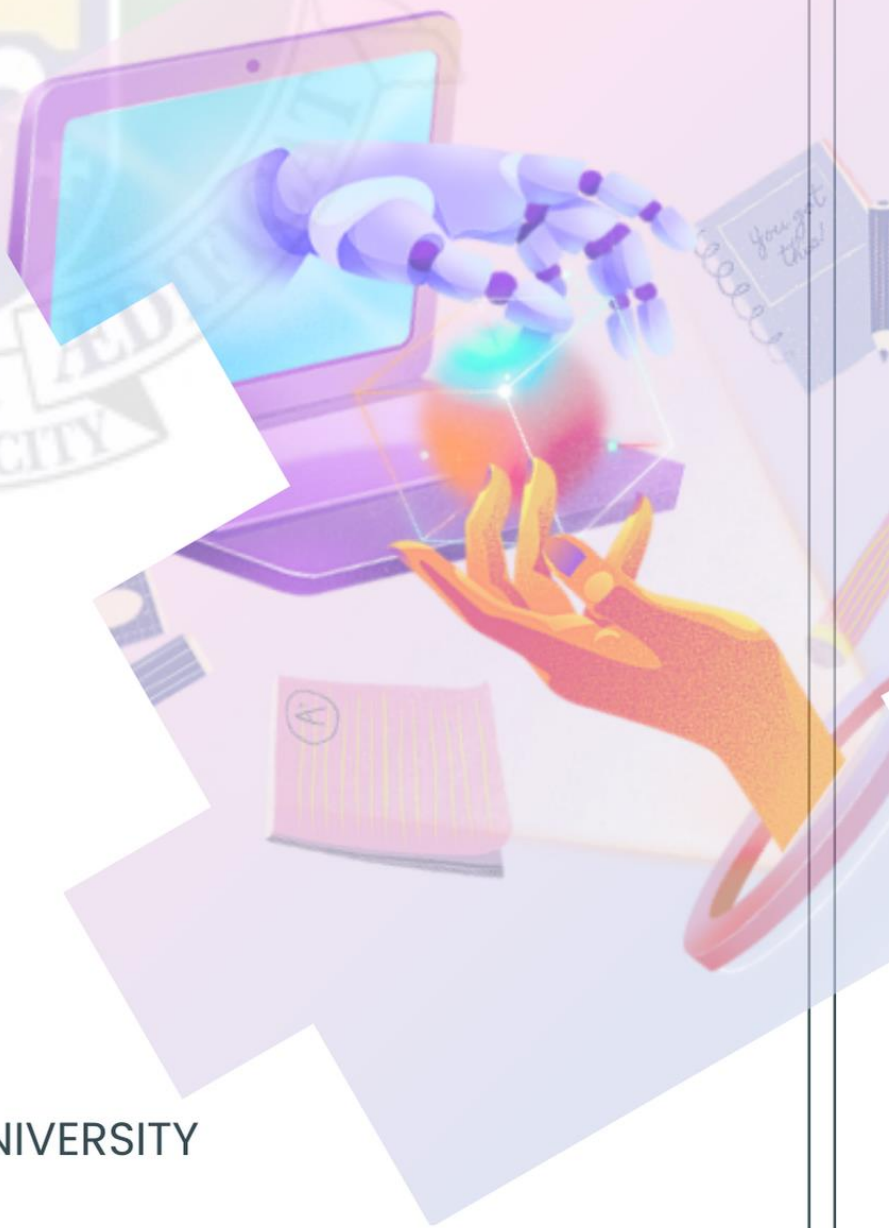
GUIDELINES

FOR THE RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE



SAINT LOUIS UNIVERSITY
2025

GUIDELINES
FOR THE RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE
SAINT LOUIS UNIVERSITY 2025
SAINT LOUIS UNIVERSITY POLICIES AND GUIDELINES ON THE INTEGRATION OF ARTIFICIAL INTELLIGENCE FOR TRANSFORMATIVE LEARNING

I. INTRODUCTION

In a world that is constantly changing, Artificial Intelligence (AI) has become a driving force, significantly transforming different industries and reshaping how we live, work, and learn. In education, AI could enhance the learning experience, support teachers, and reveal hidden talents in every student. However, even with the vast opportunities it offers, the core of education is still fundamentally human, rooted in personal connections, creativity, curiosity, and the ongoing quest for knowledge.

Artificial Intelligence (AI) refers to the simulation of human intelligence processes by machines, especially computer systems. These processes include learning (acquiring information and rules for using it), reasoning (using the rules to reach conclusions), and self-correction. AI enables machines to perform tasks that typically require human intelligence, such as decision-making, speech recognition, language translation, and visual perception.[1] Key features of AI include problem solving and decision making, pattern recognition, natural language processing, machine learning and data analysis, and adaptability through experience. Sample AI applications in education include Intelligent tutoring systems, plagiarism detection tools, virtual reality, and AI experiential learning.

One of the branches of AI is Generative AI (GenAI). GenAI is a branch of artificial intelligence focused on creating new, original content such as text, images, music, or videos by learning patterns and structures from existing data. Unlike traditional AI systems that focus primarily on recognizing patterns or making decisions, generative AI models produce novel outputs that mimic human-like creativity. Generative AI is powered by advanced machine learning techniques, such as Generative Adversarial Networks (GANs) and Transformer-based architectures like OpenAI's GPT (Generative Pre-trained Transformer). These models are trained on large datasets and generate new data by extrapolating the underlying patterns in the training material.[2] Sample Generative AI application include ChatGPT, DALL-E, Gemini and Co-pilot among others.

The inclusion of AI into the education framework allows technology to support instead of supplanting the distinctive value added by the teachers and students. AI must become a tool that helps explain better, embraces inclusivity, and enhances a joint effort towards equipping all to lead by character, empathy, and depth of purpose. Most importantly, it must speak to our commitment

[1] Russell, S., & Norvig, P. (2020). Artificial intelligence: A modern approach (4th ed.). Pearson Education.

[2] Goodfellow, I., Pouget-Abadie, J., Mirza, M., Xu, B., Warde-Farley, D., Ozair, S., Courville, A., & Bengio, Y. (2014). Generative adversarial networks. *Communications of the ACM, 63*(11), 139–144.

to nurturing the human spirit, upholding ethical values, and promoting the greater good. In this context, AI transcends mere technological advancement, becoming a vehicle for enhancing the transformative capabilities inherent in education.

II. RATIONALE

In an era where AI and its applications are increasingly shaping academic and administrative processes, it is essential for institutions like Saint Louis University to establish clear guidelines on the ethical use of GenAI. As a Catholic university committed to developing community-oriented and globally recognized Louisian professionals who are innovative, competent, compassionate, and imbued with Christian Spirit, Saint Louis University ensures that AI technologies are used responsibly and that their use is aligned with the University's mission and values. A guideline on the ethical use of GenAI will provide direction for the stakeholders of the university, promoting transparency, accountability, and fairness while addressing potential risks such as bias, privacy violations, and misuse. These guidelines will empower the Louisian community to harness the benefits of GenAI while safeguarding ethical principles, fostering trust, and contributing to the responsible innovation that advances both education and society.

III. POSITION

Saint Louis University (SLU) is committed to harnessing the transformative potential of GenAI in driving innovation and excellence across academic and administrative processes. Guided by the University vision-mission, SLU adopts a balanced and inclusive approach to integrating AI tools into its academic environment.

In alignment with the standards set by leading international agencies, SLU recognizes AI as a catalyst for enhancing educational outcomes, improving efficiency, and fostering creativity among faculty and students. At the same time, the University reaffirms its unwavering commitment to ethical principles and Christian educational values, ensuring that the adoption of AI respects human dignity, academic integrity, and the common good.

To achieve this, SLU emphasizes an ecological framework for the integration of AI technologies, which harmonizes technological advancements with fundamental educational principles. This approach envisions AI as a tool to complement, rather than replace, human intellect and creativity, enabling faculty and students to co-create meaningful and sustainable learning experiences. By fostering a culture of collaboration, adaptability, and digital literacy, SLU empowers its academic community to use AI responsibly and equitably, addressing potential challenges such as bias, privacy concerns, and ethical misuse.

Through a clear framework, guidelines, policies, continuous training, and ongoing dialogue, SLU provides guidance on the ethical and innovative use of AI, ensuring that its integration aligns with the University's core values and strategic goals. This holistic strategy prepares Louisian faculty and students to navigate a rapidly evolving world, leveraging AI not only to achieve academic excellence but also to contribute to a just, peaceful, and sustainable society.

Guided by the University's Quality Policy Statement, these policies and guidelines specifically aim to:

1. promote responsible innovation by leveraging generative artificial intelligence in innovative ways that align with the values of the University, fostering creativity and technological competence while ensuring ethical considerations guide their applications;
2. enhance competence in AI utilization by equipping the Louisian community with the knowledge and skills necessary to use GenAI responsibly and effectively, ensuring that its integration into academic and professional practices contributes to personal and institutional excellence;
3. uphold Christian values in technology use by ensuring that the use of GenAI reflects compassion, integrity, and respect for human dignity, fostering applications that prioritize the common good and uphold the Christian spirit central to the university's mission;
4. guide the Louisians on the ethical use of generative AI in ways that serve society, enabling them to address real-world challenges, advocate for equity, and contribute to building a just, peaceful, and sustainable world; and
5. establish guidelines that prevent misuse or bias in GenAI applications, promoting fairness, transparency, and inclusivity in the University's academic and administrative processes, ensuring that all members of the community benefit equitably from technological advancements.

IV. AI INTEGRATION FRAMEWORK: SLU APPROACH

Saint Louis University integrates AI in education within a university framework that requires a structured, ethical, and mission-aligned approach. The framework emphasizes the integration of artificial intelligence (AI) into education while ensuring that it aligns with the university's mission of developing well-rounded, service-focused, and faith-based individuals. AI should be developed and utilized in a manner that is ethically sound, just, and centered on human values—reflecting the university's religious beliefs. Thus, the Christian ethos plays a vital role in this approach. To cultivate future-ready skills and equip educators and administrators with the tools necessary for effective resource management and teaching, AI needs to be proficient. Those who implement and interact with AI technology must possess the technical skills and ethical consciousness crucial for responsible use. Figure 1 illustrates the framework. The base of the pyramid represents the core values of SLU that form the ethical and moral anchor of the framework. Placing these core values as the foundation ensures that all AI initiatives are united by a shared vision: to serve students, faculty, and the broader community in ways that reflect faith, academic excellence, innovation, and empathy. The middle section focuses on the guiding principles of the integration of AI. These are universally accepted standards on the use of AI. The top of the pyramid highlights practical applications of AI in University teaching and learning, research, and administration. It also includes the structure and infrastructure ensuring these applications embody the core values and guiding principles of AI.

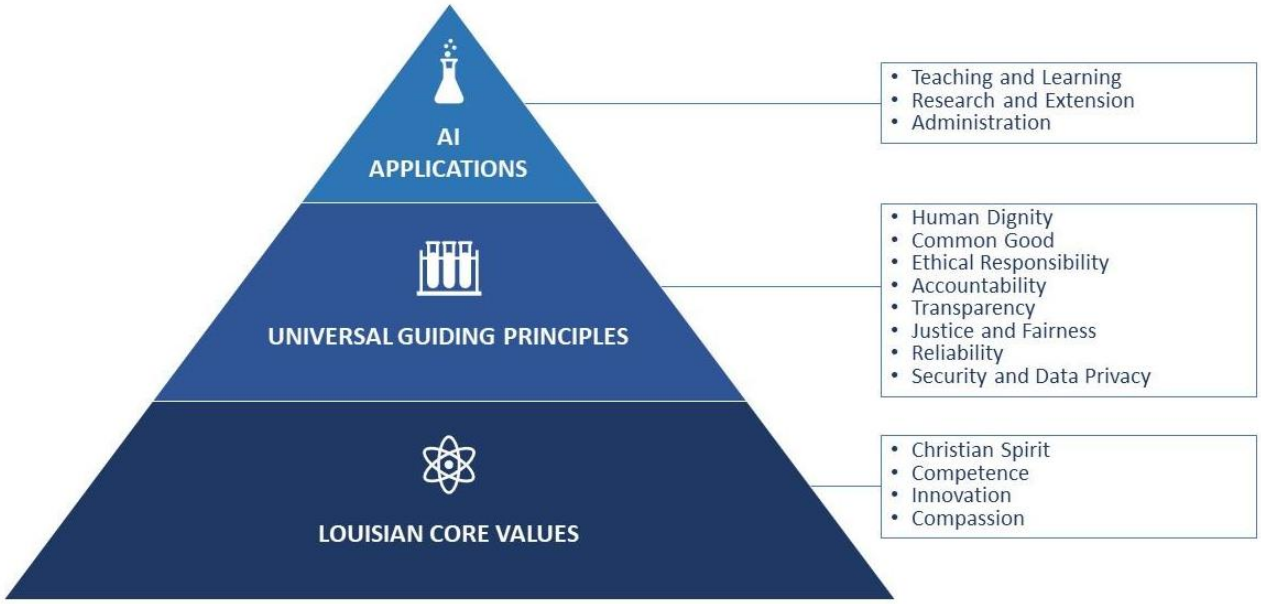


Figure 1: Saint Louis University AI Integration Framework

A. <u>Louisian Core Values: Ethical and Moral Foundation</u>

Embedding Christian Spirit, Competence, Innovation, and Compassion at the foundation of the framework, SLU ensures that AI is integrated in ways that are ethical, impactful, and aligned with its mission. These values provide a moral compass for the development and application of AI, ensuring that it not only enhances education but also upholds the dignity, growth, and well-being of every individual it serves. This value-driven approach ensures that AI becomes a tool for transformational change that reflects the university's Christian ethos and commitment to excellence.

1. **Christian Spirit: The Foundation of Purpose and Values.** AI must be developed and used to bear witness to the Christian purpose of the University. In other words, these faith-based values and service-oriented mission should govern the way technology is developed, with human interest at the center rather than technology for its own sake. <u>Building a Spirit-led Community:</u> AI systems should contribute to creating an environment that fosters Christian fellowship, supports spiritual growth, and promotes ethical conduct. The technology should be used in ways that encourage inclusivity, empathy, and the pursuit of truth.

2. **Competence: The Pursuit of Excellence.** Competence is essential in enabling students, faculty, and staff to thrive in their respective areas. AI-driven personalized learning tools can assist students in developing both foundational knowledge and specialized skills necessary for their future careers. Faculty and staff need to possess the competence and

resources required to teach effectively and manage resources efficiently. For instance, AI can aid educators in grading, monitoring student progress, and enhancing teaching methods based on real-time data. The use of AI should focus on fostering excellence in academic performance and personal development. Additionally, competence ensures that those who implement and engage with AI systems have the necessary technical skills and ethical understanding to use them responsibly. For example, staff should be adept at identifying and addressing biases present in AI systems. By ensuring competence, the framework guarantees that AI enhances academic rigor, professional readiness, and institutional excellence.

3. **Innovation: Driving Creativity and Adaptability.** AI provides students with opportunities to think creatively and engage in problem solving. For instance, AI tools in design, simulation, and analytics enable students to experiment and innovate in areas like engineering, art, and science. AI should be a driving force for innovation within the university, presenting new methods to solve problems, generate knowledge, and benefit the community. Emphasizing creativity ensures that AI is not merely used to replicate traditional approaches but to discover new teaching and learning methods. Creativity also motivates faculty and researchers to leverage AI in addressing complex global issues, such as climate change, healthcare disparities, or educational inequities. By thinking creatively, AI can become a powerful tool for transformative change. With creativity, this framework guarantees that AI acts as a catalyst for innovation, helping the university navigate an ever-evolving landscape while fostering originality and ingenuity.

4. **Compassion: The Heart of Human-Centered AI.** Compassion ensures that AI is used in ways that prioritize care for individuals, especially those who are marginalized or vulnerable. For example, AI tools can support students with disabilities through personalized accommodations or provide mental health support through AI-powered counseling tools. Compassion may also mean creating inclusive opportunities. This drives the development of AI systems that reduce barriers to education, offering access and equity for all students, regardless of their socioeconomic background or geographic location. AI systems guided by compassion can be used to identify and address injustices. For instance, AI analytics can help identify disparities in educational outcomes and suggest interventions to promote fairness and equity.

B. Universal Guiding Principles of the Integration of AI in Education

The universal guiding principles are widely accepted ideas or standards that provide direction and consistency in the University's decision-making strategy in terms of the integration of AI in education. These principles serve as the compass that ensures actions align with the institution's vision, mission, values, and long-term goals. Such principles are guided by various sources.[3,4,5]

1. **Human Dignity.** AI must respect the inherent value of each individual and must strive to augment human abilities rather than supplant them. In SLU, the function of AI is to enhance the capabilities of educators and students while maintaining the intrinsic worth of everyone as a creation of God.
2. **Common Good**. The integration of AI must enhance the welfare of society by addressing educational inequality and promoting social justice. Catholic social doctrine underscores the significance of the common good, necessitating that institutions utilize AI to deliver equitable access to education and mitigate the digital divide.
3. **Ethical Responsibility.** AI applications must adhere to Catholic moral principles, ensuring their responsible utilization for the advancement of humanity. The significance of ethical conduct in the utilization of AI must be emphasized. Stakeholders must recognize the potential effects of their actions on persons, society, and the environment.
4. **Accountability.** Faculty, educators, students, researchers, staff, and departmental units engaged in the creation, implementation, and utilization of AI must be accountable for the results and consequences of their actions. Explicit protocols and systems must be established to guarantee accountability.
5. **Transparency.** The University ensures the practice of openly and ethically evaluating and managing the use of AI tools ensuring accountability, clarity and integrity in all processes.

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[3] Rome Call for AI Ethics. 28,2020 https://www.vatican.va/roman_curia/pontifical_academies/acdlife/documents/rc_pont-acd_life_doc_20202228_rome-call-for-ai-ethics_en.pdf

[4] UNESCO. (2023). *Guidance for generative AI in education and research*. UNESCO. https://www.unesco.org/en/articles/guidance-generative-ai-education-and-research

[5] NPC Advisory NO. 2022-04. Guidelines on the Application of Republic Act No 10173 or the Data Privacy Act 2012 (DPA), Its Implementing Rules and Regulations, and the Issuances of the Commission to Artificial Intelligence Systems Processing Personal Data

6. **Justice and Fairness.** AI systems must operate without bias, promote inclusivity, and provide equitable treatment, while actively addressing issues such as discrimination, unequal access, and potential harms to marginalized or vulnerable groups**.**
7. **Reliability.** AI systems consistently perform as expected, deliver accurate and dependable results, and operate safely and securely across various environments and applications.

8. **Security and Data Privacy.** This ensures that users' personal data are protected and that AI systems are designed and operated in ways that safeguard against data breaches, misuse, and unauthorized access. It emphasizes compliance with privacy laws and regulations, such as the Data Privacy Act of 2012. It also requires that AI technologies implement strong encryption and secure data storage and mechanisms to minimize risks related to data exposure or exploitation. This principle underscores the importance of building trust with users by prioritizing their privacy and the secure handling of sensitive information throughout the AI lifecycle.

C. Applications of AI in the University Setting

The integration of AI in universities is not merely an addition of technology but a transformative force reshaping the entire academic ecosystem. The integration of AI in the university context involves three primary domains: Teaching and Learning, Research and Extension and Administration.

1. **Teaching and Learning.** AI is transforming the landscape of teaching and learning in various ways, such as personalizing education, boosting engagement, and promoting inclusivity. With adaptive learning technologies, AI customizes educational experiences to meet individual needs, providing real-time feedback and targeted support. It simplifies instructional delivery through tools like chatbots, virtual assistants, and AI-driven platforms, allowing educators to concentrate on more creative aspects of teaching. AI also automates assessments, delivers detailed feedback, and offers data-driven insights into student performance, facilitating timely interventions. Furthermore, it enhances accessibility by aiding diverse learners with tools such as speech-to-text and language translation, ensuring an inclusive educational environment. AI encourages engagement interactive and game-based learning, supports lifelong learning and accommodates differentiated and personalized instruction, and fosters collaboration via virtual assistants and group activities. While the advantages are significant, ethical issues like data privacy, algorithmic bias, and equitable access need to be addressed to ensure that AI complements human interaction and creativity. With careful integration, AI has the potential to enrich the educational experience and equip learners for the challenges of a rapidly changing world.

2. **Research and Extension.** The use of AI in research and extension activities is changing the ways universities create knowledge, promote innovation, and connect with communities. In

research, AI allows for the efficient analysis of large datasets using advanced machine learning algorithms, revealing patterns and insights that speed up discoveries in fields like health, agriculture, and environmental science. AI takes over time-consuming tasks such as literature reviews and data classification, enabling researchers to concentrate on more intricate and creative elements of their work. Tools like AI-driven simulations and predictive modeling assist in testing hypotheses in virtual settings, which helps to lower costs and resource needs. Additionally, AI promotes interdisciplinary collaboration by pinpointing common research interests and encouraging partnerships.

In extension, the use of AI is yet to be explored; however, it offers a lot of potential. For instance, it can improve outreach and extension by offering data-driven solutions that meet community needs, such as managing public health initiatives and aiding disaster preparedness. Real-time data monitoring and predictive analytics lead to more effective project execution and impact evaluation while AI-based platforms enhance communication and training for stakeholders through interactive tools and online learning modules. By tackling ethical issues like data privacy, equity, and accessibility, SLU can leverage AI to reinforce their role as catalysts for innovation and development, driving significant societal change.

3. **Administration.** The integration of AI in administrative operations is revolutionizing how universities manage resources, streamline processes, and enhance student and staff experiences. Predictive analytics enable better resource management by optimizing use of AI in organizing faculty workloads, classroom scheduling, and allocating budget. AI-powered tools also strengthen campus security through real-time surveillance, threat detection, and incident response systems, creating a safer environment. By automating routine tasks and leveraging data insights, AI not only reduces administrative burdens but also supports more strategic decision-making, enabling universities to focus on their core mission of education and innovation. However, the successful integration of AI requires addressing ethical considerations, such as data privacy and fairness, to ensure its responsible and equitable implementation.

   The use of AI in SLU administrative operations is still in its early stages, but it shows great potential to improve efficiency and decision-making. Currently, AI is being used to simplify tasks like expediting the generation of contents. While these applications are still limited in scope, they represent significant steps toward modernizing university operations. Moving forward, there is potential to expand AI's role to more strategic areas, such as predictive analytics for student success and dynamic engagement with stakeholders, optimized scheduling, and resource management, among others, but these require careful planning to address ethical and data privacy concerns.

V. GUIDELINES FOR THE RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE

ARTICLE I
GENERAL PROVISIONS

Preliminary Matters

Section 1. *Title.* These guidelines shall be known as the Guidelines for Responsible Use of AI in teaching and learning, research and extension, and administration operations.

Section 2. *Purpose.* The Guidelines aim to establish a comprehensive framework for the responsible use of AI, especially the Generative AI. This also serves to anticipate and mitigate potential risks, ensuring the ethical, efficient, and effective integration of AI in instruction, research, extension, and administration processes. By promoting proactive measures and ethical standards, the Guidelines safeguard the rights and interests of the University and stakeholders. They also facilitate a research environment that prioritizes accountability, fairness, transparency, and responsible advancement of knowledge through AI technologies.

Section 3. *Coverage.* These Guidelines shall apply to all students, faculty and staff of SLU.

ARTICLE II
DEFINITION OF TERMS

1. ***Artificial Intelligence (AI).*** *It* refers to the simulation of human intelligence processes by machines, especially computer systems. These processes include learning (acquiring information and rules for using it), reasoning (using the rules to reach conclusions), and self-correction. AI enables machines to perform tasks that typically require human intelligence, such as decision-making, speech recognition, language translation, and visual perception.[5]

2. ***Generative AI.*** *It* is a branch of artificial intelligence focused on creating new, original content such as text, images, music, or videos by learning patterns and structures from existing data. Unlike traditional AI systems that focus primarily on recognizing patterns or making decisions, generative AI models produce novel outputs that mimic human-like creativity. [7]

[5] Russell, S., & Norvig, P. (2020). Artificial intelligence: A modern approach (4th ed.). Pearson Education.
[7] Goodfellow, I., Pouget-Abadie, J., Mirza, M., Xu, B., Warde-Farley, D., Ozair, S., Courville, A., & Bengio, Y. (2014). Generative adversarial networks. *Communications of the ACM, 63*(11), 139–144.

3. ***AI tools***. They refer to software systems that use artificial intelligence to perform tasks that require human-level cognitive processing, such as decision-making, data analysis, natural language processing (natural language) and image recognition. They boost efficiency, automate work, and provide information. Machine learning, automation, cognitive capabilities (like auto coding and store logic), customizability, and large-scale data processing are all notable features. Examples include chatbots, virtual assistants, and predictive analytics platforms.

4. ***Transparency.*** *It* refers to the practice of openly and clearly disclosing all aspects of the research process to ensure that the methods, data, analyses, and findings are accessible, understandable, and verifiable by others. Transparency promotes accountability, reproducibility, and trust in the research, enabling stakeholders, including peers, policymakers, and the public, to evaluate the integrity, reliability, and validity of the work.

5. ***Ethical Responsibility***. It refers to the adherence of AI applications to Catholic principles, CICM advocacies, and SLU core values, ensuring their responsible utilization for the advancement of humanity. The significance of ethical conduct in the utilization of AI must be emphasized. Stakeholders must recognize the potential effects of their actions on persons, society, and the environment.

6. ***Accountability and Responsibility.*** The obligation of faculty, educators, researchers, staff, and departmental units involved in the development, deployment, and use of AI to take ownership of the outcomes and impacts of their actions. This requires the establishment of clear protocols and systems to ensure accountability.

7. ***Justice and Fairness***. The principle that AI systems must function without bias, ensure inclusivity, and uphold equitable treatment, actively mitigating discrimination, unequal access, and potential harms to marginalized or vulnerable groups

8. ***Reliability.*** The ability of AI systems to consistently perform as expected, producing accurate and dependable results while ensuring safe and secure operation across diverse environments and applications.

9. ***Security and Data Privacy.*** The principle ensuring the protection of users' personal data and the secure design and operation of AI systems to prevent data breaches, misuse, and unauthorized access. It emphasizes compliance with privacy laws, such as the Data Privacy Act of 2012, and mandates the implementation of strong encryption, secure data storage, and risk mitigation mechanisms. This principle prioritizes user trust by safeguarding sensitive information throughout the AI lifecycle.

ARTICLE III
SPECIFIC GUIDELINES ON THE USE OF AI

A. Faculty Guidelines on the Responsible Use of AI

Artificial Intelligence (AI) is rapidly becoming an indispensable tool in higher education, offering faculty innovative ways to enhance teaching effectiveness, streamline administrative tasks, and foster student engagement. By leveraging AI, educators can personalize learning experiences, automate routine processes, and gain data-driven insights to inform instructional strategies. This integration not only supports faculty in delivering high-quality education but also empowers them to focus on what truly matters—mentoring and inspiring their students to succeed in a technology-driven world.

The faculty shall:

1. leverage AI tools to enhance the collective learning experience and ensure that teaching practices align with the shared goals of the academic community;
2. use AI to design inclusive learning materials, improve accessibility, and foster student engagement in a way that benefits all learners;
3. ensure that AI tools used for teaching align with institutional values and comply with ethical standards in higher education;
4. uphold ethical standards when integrating AI into teaching, ensuring its use aligns with professional and institutional values;
5. be accountable for how he/ she implements AI tools in his/ her teaching and must ensure that students understand the role of AI in the learning process. He/ she must clearly disclose the use of AI in course design, assessments, or instructional materials, and regularly evaluate its impact on student learning outcomes;
6. model academic honesty when using AI tools in teaching and learning environments, such as using AI to generate supplementary course materials but shall carefully review and modify them to ensure they align with the course's academic rigor and standards;
7. be transparent about the integration of AI tools in teaching and their role in enhancing the learning process. The faculty shall clearly communicate to students how AI tools are being used in the classroom, including their purpose, limitations, and potential benefits;
8. ensure that the use of AI tools in teaching does not disadvantage certain groups of students or perpetuate biases;
9. use AI tools that are reliable, thoroughly tested, and appropriate for the intended educational purpose. The faculty shall evaluate AI tools for their accuracy and ensure they are used as supplementary aids rather than replacements for direct instruction.

10. safeguard the personal and institutional data used in AI tools to comply with privacy regulations and ethical practices. The faculty shall avoid sharing sensitive student or institutional data with AI tools unless explicitly permitted by institutional policies;
11. regularly update his/ her knowledge about AI developments and ethical considerations to make informed decisions regarding its use;
12. regularly solicit feedback from students on their experiences with AI tools to ensure they are meeting learning objectives effectively;
13. take full responsibility for the outcomes of AI-assisted teaching practices and be prepared to intervene when tools produce errors or biases;
14. design assessments that encourage critical thinking and creativity, minimizing the risk of students over-relying on AI tools;
15. monitor student submissions for potential misuse of AI tools using plagiarism detection tools to identify AI-generated content and address concern;
16. clearly communicate to students when and how AI is being used in their coursework and teaching;
17. inform students about the limitations, if any, regarding AI use in learning activities;
18. require students to disclose their use of AI tools in assignments, fostering a culture of openness and collaboration. Such assignments cover text, images, presentations, videos, designs, source code, and other coursework;
19. strike a balance between the use of AI and existing teaching methods. The faculty should recognize that AI tools are intended to complement, rather than replace the current way of teaching and cannot replace the guidance and expertise of the faculty.
20. regularly review AI tools for potential biases that may disadvantage specific student groups and work towards minimizing such biases;
21. cross-check AI-generated content or outputs with trusted sources to ensure their accuracy and relevance;
22. test AI tools extensively before implementing them in teaching to ensure they function as intended;
23. educate students on the importance of safeguarding their personal information when interacting with AI tools;
24. regularly review and update his/ her AI usage practices to align with evolving data privacy regulations and standards;
25. be trained on the integration of AI in pedagogy to optimize educational outcomes without compromising teaching quality.

B. Student Guidelines on the Responsible Use of AI

The students are to use AI tools responsibly to support individual learning while contributing positively to the broader academic community. Students should leverage AI to enhance their understanding, collaborate with peers, and create shared learning resources while ensuring their actions benefit the collective learning environment.

These guidelines are inspired by the 6Cs approach by Cacho (2024), offering practical guidance to help students thoughtfully and responsibly integrate AI into their coursework with a focus on preventing academic misconduct.

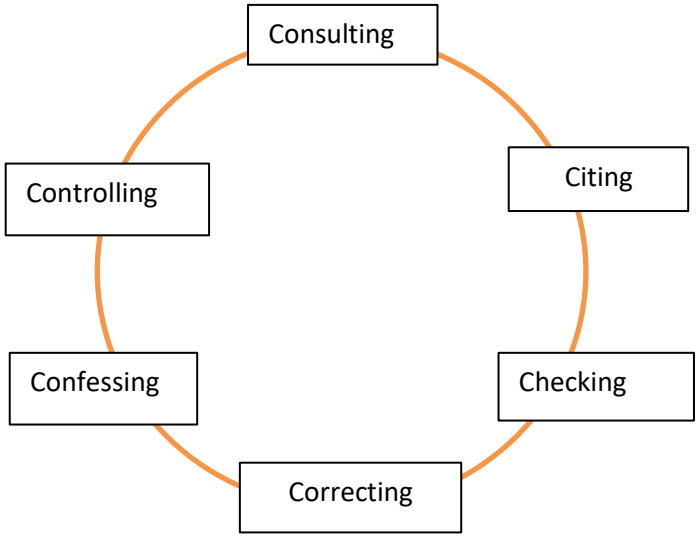

Figure 2: The 6Cs Approach in Utilizing Generative AI in Coursework (Cacho, 2024)

1. *Consulting*: Students are encouraged to follow their instructors' guidelines or seek clarification when explicit instructions are missing or unclear, ensuring their use of AI aligns with established expectations.
2. *Citing*: In line with McAdoo's (2024) cited by Cacho's (2024) advice, students must properly reference any AI-generated content according to the American Psychological Association's seventh edition of the publication manual.
3. *Checking*: Students should validate the accuracy and reliability of AI-generated information by cross referencing with primary sources, while being mindful of limitations on AI authorship in their submissions.
4. *Correcting*: AI (which could be considered as a third-party support) should be used sparingly for tasks such as correcting spelling, punctuation, grammar, and structure, ensuring compliance with academic writing standards. Specifically, the use of AI accordingly is intended for general language editing or proofreading work that should be limited to:
    - spelling and punctuation;
    - ensuring the work follows the conventions of grammar and syntax in written English; and shortening long sentences and editing long paragraphs; hanging passives and impersonal usages into actives;
5. *Confessing*: Students must transparently disclose any AI and/or external assistance received in their work, providing detailed acknowledgment and a declaration of AI usage that specifies how AI tools were employed in their academic tasks.

6. *Controlling*: This guideline advises students to manage or self-regulate their use of AI within ethical boundaries, avoiding practices that could be considered inappropriate or unethical.

Motivated by the approach and the other guiding principles, the following are the guidelines: The student shall:

1. use AI ethically for research, writing, and problem-solving, ensuring that the AI tools are used as support rather than a replacement for the student's effort;
2. uphold ethical standards when using AI tools and avoid practices that compromise integrity or fairness. He/ she shall avoid using AI for unethical purposes, such as cheating, plagiarism, or creating harmful content, and ensure that AI outputs align with ethical norms in academic and social contexts;
3. be accountable on how he/ she uses AI tools and must take responsibility for verifying and validating AI-generated outputs. The student shall always critically evaluate AI-generated content for accuracy, relevance, and appropriateness before using it in academic work;
4. uphold academic honesty and clearly acknowledge any use of AI in his/ her academic work. If AI tools are used, students shall transparently disclose their use and ensure that all works submitted reflect their understanding and original contributions;
5. take responsibility in verifying the accuracy of information provided by AI tools, especially when applying it in assignments or decision-making;
6. review and cross-check AI-generated content with credible sources before submission;
7. be transparent about the use of AI tools, ensuring that the instructors and peers are aware of the role of AI in the learning process. Moreover, they shall inform the teachers of AI's role in their assignments and provide proper citations or references to AI outputs. He/ she shall always cite AI tools when they contribute to his/ her academic work (e.g., acknowledging generative AI in essays or projects;.
8. ensure that the use of AI tools does not disadvantage others or perpetuate biases and inequities;
9. safeguard personal and institutional data when using AI tools to ensure compliance with privacy regulations. He/ she shall avoid sharing sensitive or confidential information when using AI tools and adhere to university data privacy policies. (e.g., When using prompts with generative AI tools, do not share actual personal data, use fictitious proper nouns or sample data);
10. use AI platforms that are compliant with data privacy laws (Data Privacy Act 2012);
11. treat AI tools as supplements to, not substitutes for education;
12. ask for guidance from instructors about acceptable AI use in coursework or exams;
13. develop continuously digital literacy skills to use AI tools effectively and responsibly;

C. Guidelines for the Use of AI in Academic Research (i.e., Thesis, Dissertation, and Capstone Projects)

Integrating AI tools in academic research is becoming increasingly common due to their ability to enhance productivity, analyze large datasets, and assist in writing and structuring. However, SLU faculty, students, and researchers must follow clear and ethical guidelines to ensure that AI tools and applications are used effectively and responsibly to complete academic projects like theses, dissertations, capstone projects, etc. Critically, the human researcher's expertise, creativity, and judgment are indispensable in ensuring the integrity and quality of research outcomes. When AI is mainly utilized in terms of literature review, data analysis, content generation, statistical analysis, citation management, and plagiarism checking, the researcher must ensure that the interpretations and conclusions are substantially validated and owned by him/her/so that there is proper intellectual property attribution. In all aspects, validate all AI-generated outputs and use them as a complement to, rather than a replacement for, human expertise and judgment. In short, AI tools and applications should assist, not replace, critical thinking and analysis. Faculty, students, and researchers should demonstrate their ability to synthesize information, form original ideas, and conduct independent analysis rather than solely relying on AI-generated outputs.

In short, AI tools and applications should enhance research, not replace fundamental academic work. Faculty, students and researchers should use AI tools and applications to *supplement* their learning, improve their writing and analysis, and become more proficient in their fields.

AI can assist with research tasks such as:

1. Literature Review Assistance:
    a. AI tools like semantic engines can analyze thousands of academic papers, identify trends, and summarize key findings to help narrow down relevant literature. AI-powered tools like natural language processing (NLP) algorithms and citation management tools can help identify relevant articles, papers, and resources, but the selection of sources should be done critically. AI tools may not always provide accurate or up-to-date references.

2. Data Analysis:
    a. AI tools can automate the detection of anomalies, normalize data formats, and impute missing values, reducing manual effort.
    b. AI-powered statistical tools can quickly identify patterns, run complex models, and generate interactive visualizations, making it easier to interpret results.
    c. AI NLP tools can classify sentiments, extract themes, and identify frequently occurring phrases, providing initial insights for further manual analysis.
    d. AI-based statistical assistants can suggest appropriate models, validate assumptions, and compute results, ensuring methodological rigor.

e. AI can build and train predictive models, offering insights into the most influential variables.
f. AI tools such as machine learning algorithms, statistical analysis software, and data visualization tools (e.g., Tableau and Python libraries) can assist in analyzing complex datasets and presenting findings.

3. Writing Assistance:
   a. AI can personalize survey questions based on previous responses, increasing response accuracy and participant engagement.
   b. AI writing tools can assist with grammar, sentence structure, coherence, and formatting suggestions, ensuring professional and polished output, but researchers must ensure the academic rigor of the content. AI should not be used to automate writing entire sections without human input.
   c. AI tools can provide initial drafts, summaries, or analyses. However, researchers should always review, edit, and refine AI-generated content to ensure it aligns with academic standards and contributes to the quality of the research.

4. Plagiarism Detection:
   a. AI-powered plagiarism detection tools (e.g., Turnitin, Grammarly, Copyscape) are essential for ensuring the originality of your work. AI tools can identify potential plagiarism, ensure proper citations, and suggest relevant references to strengthen arguments.

The researcher shall:

1. ensure that AI tools are used as a supplement, not a replacement, for original academic work;
2. ensure proper citations and transparency regarding AI tool usage in the research methodology;
3. validate and critically assess AI-generated outputs to ensure accuracy and relevance;
4. always prioritize academic integrity and avoid over-relying on AI tools for content generation or analysis;
5. adhere to data privacy, security, and ethical standards when using AI in research;
6. seek feedback from academic advisors and peers and disclose the role of AI tools in your research;
7. verify the quality and relevance of information, such as abstract or overviews, generated from AI tools (e.g., chatbots or summarizers);
8. be aware that AI tools can introduce biases into research, especially if the underlying data is flawed or incomplete; hence, researchers shall continually critically assess AI-generated results to ensure they do not reinforce harmful stereotypes or biases. Researchers shall always validate the results generated by AI tools and applications, and perform manual checks and ensure the interpretation aligns with your research objectives and hypotheses;

9. assess the value they have added and any potential limitations or challenges they presented, e.g., Overgeneralization: AI might provide generic results that fail to address specific research questions. AI-generated results need thorough validation to ensure accuracy and reliability;
10. ensure the research findings and conclusions remain original and contribute new insights to the field. AI tools should not replace the core research process or dilute the intellectual contributions of the researcher;
11. use AI tools for brainstorming, drafting outlines, and enhancing clarity, but make sure the final content reflects the researcher's voice, analysis, and understanding;
12. always seek feedback from academic advisors, mentors, and peers to ensure the research is on track and meets the highest academic standards;
13. ensure that proper citations and references are included when using AI-generated content or other people's research. It is encouraged to use AI-enhanced citation managers (e.g., Zotero, EndNote) that can format AI tool citations;
14. cite the AI tools properly in the bibliography or methodology section, following the citation guidelines set by their respective academic discipline (e.g., APA, MLA, Chicago), when using AI tools to assist with writing, data analysis, or any aspect of the research. The researcher shall define how AI tools and applications should be cited, specifying details like the tool name, version, provider, and use date;

    Example APA Citation: OpenAI. (2025). ChatGPT (Version 4.0) [AI language model]. Retrieved from https://openai.com
    Example MLA Citation: OpenAI. ChatGPT, version 4.0, 2025, https://openai.com.

15. ethically use AI tools that assist in writing or content generation and ensure that AI-generated content is appropriately cited if it is directly used in research. He/ she shall never submit AI-generated text as the researcher's work without critical analysis, editing, and acknowledgment. The researcher shall indicate the tools and methods used in the research process. For example, if AI tools are used for literature review, data analysis, or writing, mention these in the methodology section of the thesis, dissertation, or capstone project;
16. specify what qualifies as "direct use" (e.g., verbatim text, analysis, or significant influence) and require acknowledgment in the methods or acknowledgments section;
17. disclose the role of AI tools in his/ her research process and ensure that he/ she is transparent about the extent of the involvement whether the researcher used AI for literature review, data analysis, or writing assistance;

    Sample Statement of AI Use**:**
    "This research utilized ChatGPT (Version 4.0) by OpenAI to assist in summarizing literature and generating initial drafts of specific sections. All AI-generated content has been critically reviewed, edited, and appropriately cited in adherence to institutional guidelines."

18. use AI tools that comply with data privacy and confidentiality laws. The researcher must ensure that any data used in AI models is anonymized and secure. The researcher shall safeguard sensitive data by employing AI tools that comply with security and privacy standards, ensuring that personal or proprietary data is not exposed;
19. ensure that AI tools are used for analyzing data collected from human participants (e.g., surveys, interviews) and ensure that informed consent has been obtained and the data is used according to ethical guidelines.

AI tools can significantly enhance academic research's efficiency, quality, and scope. AI should not harm others *because AI tools can sometimes misinterpret or generate inaccurate information*. For instance, if using AI in research with broader societal implications (e.g., medical research, social sciences), ensure ethical review boards or committees are consulted to address any potential ethical concerns related to AI's role in the research.

Hence, faculty, students and researchers must use these tools ethically, responsibly, and transparently. By following these guidelines, researchers can harness the power of AI to improve their research while maintaining academic integrity and upholding the ethical standards of their field. Its value is maximized when used to complement, not substitute, the expertise of researchers.

D. Guidelines on the Responsible Use of AI in Extension

The integration of AI in university extension programs requires clear guidelines to ensure effectiveness, ethical use, and community impact.

The extensionist shall:

1. clearly define the objectives and scope of AI integration in extension programs to align with the university's mission and address community needs such as engagement, training delivery, and resource management;
2. ensure ethical use of AI by adhering to principles such as fairness, transparency, accountability, and respect for privacy, while avoiding biases in AI algorithms and obtaining informed consent when collecting or using data;
3. ensure that AI-driven tools and resources promote inclusivity by being accessible to all community members, including marginalized groups, while providing necessary training to bridge digital literacy gaps;
4. empower communities by offering actionable insights, personalized learning experiences, and practical solutions that address real-world problems and improve the quality of life;
5. ensure compliance with local and international regulations such as the Data Privacy Act of 2012;
6. update regularly himself/ herself through AI professional development opportunities to effectively use AI in extension services, encouraging

collaboration between AI experts and extension workers to develop contextually relevant solutions.
7. leverage AI to enhance the efficiency of extension programs by optimizing planning, resource allocation, and logistics, as well as monitoring and evaluating program outcomes;
8. ensure that AI tools are tailored to the local culture, language, and socio-economic conditions of the target community to ensure relevance, avoiding a one-size-fits-all approach by involving stakeholders in the customization process;
9. initiate partnerships with government agencies, private organizations, and community groups to co-create AI-enabled extension projects and encourage interdisciplinary research and extension to explore innovative applications;
10. conduct regular monitoring and evaluation to assess the impact and effectiveness of AI integration in extension, ensuring that feedback mechanisms are used to refine and improve AI tools;
11. establish governance and oversight mechanisms, such as a task force or committee, to ensure accountability and alignment with institutional values, while addressing ethical dilemmas or unintended consequences of AI;
12. leverage AI-powered extension solutions that prioritize sustainability by being environmentally responsible, cost-efficient, and designed for long-term maintenance, scalability, and updates.

E. Guidelines on the Responsible Use of AI in Administration

The integration of AI in administrative functions enhances efficiency, decision-making, and service delivery. However, its use must align with ethical principles, legal standards, and institutional values. This section outlines guidelines to ensure AI-driven administrative processes remain transparent, accountable, secure, and fair while upholding data privacy and inclusivity.

The offices shall:

1. ensure that AI tools used in administration respect the rights and dignity of all stakeholders, including students, faculty, and staff.
2. avoid implementing AI systems that may marginalize or discriminate against certain individuals or groups;
3. promote inclusivity by using AI to enhance accessibility for persons with special needs;
4. use AI tools to streamline administrative processes, benefiting the entire school community (e.g., automated scheduling, resource allocation);
5. implement AI solutions that align with the institution's mission to serve students, faculty, and the broader community effectively;
6. select AI systems that adhere to ethical standards, ensuring transparency, and fairness in their algorithms and operations;
7. regularly review and audit AI tools to identify potential biases or ethical concerns;

8. communicate the purpose and scope of AI applications clearly to stakeholders;
9. assign accountability for AI-driven decisions to qualified personnel, ensuring human oversight remains in place;
10. maintain clear documentation of AI system usage and decisions for audit purposes;
11. provide training for staff to effectively and responsibly manage AI tools;
12. disclose the use of AI in administrative processes to relevant stakeholders, including its role in decision-making (e.g., admissions, grading, resource management);
13. make data policies and AI system limitations accessible and understandable to all users;
14. ensure AI systems are used to promote equity in decision-making processes;
15. not rely on AI tools that perpetuate systemic biases or inequalities;
16. implement robust AI systems with proven accuracy and dependability for administrative tasks;
17. establish contingency plans to handle AI system failures without disrupting operations;
18. regularly update and maintain AI systems to ensure they remain reliable and effective;
19. comply with data privacy laws and institutional policies when using AI tools to manage personal and institutional data;
20. implement strong cybersecurity measures to protect sensitive data handled by AI systems;
21. conduct regular data privacy audits to ensure compliance and safeguard stakeholder information.

ARTICLE IV
IMPLEMENTATION

The integration of Artificial Intelligence (AI) in education requires a clear governance framework and structured implementation plan to ensure its ethical, equitable, and effective use. Below are key components of governance and structure for integrating AI in education:

A. Leadership and Oversight

1. Designate a governing body or committee to oversee AI integration.
2. Include stakeholders in decision-making.
3. Assign roles for monitoring AI applications, such as AI Ethics Officers or Data Privacy Officers.

B. Ethical Framework

1. Establish principles for ethical AI use, ensuring non-discrimination, data protection, and human oversight.

2. Provide mechanisms for addressing ethical dilemmas or complaints related to AI use.

C. Compliance and Monitoring

1. Regularly audit AI systems for compliance with ethical guidelines and educational standards.
2. Implement impact assessments to monitor AI's effects on learning outcomes and equity.

D. Institutional Structure

1. Strategic Planning
   a. Create a roadmap for implementation, including timelines, pilot programs, and strategies.
2. Resource Allocation
   a. Invest in infrastructure, including hardware, software, and secure data storage systems.
   b. Allocate budgets for AI training programs and the procurement of AI tools.
   c. Ensure resources are distributed equitably across all educational levels and regions.
3. Capacity Building
   a. Train educators and administrators to effectively use AI tools.
   b. Offer professional development programs on AI literacy, ethical considerations, and pedagogical integration.
   c. Provide students with opportunities to learn about AI as a subject and its real-world applications.
4. Collaboration with Partners
   a. Partner with AI developers, researchers, and policymakers to design tools suited for educational needs.
   b. Collaborate with government bodies to align AI initiatives with national education strategies.

E. Risk Management

1. Identify and mitigate risks related to data breaches, algorithmic bias, and over-reliance on AI systems.
2. Develop contingency plans for technical failures or cybersecurity threats.
3. Ensure human oversight in critical areas like grading and student evaluation.

ARTICLE V
ENFORCEABILITY

Violations of the guidelines may be subject to disciplinary actions in accordance with SLU's policies and procedures related to academic misconduct.

ARTICLE VI
EFFECTIVITY

Saint Louis University's Guidelines and Policies on the Use of AI reflect the institution's commitment to fostering an academic environment where innovation harmonizes with ethical responsibility and Christian values. By empowering students, faculty, and staff with clear directives on the responsible adoption of AI tools, SLU seeks to advance teaching and learning, research, extension, and administration operation while upholding the integrity and dignity inherent in human creativity and critical thinking. These guidelines serve as a framework for leveraging AI to enhance educational outcomes and professional practices, ensuring that its integration aligns with SLU's mission to nurture compassionate, competent, and globally oriented individuals. As we embrace the opportunities presented by AI, SLU remains steadfast in its vision of building a just, peaceful, and sustainable society, where technology is a tool for collective growth and equitable progress.

Through continuous reflection, education, and collaboration, SLU will adapt and refine its policies to address the evolving landscape of artificial intelligence, ensuring that this powerful technology is used not only effectively but also responsibly.

The provisions on the guidelines will take effect immediately upon approval.

***Note*:** *During the preparation, Generative AI (Chat GPT-4) was used to initially identify relevant sections and generate policy and guidelines with inputs from various references.*

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GUIDELINES FOR THE RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE

SAINT LOUIS UNIVERSITY
2025