



## **AI Guidelines - Faculty**

### **SECTION A**

#### **Framework for Ethical and Contextual Use of Generative AI at Alphacrucis**

##### **1. The Role of Generative AI in Higher Education**

Generative AI is reshaping professional and educational landscapes. At Alphacrucis University College (AC), we recognise both the opportunities and the risks GenAI presents to academic integrity and graduate readiness. Our approach is to thoughtfully integrate GenAI to enrich learning, foster digital literacy, model Christian virtues, and build ethical discernment.

While GenAI can enhance creativity, collaboration, and critical thinking, it raises new questions about authorship, originality, and the purpose of assessment. AC is committed to safeguarding academic standards while preparing students for ethical and effective engagement with AI in future vocations. The use of GenAI must be contextual, transparent, and aligned with pedagogical aims. Flexible, discipline-specific practices are encouraged to ensure GenAI integration upholds the integrity of awards, promotes innovation, and fosters a culture of responsible academic practice.

##### **2. AI Guidelines for Faculty**

AC supports the ethical and purposeful integration of GenAI into teaching, learning, and research. GenAI tools can be used to enhance student engagement, personalise feedback, and innovate curriculum delivery.

Faculty are responsible for:

- Modelling responsible GenAI use to students.
- Designing assessments that minimise misconduct risks while enhancing learning.
- Communicating clear expectations regarding GenAI use in all assessments.
- Ensuring GenAI-supported tasks are equitable and accessible.

Integration must balance innovation with the cultivation of independent scholarly skills, in line with AC's values of integrity and excellence.

##### **3. Responsibilities in Teaching and Assessment**

Faculty are expected to:

- State GenAI use expectations clearly in subject outlines and assignment briefs.
- Design assessments that promote original thinking and track student development.

- Require disclosure of GenAI use where permitted and ensure its appropriate justification.
- Embed formative activities that strengthen critical thinking and minimise reliance on AI tools.

#### **4. Ethical and Equitable Access**

GenAI integration must not disadvantage students. Paid or restricted AI tools should not be mandated unless equitable access is assured. Alternative options must be offered to maintain fairness and inclusivity.

#### **5. GenAI Literacy and Staff Support**

Ongoing professional development is vital to build staff capacity in leveraging GenAI effectively. Faculty are encouraged to:

- Engage in CPD activities on GenAI literacy.
- Share best practices and innovations through communities of practice.
- Support students in developing critical and ethical AI use skills.

#### **6. AI Use and Neurodiversity: Supporting Inclusive Learning and Teaching**

AC is committed to inclusive learning environments that recognise the needs of neurodivergent students. GenAI tools can support:

- Structuring ideas and improving comprehension.
- Reducing cognitive load through rephrasing and visualisation.
- Brainstorming and generating prompts for deeper reflection.

Faculty should:

- Consider how GenAI can assist neurodiverse learners within equitable frameworks.
- Liaise with student support services when formal learning access plans involve AI.
- Promote responsible GenAI use without replacing critical engagement or personal reflection.

#### **7. Towards a Thoughtful Integration of AI**

GenAI must be:

- Contextual – integrated according to discipline needs and learning outcomes.
- Consensual – used transparently, with clear communication and student choice.
- Aligned with pedagogical aims – supporting creativity, critical thinking, and deep learning.

AC's mission is to prepare Christ-centred graduates who use emerging technologies ethically, wisely, and effectively, always prioritising human dignity, creativity, and academic integrity.

## SECTION B

### GenAI – Operational Standards for Assessment

Select one of the following options for each assessment:

- A.** Open Use – GenAI use permitted; usage must be acknowledged.
- B.** Restricted use only – GenAI allowed only for specified tasks, usage must be acknowledged.
- C.** Not permitted – GenAI must not be used for any part of the task.

**Note:** Clearly communicate your selection in the assignment brief and during class, and specify what is allowed as needed.

#### *AI Usage Matrix for Assessment Tasks*

<b>AI Usage Category</b>	<b>Description</b>	<b>Examples of Acceptable Use</b>	<b>Student Requirements</b>
A. Open Use	Generative AI tools may be used freely to support the task.	<ul style="list-style-type: none"> <li>• Brainstorming ideas</li> <li>• Drafting or outlining</li> <li>• Paraphrasing /Rewording/ Language Refinement</li> <li>• Generating summaries, abstracts, or examples</li> <li>• Conducting preliminary research to gather background information (but not generating full arguments or analysis)</li> <li>• Suggesting possible structures or formats for reports, essays, presentations, or other tasks.</li> <li>• Producing sample problem sets, questions, or case studies for practice or illustration</li> <li>• Adapting tone or style of written work for different audiences (e.g., academic, professional, general public)</li> </ul>	<ul style="list-style-type: none"> <li>• Must clearly acknowledge AI use (e.g., in a footnote or endnote, in a declaration section)</li> <li>• Include a brief statement describing how the tool was used</li> </ul>
B. Restricted Use Only	Generative AI may be used only for specified purposes, as outlined by the lecturer.	<ul style="list-style-type: none"> <li>• Paraphrasing /Rewording /Language Refinement</li> <li>• Generating images or visual aids</li> <li>• Assisting with formatting references or citations in the required style</li> </ul>	<ul style="list-style-type: none"> <li>• Use GenAI only for the permitted tasks</li> <li>• Include a statement specifying the tool</li> </ul>

		<ul style="list-style-type: none"> <li>• Creating basic templates for posters, presentations, or infographics</li> <li>• Translating brief text excerpts to aid comprehension (with human editing required)</li> <li>• Generating discussion prompts or reflective questions to deepen engagement with the topic</li> </ul>	used and the task it supported
C. Not Permitted	Generative AI use is not allowed for this task in any capacity.	None	<ul style="list-style-type: none"> <li>• Student must complete all aspects of the task independently</li> <li>• No GenAI assistance is permitted (text, visuals, structure, etc.)</li> </ul>

**How to Acknowledge GenAI Use (if permitted):**

Example 1 (Essay or Written Reflection):

**AI Usage Category A:** *"I used ChatGPT to generate a list of potential counterarguments during the planning stage of my essay on just war theory. I also used it to generate an initial abstract for my essay and to conduct preliminary research to gather background information. I then rephrased and refined the suggestions using my own critical evaluation."*

Example 2 (Lesson Plan, Teaching Resource Development, Ministry Practice Report, Education or Pastoral Care Assignments):

**AI Usage Category B:** *"I used ChatGPT to generate only sample discussion questions and paraphrase two sections of this assignment. Generated March 2025."*

Example 3 (Visual or Creative Project):

**AI Usage Category B:** *"I used DALL·E3 (OpenAI) to generate visual concepts for my presentation slide deck on Revelation symbolism. I selected, modified, and contextualised these images in line with my theological argument."*

**Note:** These examples help model transparent, purpose-specific, and ethically responsible use of GenAI tools, aligned with academic integrity standards.