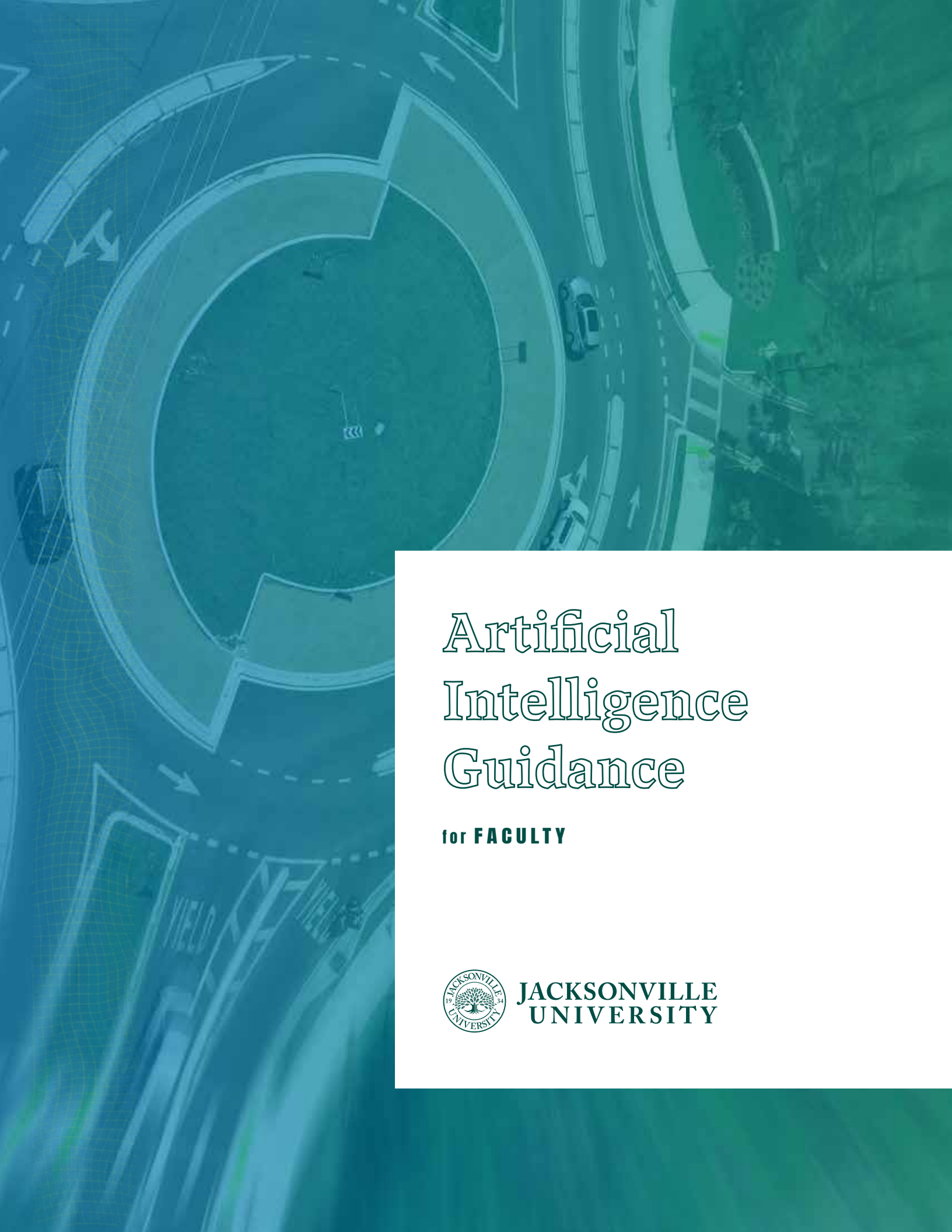




Artificial Intelligence Guidance

for **FACULTY**



**JACKSONVILLE
UNIVERSITY**



Purpose | Audience

Jacksonville University recognizes both the opportunity and responsibility of integrating Artificial Intelligence (AI) into teaching, learning, research, and operations. This Faculty Guidance complements the Student Guidance and helps instructors make informed, ethical, and discipline-appropriate choices about AI in their courses while aligning with institutional values and existing academic integrity policies. JU leaves instructional decisions about classroom AI use to individual instructors; faculty are expected to communicate expectations and uphold integrity standards clearly

Goals of this guidance

- Equip faculty to set and communicate course-level AI expectations.
- Support ethical, privacy-preserving, and inclusive AI use in pedagogy and scholarship.
- Encourage assessment practices that value process, originality, and higher-order thinking in an AI-rich environment.

OVERVIEW

What We Mean by AI (for teaching & course design)

For this document, generative AI refers to systems that can create novel text, images, code, audio, and video in response to prompts (e.g., assistants embedded in productivity suites or stand alone models). These systems are trained on large datasets and may return confident but inaccurate outputs; faculty should verify factual claims and treat AI as an assistive tool, not an authority.

Key implications for teaching: **Use AI to augment human expertise**, prioritize your judgment on substantive academic decisions, and expect variability in quality and bias across tools.



Principles for Faculty AI Use (aligned to JU values and the ETHICAL framework)

1. Exploration & Evaluation – Experiment with AI for course design and delivery while critically evaluating accuracy, limits, and bias; verify outputs and adopt only where appropriate to your context.
2. Transparency & Accountability – Disclose when (and how) AI supports your course materials; communicate clear course policies and rationale to students.
3. Human Centered Approach – Keep human judgment central; AI should enhance—not replace—your disciplinary expertise and pedagogical presence.
4. Integrity & Academic Honesty – Align AI use with JU’s academic integrity expectations; require appropriate citation/acknowledgment of AI assistance by students and faculty.
5. Continuous Learning & Innovation – Engage in ongoing professional development; adapt practices as tools, regulations, and evidence evolve.
6. Accessibility & Inclusivity – Choose tools and uses that promote equitable access; offer non AI alternatives when needed and monitor for disparate impacts.
7. Legal & Ethical Compliance – Protect confidential/FERPA protected information; honor IP/copyright; follow institutional and accreditation guidance.

Generative Artificial Intelligence, or Gen-AI, has transformed how we consume, create, and view media and information in our world.

Faculty Responsibilities

Set and Communicate Course Policy

State clearly in the syllabus, LMS, and assignment instructions whether, when, and how students may use AI and why. Ambiguity drives misuse. Provide examples of permissible and impermissible use tied to learning outcomes.

Use AI Ethically in Course Design

When you use AI to brainstorm activities, draft directions, build rubrics, or generate media, verify accuracy, screen for bias, and revise in your disciplinary voice. Avoid entering confidential or proprietary information into public tools.

Safeguard Privacy & Data

Do not upload FERPA protected, personally identifiable information (PII), or sensitive data to public AI systems; prefer institutionally vetted solutions and privacy preserving configurations.

Teach AI Literacy & Citation

Model responsible citation/acknowledgment of AI help in your materials; coach students on discipline appropriate citation practices and transparent disclosure.

Design for Learning, Not Detection

Favor authentic, process oriented, and higher order assessments; detection tools remain unreliable and may disadvantage students—use them, if at all, with extreme caution and corroborating evidence

GENERATIVE A.I.

Gen-AI refers to AI that can generate new content, including text, video, images, music, or even computer code, based on the data these AI systems have been trained on. Now, you can ask AI for a recipe based on the ingredients you have on-hand by uploading a picture of your pantry, you can ask AI to summarize your notes, written or typed, in a more logical or concise manner, and you can have AI generate images and other media to accompany your projects. The possibilities of Generative AI seem endless, but there are important limitations and conversations that must be had to ensure AI is being used in an ethical, scholarly, and responsible manner.

Course Policy Templates

Use these as starting points; tailor to your course outcomes and discipline.
(Paraphrased from common faculty guidance across leading institutions.)

A. AI Prohibited (unless explicitly permitted for a specific task)

Unless I explicitly authorize AI for an activity, using AI (text, image, code, translation, or summarization tools) to generate or substantially revise any part of your work is not allowed and may constitute a violation of JU's academic integrity policy. When AI is permitted, you must disclose how you used it and include citations.

B. AI Allowed with Conditions (disclose & cite)

You may use AI for idea generation, outlining, organization, and revision support, provided you: (1) verify facts and sources; (2) maintain your own analysis and voice; (3) disclose your use (tool, prompts, outputs, and how you edited); and (4) include appropriate citation/acknowledgment in the format I specify.

C. AI Encouraged as a Learning Partner (disclose & reflect)

You are encouraged to use vetted AI tools for brainstorming, drafting, and feedback. Submit a brief AI use log (tool, key prompts, selected outputs) and a reflection on how AI shaped your learning. Verify and cite all sources and AI contributions.

RECOMMENDED ASSIGNMENT & ASSESSMENT PRACTICES

- Align tools to outcomes. Use AI where it supports (not shortcuts) the intended skill (e.g., critique AI drafts to practice evaluation; compare model reasoning to disciplinary methods).
- Make thinking visible. Incorporate proposals, drafts, version histories, oral defenses, studio crits, and process artifacts (prompt logs, annotations) to evidence learning.
- Use authentic tasks. Emphasize fieldwork, casework, data in context, portfolios, and capstones tied to local artifacts or lived experience.
- Clarify collaboration vs. outsourcing. Specify peer/AI help vs. prohibited outsourcing; require disclosure and proper attribution.
- Plan for accessibility. Offer non AI alternatives and ensure tools meet accessibility standards; watch for differential access/cost barriers.

Jacksonville University recognizes the power and potential in Artificial Intelligence to assist in many areas of scholarship represented at the institution. GenAI, like ChatGPT and others also have the potential to be misused. In general, the Academic Integrity Policy stated in this document and elsewhere in Jacksonville University publications and websites leaves the use of AI in an academic setting up to the faculty. GenAI produced materials submitted for graded assignments may falsely represent the work as generated solely by the student. The specific use of AI on assignments is left up to the individual instructor and should be articulated on course syllabi and in the instructions for individual assignments. If instructors do not give explicit permission to use GenAI students should assume that its use may constitute a violation of the Academic Integrity Policy of Jacksonville University.

Guidance on Detection Tools



Current AI detection tools (including those embedded in plagiarism services) produce false positives/negatives and are not reliable as sole evidence; several leading universities expressly discourage their use as primary proof. If you review a detection flag, corroborate with process evidence and talk with the student

Disclosure & Citation (for faculty and students)

- When you use AI in course materials, add a transparent note (e.g., ‘Summaries drafted with [Tool], verified and edited by the instructor’).
- When students use AI (if permitted), require a short AI use statement plus citations/acknowledgments in your preferred style (APA/MLA/discipline specific). Provide examples and a rubric that rewards honesty and reflection.

Example student AI use statement (when allowed):

Tools: Microsoft Copilot, Claude. Purpose: brainstorming outline; rephrased two sentences for clarity. Verification: checked facts against assigned readings. Edits: rewrote results section in my own words; instructor feedback incorporated. (Instructor: specify citation format.)

Privacy, Security, and Data Use

- Do not enter FERPA protected student information, PIP, unpublished research, HR/financial data, or proprietary content into public AI tools. Prefer institutionally approved platforms and configurations; consult IT regarding secure options.
- Provide students with guidance on safe prompt practices; clarify any tool specific data retention/training defaults.

Research, Scholarship, Grants and Creative Work (Faculty)

- Do not enter FERPA protected student information, PIP, unpublished research, HR/financial data, or proprietary content into public AI tools. Prefer institutionally approved platforms and configurations; consult IT regarding secure options.
- Provide students with guidance on safe prompt practices; clarify any tool specific data retention/training defaults.

Governance, Accreditation, and Continuous Improvement

- Expect periodic revision to this guidance; AI policies should remain flexible, stakeholder specific, and communicated across the institution.
- Departments are encouraged to adapt this guidance to disciplinary contexts and provide exemplars of effective AI supported pedagogy.

Appendices

A. Sample Syllabus Snippets (place where you list course policies)

- Disclosure requirement (recommended default): 'If you use AI at any point, disclose tool(s), prompts, outputs consulted, and edits you made.'
- Process evidence: 'For major assignments, submit drafts/version history and, if AI was used, a brief AI log or annotated prompt sheet.'
- Integrity reminder: 'Submitting work substantially generated by AI where not permitted may violate JU's academic integrity policy.'

B. Assignment Prompts that Leverage AI

- Critique an AI draft: Provide a model generated response; students identify inaccuracies, bias, and missing disciplinary reasoning, then produce an improved version with citations.
- Localize the task: Use site specific data/artifacts (field notes, campus datasets, local regulations) and require sources that AI cannot provide without engaged analysis.

C. AI Use Rubric (excerpt)

Criterion	Exemplary	Proficient	Needs Attention
Transparency	Full AI use statement with tools, prompts, output excerpts, and edits	Partial disclosure	No or misleading disclosure
Verification	All facts checked; erroneous outputs corrected with sources	Most facts checked	Little/no verification
Voice & Originality	Clear disciplinary voice; integrates AI as support	Mostly original with minor over reliance	Over reliance; limited original reasoning

D. AI Use Permissions for Assignments Statements

Clear assignment instructions that include AI usage expectations are encouraged to increase clarity of expectations while modeling AI transparency. Match the instructional approach to the learning objective, name any required disclosure or citation requirements, and inform students of verification expectations for all AI use.

NO AI Allowed - Use when the learning goal requires independent demonstration of the student's own thinking and writing.

No AI is allowed in this assignment. Complete all work independently, including brainstorming, drafting, revising, and editing.

AI Allowed with Conditions - Specify the permitted use, citation expectation, verification requirement, and student responsibility.

AI is allowed for research support. Cite any AI-generated content or assistance in APA 7, verify all claims against reliable sources, and remain responsible for the accuracy of your final submission.

Full AI Use Allowed - Use when AI fluency is part of the learning objective and transparency still matters.

AI use is fully allowed for this assignment. You may use AI to brainstorm, research, draft, revise, and edit, but you are responsible for checking accuracy, acknowledging meaningful AI assistance, and submitting work that meets the assignment goals.

E. Model Honesty and Transparency with AI Use Statements

Use a brief disclaimer to tell students how AI contributed to course content, examples, activities, or other learning resources.

NO AI Used - Use when the resource was developed without generative AI assistance.

"This content is free from AI use. It was created, reviewed, and prepared by the instructor."

AI Used in Ideation - Use when AI helped brainstorm, organize, or explore ideas, but did not produce the final resource without expert review.

"AI was used in ideation with this resource. The instructor reviewed, revised, and takes responsibility for the final content."

AI-Generated with Expert Review - Use when AI generated substantial content and faculty expertise shaped, checked, and contextualized the result.

"This resource is AI generated with expert insight and overview. The instructor reviewed the content for accuracy, relevance, and alignment with course goals."

References

An, Y., Yu, J. H., & James, S. (2025). Investigating the higher education institutions' guidelines and policies regarding the use of generative AI in teaching, learning, research, and administration. *International Journal of Educational Technology in Higher Education*, 22(10). <https://doi.org/10.1186/s41239-025-00507-3>

Jacksonville University. (n.d.). Artificial Intelligence Guidance — For Students. Internal guidance document.

Policy for Faculty Use of Artificial Intelligence for Course Design and Teaching. (Spring 2025). CUC (internal policy packet with curated references).

Southern Association of Colleges and Schools Commission on Colleges. (2025, June). Good practices in the use of generative AI. <https://sacscoc.org/> (policy memo endorsed by the SACSCOC Board of Trustees).

Wynants, S., Childers, G., De La Torre Roman, Y., Budar Turner, D., & Vasquez, P. (2025). ETHICAL Principles AI Framework for Higher Education (CC BY NC 4.0).



CRITICAL NOTE:

Even in these established cases, it is important to note once again that no AI content should be used in your courses without your approval; no AI should be used in a way that circumvents the learning process at Jacksonville University. No AI should be used without crediting its use in submitted work, and it should generally be used as a resource, not the final product.