy for the specific course and assignment
  - Confirm whether AI use is prohibited, limited, or encouraged
  - Understand citation requirements
  - Follow disclosure requirements if AI use is permitted

Using AI Ethically & Safely

- ☐ **Prioritize Safety & Well-Being** (Expectations: 4.1)
  - Protect your personal information when using AI tools
  - Be aware of data privacy concerns
  - Don't share sensitive information with AI systems
  - Consider safety and well-being of others affected by your AI use
- ☐ **Validate AI-Generated Information** (Expectations: 6.1, 6.2)
  - Never blindly accept AI output without verification
  - Cross-reference AI information with reliable sources
  - Check facts, citations, and claims
  - Use manual verification methods
  - Understand that AI can produce inaccurate information
- ☐ **Consider Data Biases** (Expectations: 6.1)
  - Be aware that AI systems may contain biases
  - Critically evaluate AI outputs for potential bias
  - Consider how bias might affect information you receive
  - Question assumptions in AI-generated content

Critical Thinking & Engagement

- ☐ **Engage in Critical Thinking** (Expectations: 6.2)
  - Approach AI technologies with healthy skepticism
  - Evaluate the quality and reliability of AI outputs
  - Reflect on your own thinking processes when using AI
  - Consider ethical implications of your AI use
  - Think about how AI use affects your learning
- ☐ **Participate in Class Discussions on AI Ethics** (Expectations: 1.4, 6.2)
  - Engage in conversations about AI bias, fairness, accountability
  - Share your experiences with AI tools
  - Learn from peers' perspectives

- Ask questions about ethical dilemmas

Following Course Guidelines

- ☐ **Adhere to Course-Specific AI Policies** (Expectations: 1.1, 1.9, 2.1)
  - Use only permitted AI tools for each course
  - Cite AI-assisted work appropriately
  - Disclose AI use when required by instructor
  - Keep records of how you used AI (prompts, outputs, verification)
  - Don't use AI for assignments where it's prohibited

Phase 3: Mid-Semester / Feedback & Reflection

Providing Feedback

- ☐ **Participate in Feedback Opportunities** (Expectations: 1.5, 2.2)
  - Complete surveys about AI-enhanced curricula
  - Share your experiences with AI tools honestly
  - Report usability issues or concerns
  - Provide constructive suggestions for improvement
  - Contribute to campus dialogue on AI

Self-Assessment & Adjustment

- ☐ **Reflect on Your AI Use** (Expectations: 1.4, 6.2)
  - Assess whether AI is helping or hindering your learning
  - Consider if you're over-relying on AI tools
  - Evaluate your critical thinking when using AI
  - Identify areas where you need to improve AI practices
  - Adjust your AI use based on reflection
- ☐ **Seek Support if Needed** (Expectations: 5.4)
  - Ask instructors for clarification on AI guidelines
  - Request help if struggling with AI tools
  - Contact IT support for technical issues
  - Reach out to academic support services
  - Use office hours to discuss AI-related questions

Phase 4: End of Semester / Evaluation & Growth

Final Reflection

- ☐ **Reflect on AI Learning Experiences** (Expectations: 1.4, 6.2)
  - Review how AI supported or hindered your learning overall
  - Consider ethical implications of your AI use throughout semester
  - Identify what you learned about using AI responsibly
  - Think about how you'll approach AI in future courses
  - Assess your growth in critical thinking about AI

Providing Comprehensive Feedback

- ☐ **Complete End-of-Semester AI Surveys** (Expectations: 1.5, 2.2)
  - Provide honest, detailed feedback on AI tools and policies
  - Share both positive experiences and challenges
  - Offer suggestions for improving AI integration
  - Contribute to institutional learning about AI

Addressing Concerns

- ☐ **Report Issues or Concerns** (Expectations: 4.5)
  - Use established protocols to report safety incidents related to AI
  - Utilize academic appeals procedures if needed for AI-related grading issues
  - Document any problems you experienced
  - Follow up on unresolved concerns

Phase 5: Ongoing / Continuous Learning

Building AI Literacy

- ☐ **Continue Developing AI Knowledge** (Expectations: 1.4, 7.4)
  - Stay informed about AI developments in your field
  - Learn about new AI tools and their appropriate uses
  - Attend workshops or events on AI literacy
  - Read about AI ethics and societal implications

Maintaining Ethical Practices

- ☐ **Commit to Ethical AI Use** (Expectations: 1.4, 1.9)
  - Apply ethical principles to all future AI use
  - Maintain healthy skepticism toward AI outputs
  - Continue validating AI-generated information
  - Stay aware of biases and limitations
  - Model responsible AI use for peers

Academic Integrity

- ☐ **Uphold Academic Integrity** (Expectations: 1.9, 2.1)
  - Always follow institutional and course-specific AI policies
  - Cite AI use appropriately in all work
  - Never misrepresent AI-generated content as solely your own
  - Understand that AI policies exist to support your learning
  - Seek clarification when in doubt about appropriate AI use

Institutional Implementation Checklist

This comprehensive checklist organizes institutional implementation into five major phases: Pre-Semester Initial Planning, Beginning of Semester Launch, Mid-Semester Monitoring, End of Semester Evaluation, and Ongoing Continuous Improvement. Each phase contains detailed action items covering governance structures, policy development, risk assessment, equity and access, training and education, monitoring and evaluation,

and innovation and sustainability. Institutional leaders can use this checklist for strategic planning, delegation of responsibilities, and tracking progress on campus-wide AI initiatives.

Phase 1: Pre-Semester / Initial Planning

Governance & Structure

- ☐ **Form AI Ethics Workgroup** (Expectations: 1.1, 1.4, 1.8, 2.2)
  - Include faculty, students, IT staff, and administrators
  - Ensure representation from different departments and backgrounds
  - Define scope, responsibilities, and meeting schedule
  - Establish decision-making authority and accountability structures

Policy Development

- ☐ **Define Clear Ethical Principles** (Expectations: 1.1, 1.2, 2.1, 3.1)
  - Align with institutional values (fairness, transparency, accountability, privacy, inclusivity)
  - Reference OECD AI Principles and IEEE Ethically Aligned Design
  - Document principles and make accessible to all stakeholders
  - Publish on institutional website and internal portals
- ☐ **Create Comprehensive AI Policies** (Expectations: 1.1, 1.2, 1.9, 2.1)
  - Document how AI is used, what data is collected, and how decisions are made
  - Make policies publicly available and written in clear language
  - Include procedures for updating policies and handling violations
  - Establish transparency and accountability requirements

Risk Assessment & Safety

- ☐ **Conduct AI Impact Assessment** (Expectations: 1.5, 3.2, 4.2, 4.3, 5.1)
  - Evaluate risks and benefits of AI tools in admissions, advising, grading, teaching, security
  - Identify potential bias, data privacy concerns, and accessibility issues
  - Engage diverse stakeholders in assessment process
  - Document findings and mitigation strategies
- ☐ **Ensure Data Privacy and Security** (Expectations: 4.1, 4.2, 4.3, 4.5)
  - Verify FERPA and relevant data protection law compliance
  - Limit data collection to necessary minimum
  - Implement anonymization where possible
  - Coordinate with IT for audits and encryption practices
  - Establish protocols for reporting safety incidents

Equity & Access

- ☐ **Promote Algorithmic Fairness** (Expectations: 1.5, 5.1, 5.4, 6.1)
  - Audit AI systems for bias using diverse datasets
  - Apply inclusive design practices
  - Consult potentially marginalized groups
  - Document fairness metrics and share results
- ☐ **Assess Technology Access & Digital Divide** (Expectations: 5.2, 5.4)
  - Ensure all students and staff have access to necessary technology
  - Identify gaps in access to laptops, tablets, software, internet

- Plan support programs for underserved populations
- Consult accessibility experts for AI tool selection

Training & Education

- ☐ **Develop Professional Development Programs** (Expectations: 1.4, 1.10, 2.2, 4.4)
  - Create workshops/modules on AI literacy and ethics
  - Develop training on AI verification, bias identification, oversight
  - Include cybersecurity awareness and online safety
  - Prepare resources for ongoing learning

Phase 2: Beginning of Semester / Launch

Communication & Rollout

- ☐ **Launch Campus-Wide AI Education Initiative** (Expectations: 1.4, 2.1, 2.2)
  - Deliver training sessions for faculty, staff, and students
  - Provide AI ethics workshops
  - Distribute clear information about AI use, purpose, and guidelines
  - Use multiple communication channels (email, announcements, social media)
- ☐ **Communicate Policies to All Stakeholders** (Expectations: 2.1, 2.2)
  - Send Canvas AI notification to all students
  - Ensure faculty have syllabus AI statement templates
  - Make student handbook plagiarism/cheating statements available
  - Publish academic appeals and grievances procedures

Oversight & Support

- ☐ **Establish Human Oversight Mechanisms** (Expectations: 1.8, 1.9, 6.1, 6.2)
  - Ensure AI decisions are reviewable by humans
  - Avoid fully automated decision-making in sensitive areas
  - Establish clear grievance procedures for AI-related concerns
  - Clarify roles and responsibilities for stakeholders
- ☐ **Set Up Feedback Systems** (Expectations: 1.5, 5.1)
  - Create surveys for collecting student feedback on AI-enhanced materials
  - Establish forums for ongoing dialogue
  - Set up channels for reporting issues and concerns

Phase 3: Mid-Semester / Monitoring

Continuous Monitoring

- ☐ **Monitor and Evaluate AI Tools** (Expectations: 1.5, 1.6, 2.2, 7.4)
  - Review feedback from students, faculty, and staff
  - Analyze performance data on AI tool effectiveness
  - Assess fairness and ethical compliance
  - Document issues and patterns
- ☐ **Collect and Analyze Stakeholder Feedback** (Expectations: 1.5, 1.6, 5.1)

- Gather input through surveys, forums, focus groups
- Analyze common themes and concerns
- Identify areas for improvement
- Share findings with AI Ethics Workgroup

Policy Adjustment

- ☐ **Review and Adjust as Needed** (Expectations: 1.3, 1.6, 3.2, 5.4)
  - Revise policies based on feedback and monitoring data
  - Adjust AI tool implementation strategies
  - Address access disparities identified
  - Communicate changes to all stakeholders

Phase 4: End of Semester / Evaluation

Comprehensive Assessment

- ☐ **Evaluate AI Impact Across Institution** (Expectations: 1.5, 1.6, 3.1, 3.2, 7.2)
  - Assess impact on student outcomes, learning, satisfaction
  - Evaluate fairness and bias in AI applications
  - Review proportionality of AI use to educational goals
  - Analyze cost-effectiveness of implementations
- ☐ **Conduct Usability Testing** (Expectations: 5.3)
  - Test AI systems with varied user groups including individuals with disabilities
  - Identify and address accessibility barriers
  - Document findings and recommendations

Documentation & Reporting

- ☐ **Document Lessons Learned** (Expectations: 1.7, 7.4)
  - Compile evaluation results and feedback
  - Identify best practices and areas for improvement
  - Create summary reports for stakeholders
  - Share findings with broader higher education community

Phase 5: Ongoing / Continuous Improvement

Policy Updates

- ☐ **Regularly Review and Update Policies** (Expectations: 1.3, 1.7, 2.1, 7.4)
  - Form dedicated review group
  - Establish regular schedule for policy revision (e.g., annually)
  - Update governance frameworks to reflect technological advancements
  - Incorporate emerging ethical concerns and best practices
- ☐ **Update Monitoring Frameworks** (Expectations: 1.7, 3.2, 7.2)
  - Revise evaluation metrics based on lessons learned
  - Stay current with emerging ethical concerns
  - Adjust assessment tools and processes

Innovation & Growth

- ☐ **Foster Inclusive Innovation** (Expectations: 5.1, 6.3, 7.3, 7.4)
  - Encourage and support student-led AI projects with ethical guidelines
  - Support open-source and community-driven AI initiatives
  - Provide funding and mentorship for ethical AI development
  - Partner with local communities to address social issues
- ☐ **Promote Sustainability** (Expectations: 7.1, 7.2, 7.3, 7.4)
  - Prioritize energy-efficient AI technologies
  - Conduct sustainability audits of AI practices
  - Evaluate economic and societal implications
  - Deploy AI with focus on positive societal outcomes

Accountability & Culture

- ☐ **Foster Culture of Accountability** (Expectations: 1.9, 1.10)
  - Implement mandatory ethics training programs
  - Establish incentives for ethical behavior
  - Maintain transparency in AI decision-making
  - Document and justify AI-related decisions
- ☐ **Maintain Open Communication** (Expectations: 1.4, 2.1, 2.2)
  - Continue stakeholder engagement in AI implementation
  - Provide regular updates on AI initiatives
  - Solicit ongoing input from campus community
  - Promote collaboration across departments