

## Introduction

As an innovative, purpose-driven university, the University of New England (UNE) recognizes that artificial intelligence (AI) can transform teaching, learning, scholarship, and professional practices in positive ways. Consistent with our call to prepare students to thrive in a rapidly changing world, UNE fosters the responsible and ethical use of AI tools to improve efficiency and enable personalized learning while ensuring that UNE's educational environment remains fundamentally human centered.

UNE is committed to preparing students for a world where AI literacy is essential. Students should master the fundamentals of their discipline through independent thinking while learning to use AI responsibly to enhance, not replace, their learning. Faculty play a central role in this effort and are encouraged to integrate AI into their teaching in intentional ways that foster critical thinking and uphold academic integrity. Because AI tools are rapidly evolving, faculty should be mindful of the purpose behind assignments and adapt pedagogy as needed. UNE will support this work through robust professional development to ensure thoughtful and effective integration of AI in teaching and learning.

This Guidance covers the creation of AI use policies by faculty, sample syllabus statements, and the use of AI detection tools. It is intended to support and operationalize UNE's Institutional AI Policy and AI Acceptable Use Policy and should be read together with those policies, including the definitions set out in the Institutional AI Policy, and with other applicable University regulations. The syllabus statement templates referenced throughout this Guidance appear in the Appendix. Faculty engaged in research, scholarship, or peer review should also consult the Guidance for the Use of Artificial Intelligence (AI) in Research, issued by the UNE Office of Research and Innovation, which this Guidance is intended to complement.

## Policy Creation

UNE faculty play a vital role in guiding students toward the proper and ethical use of AI. This responsibility is essential not only to support meaningful learning but also to prepare students for professional environments where AI is increasingly integrated. Faculty leadership ensures that students develop the judgment and skills to use AI responsibly, regardless of evolving norms or consensus around its applications. Faculty should critically reflect on their assumptions about AI while prioritizing emerging best practices for its use in education. Personal opinions, whether positive or negative, should not override the responsibility to prepare students for a professional world where AI is prevalent. Instead, faculty are encouraged to engage thoughtfully with AI integration, guided by evidence-based practices that support learning and uphold academic integrity. Given the breadth of academic programs at UNE and the diversity of assignments within courses, a single uniform approach to AI use is not practical. While

enterprise-wide policies establish core principles for ethical and responsible AI integration, faculty have flexibility in applying specific AI tools to meet the learning objectives of their disciplines. Further, given the evolving nature of AI, our policies and practices governing AI will also need to change and adapt.

Since September 2024, UNE has required all faculty members to articulate a policy on AI use in each of their syllabi. The most important aspect of any policy is clarity, especially because students could face disciplinary consequences for improper use of AI. Students must clearly understand what they can and cannot do, and they must have an opportunity to ask questions. To facilitate this understanding, faculty intending to utilize AI tools in the context of their courses are encouraged to provide explicit examples of acceptable and prohibited uses of AI tools in their course materials.

### **Faculty Responsibility and Professional Development**

Faculty are expected to consult, as needed, with their deans, the Office of Research and Innovation ([ori@une.edu](mailto:ori@une.edu)), the Office of Research Integrity and Compliance, the HIPAA Office, and other campus offices to ensure that policies are appropriate and that they are in compliance with regulatory frameworks governing research and protected data, e.g., HIPAA and FERPA.

Because AI tools and the norms surrounding them continue to change, faculty are also expected to engage in ongoing professional development related to AI in teaching and learning. UNE provides resources and support to make this continuous learning accessible and meaningful.

### **Explaining the Basis for Your Policy**

The process of creating and communicating AI policy necessitates that faculty engage with students. Faculty should consider how using or restricting AI will help students meet learning outcomes. Faculty should also clearly articulate the consequences of misusing AI, including how improper use may impact academic integrity and result in disciplinary actions under UNE's policies. Regardless of approach and specific course policies, faculty should have open discussions with students about the rationale informing their policies and perspectives. These conversations should address the positive or negative impact of AI use on teaching and learning outcomes.

### **Supporting AI Literacy**

AI literacy will be a hallmark of a UNE education. AI literacy, for both faculty and students, encompasses understanding when and how to utilize AI effectively, as well as recognizing situations where AI is not suitable. UNE values critical interpretations of AI when they are grounded in strong pedagogical best practices. Faculty should work with

existing and emerging resources to align their practices with a developmental perspective, as some tools are better suited for specific tasks. Moreover, students possess a wide range of AI proficiency, from novice to advanced, and faculty should strive to meet all students at their current level of skill. When AI tools are used as assistive technology or as part of an approved disability accommodation, faculty should coordinate with Student Accessibility Services to ensure alignment with accessibility and accommodation requirements.

Faculty should remind students that UNE provides access to UNE-supported AI tools that include added protections, such as enhanced protection of user data and privacy, for all UNE users. Students should understand the benefits and risks of using other publicly available AI tools, including the terms of use and the risks of entering private and confidential information into any particular AI tool.

Faculty should teach students how to acknowledge and cite their AI use. Teaching students how to cite AI will reinforce the expectation of acknowledging AI use and can reduce student uncertainty over UNE's academic misconduct policies. When possible, faculty may want to select citation guidelines and share them with students using the style guide appropriate to the discipline. Many style guides include guidance and examples for citing AI use. CETL, UNE's librarians, and other campus offices will partner with faculty in this work.

Faculty may further customize how students acknowledge their AI use. For example, some faculty members may ask students to submit a transcript of the conversation with AI as an appendix to their written work. Others may want students to submit a separate sheet summarizing the process they followed, including initial prompts and subsequent follow-ups.

Faculty should also ensure that students understand the ethical use of AI and its limitations. Students should be aware that AI can generate wholly inaccurate information — so-called hallucinations — and that various forms of bias may be present in AI output.

When faculty permit the use of AI, they should emphasize that AI is a tool to support and enrich student learning, not a substitute for intellectual engagement. Student work should reflect an integrated, iterative process where human judgment and creativity remain central, even when AI tools are used to assist or enhance the outcome. Students must always be able to justify their AI-informed work, and they will be held accountable for misuse of AI. This further underscores the need for faculty to understand AI and to communicate clear policies.

### **Faculty Acknowledgement of AI Use**

UNE supports faculty using AI to create high-impact learning environments that help students meet learning outcomes. Faculty transparency in their use of AI tools serves as a model for professional practices, helping students develop an understanding of how AI can be responsibly applied in academic and professional settings. Therefore, faculty are expected to include a statement in each syllabus that describes the ways in which they may use AI to design and deliver the course, even if students are not permitted to use AI in that course. Faculty are not expected to catalog every incidental use of AI, just as scholars do not cite commonly accepted facts within their disciplines. When student use of AI is prohibited, faculty should explain the reasoning and emphasize the distinct roles and learning objectives of faculty and students. For example, a syllabus acknowledgement may read as follows:

*Artificial intelligence (AI) tools can be utilized to generate ideas, assessments, and aid in lesson design within this course. The prompts informing this course were entered into the Artificial Intelligence (AI) systems in the last year. The output from the prompts was used to create lessons, discussion questions, assignments, and activities that are aligned with coursework in support of meeting learning outcomes. The AI-generated content was professionally reviewed for accuracy and relevance to the course learning outcomes.*

## **Syllabi Guidance**

Every syllabus must include a clear statement of the course AI policy. The templates in the Appendix are a recommended starting point rather than required language; faculty may adopt a template as written, adapt it to fit the course, or write their own statement. Faculty who substantially modify a template or draft their own statement should review it with their dean, chair, or designee to confirm that it is clear to students and consistent with the AI Acceptable Use Policy.

Whatever approach faculty take, the policy must be specific enough that students know what is permitted, what is prohibited, and how to acknowledge any AI use.

Faculty teaching clinical courses or conducting research should provide clear guidance on the responsible and ethical use of AI with respect to research participant data, patient information, and other sensitive materials. Syllabi must explicitly state that AI tools may not be used to analyze, process, store, or generate content involving personally identifiable or confidential data unless expressly permitted under applicable institutional review standards, HIPAA, FERPA, and other relevant regulations. Faculty and students engaged in research must also follow the Guidance for the Use of Artificial Intelligence (AI) in Research.

Faculty should also outline any discipline- or journal-specific standards for AI use in research, writing, or public dissemination, including requirements for citation and

disclosure. Students should be reminded that failure to adhere to these standards may compromise research integrity and constitute a breach of ethical and professional conduct.

Any application of AI in clinical settings must comply with all relevant privacy laws and ethical standards to protect patient information. The use of AI should not compromise the trust and confidentiality inherent in the patient-provider relationship. Patient safety must always be our top priority.

### **Use of AI Detection Software**

UNE does not recommend using AI detection software as part of an AI policy because, at present, no AI detection tool is capable of reliably identifying if and how AI was used. An AI detection tool must not be the sole source of information that leads to discipline or a claim of academic misconduct. An AI detection tool can be the impetus for a conversation with a student and for the basis of an investigation of academic misconduct, but AI detection tools cannot be relied upon as conclusive evidence of improper AI use by a student.

If faculty choose to use AI detection software, they should inform students in advance and explain the limitations of these tools.

These tools may also be biased against learners who write differently, including multilingual students, and they cannot keep pace with rapidly changing AI tools.

This guidance on detection software addresses coursework. In the research context, faculty should be aware that a number of federal funders and regulators, including NIH and NSF, use tools to detect AI-generated content in applications and reviews, and should consider the implications for their own proposal writing and grant review activity.

### **AI Use in Research and Scholarly Work**

UNE's Guidance for the Use of Artificial Intelligence (AI) in Research is maintained by the Office of Research and Innovation. That document is the controlling document and sets out the full expectations for documentation and transparency, validating AI output for bias and accuracy, AI use in data analysis, the AI practices of vendors and collaborators, and publication and authorship standards. Faculty conducting research should read this AI Policy Guidance for Faculty along with the Guidance for the Use of Artificial Intelligence (AI) in Research, the AI Acceptable Use Policy, and relevant research and clinical compliance policies. Because policies in this area are evolving quickly, the Office of Research and Innovation will issue additional updates as they develop.

**Guidance Review and Revision**

This guidance document will be reviewed at least annually and updated as needed to reflect changes in regulations, technology, or University practices. It will be reviewed alongside the Guidance for the Use of Artificial Intelligence (AI) in Research so that the two documents remain consistent. Last updated August 20, 2026.

**APPENDIX: SAMPLE SYLLABUS STATEMENTS FOR AI USE****How to Use These Templates**

These templates are a recommended starting point, not required language. Faculty may adopt one as written or adapt it to fit the course, and courses and pedagogies at UNE vary widely enough that adaptation is often the better choice. The intent is to keep the core expectations consistent for students while leaving room for the experimentation and innovation that a rapidly changing field requires.

Each of the three templates below follows the same six-part structure. Four of the six parts use **identical wording in every template**: the shared core. Only two parts change with the tier: the permitted-use statement and the rationale. This means a student moving between courses only has to learn one new thing per syllabus: what is permitted in that course.

**Paragraphs with this blue shading are shared core language, identical word-for-word in all three templates.**

**Unshaded paragraphs are tier-specific; they differ across the three templates.**

The six parts, in order: (1) permitted use (tier-specific); (2) disclosure and citation (shared); (3) accuracy and originality (shared); (4) privacy and intellectual property (shared); (5) why this policy (tier-specific); and (6) misuse and consequences (shared).

## Template 1: AI Use Restricted

*For courses where AI may not be used on any work submitted for credit.*

**Permitted use.** All work submitted for credit in this course must be entirely your own. Using AI tools to complete, draft, or revise course assignments is not permitted and will be considered academic misconduct.

Outside of graded work, you may use AI tools to support your studying, for example by generating flash cards, study guides, or practice questions that help you recall and analyze course content. Recognize, however, that creating these materials yourself is preferable: the act of building them develops essential skills and disciplinary knowledge. If you do use AI study aids, verify what they tell you against the course materials.

**Disclosure and citation.** Where AI use is permitted, it must be disclosed and cited. All sources, including AI tools, must be appropriately cited using the citation format assigned in this course. Failing to acknowledge AI assistance is treated the same as failing to cite any other source. For additional information on citations and citing AI see: <https://library.une.edu/research-help/searching/ai/>

**Accuracy and originality.** AI output can be biased, inaccurate, or fabricated. You are responsible for the accuracy and integrity of all work you submit, including any errors or omissions introduced by an AI tool, and you must be able to justify the work as your own. Work you submit must reflect your own understanding and judgment, and you should always be prepared to show your process, including notes, drafts, and sources, to demonstrate its originality.

**Privacy and intellectual property.** Pay attention to the terms of use of any AI tool, especially with respect to licensing and the privacy of your data. Many AI tools incorporate and reuse whatever content you share with them, so be careful not to unintentionally share copyrighted materials (including course materials), your own or others' original work, or personal information.

**Why this policy.** The assignments in this course are designed to challenge you to develop creativity, critical thinking, and problem-solving skills. Using AI technology to complete them would limit your capacity to develop these skills and to meet the learning goals of this course.

**Misuse and consequences.** Misuse of AI tools, including using AI where it is not permitted, submitting AI-generated content as entirely your own, or failing to disclose AI use, may violate academic integrity and could result in disciplinary action.



## Template 2: AI-Integrated with Some Restrictions

*For courses where AI is permitted on certain assignments, as specified per assignment.*

**Permitted use.** You may use AI tools on certain assignments in this course. The instructions for each assignment will state whether and how you may use AI tools to complete it. If an assignment's instructions do not mention AI, assume its use is not permitted and ask before proceeding. Using AI tools without permission, or in a manner inconsistent with the course or assignment parameters, will be considered academic misconduct.

**Disclosure and citation.** Where AI use is permitted, it must be disclosed and cited. All sources, including AI tools, must be appropriately cited using the citation format assigned in this course. Failing to acknowledge AI assistance is treated the same as failing to cite any other source. For additional information on citations and citing AI see: <https://library.une.edu/research-help/searching/ai/>

**Accuracy and originality.** AI output can be biased, inaccurate, or fabricated. You are responsible for the accuracy and integrity of all work you submit, including any errors or omissions introduced by an AI tool, and you must be able to justify the work as your own. Work you submit must reflect your own understanding and judgment, and you should always be prepared to show your process, including notes, drafts, and sources, to demonstrate its originality.

**Privacy and intellectual property.** Pay attention to the terms of use of any AI tool, especially with respect to licensing and the privacy of your data. Many AI tools incorporate and reuse whatever content you share with them, so be careful not to unintentionally share copyrighted materials (including course materials), your own or others' original work, or personal information.

**Why this policy.** Developing the ability to thoughtfully and strategically use and manage AI tools can help you build valuable skills, refine your work, and prepare for your future career. This course gives you structured opportunities to build that judgment by learning when AI helps and when it gets in the way.

**Misuse and consequences.** Misuse of AI tools, including using AI where it is not permitted, submitting AI-generated content as entirely your own, or failing to disclose AI use, may violate academic integrity and could result in disciplinary action.

### Template 3: Open Use of AI Permitted

*For courses where AI may be used broadly to support learning, research, and assignment preparation.*

**Permitted use.** You may use AI tools to support your learning, research, and assignment preparation throughout this course. Appropriate uses include generating ideas, refining your writing, organizing information, and deepening your understanding of course concepts. Whatever role AI plays in your process, the work you submit must reflect your own understanding and judgment.

**Disclosure and citation.** Where AI use is permitted, it must be disclosed and cited. All sources, including AI tools, must be appropriately cited using the citation format assigned in this course. Failing to acknowledge AI assistance is treated the same as failing to cite any other source. For additional information on citations and citing AI see: <https://library.une.edu/research-help/searching/ai/>

**Accuracy and originality.** AI output can be biased, inaccurate, or fabricated. You are responsible for the accuracy and integrity of all work you submit, including any errors or omissions introduced by an AI tool, and you must be able to justify the work as your own. Work you submit must reflect your own understanding and judgment, and you should always be prepared to show your process, including notes, drafts, and sources, to demonstrate its originality.

**Privacy and intellectual property.** Pay attention to the terms of use of any AI tool, especially with respect to licensing and the privacy of your data. Many AI tools incorporate and reuse whatever content you share with them, so be careful not to unintentionally share copyrighted materials (including course materials), your own or others' original work, or personal information.

**Why this policy.** Learning to work effectively and ethically alongside AI is itself a skill this course asks you to develop. Open access comes with responsibility: the goal is for AI to extend your thinking, not to replace it.

**Misuse and consequences.** Misuse of AI tools, including using AI where it is not permitted, submitting AI-generated content as entirely your own, or failing to disclose AI use, may violate academic integrity and could result in disciplinary action.