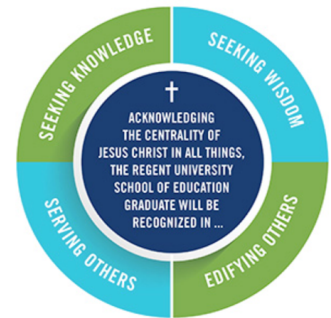


## Artificial Intelligence Guidelines for Faculty

The Regent University School of Education prepares competent, caring Christian leaders who transform education. Our approach to artificial intelligence (AI) is shaped by our conceptual framework, which calls us to seek knowledge, seek wisdom, serve others, and edify others. Romans 12:2 provides our guiding principle: “Be transformed by the renewing of your mind. Then you will be able to test and approve what God’s will is” (*New International Version*). AI integration requires this transformed thinking as we reflect on who these tools align with and support the spiritual formation, academic integrity, and relational mentorship that guide our work.

For this document, AI is “a machine-based technology enabling software or hardware with given specific objectives to create content, predictions, recommendations, or decisions which can perceive and influence real or virtual environments” (Chiappini, 2024, p. 387).

SCHOOL OF EDUCATION  
**MISSION**



### Section I: Guiding Principles and Foundational Expectations

The following principles provide the ethical and theological framework for all AI use within the School of Education. These principles are not merely aspirational; they provide the guidance through which faculty should evaluate all AI-related decisions in teaching, research, and service while upholding the [Regent University Honor Code](#). For this document, faculty refers to all teaching staff, including full-time and part-time professors, and adjunct professors.

#### 1.1 Honors God

All use of artificial intelligence within the School of Education must ultimately serve to honor God and advance His kingdom's purposes. This principle requires faculty members to:

**Maintain Biblical Fidelity:** Ensure that AI-generated content, recommendations, or analyses do not contradict or undermine biblical truth. Faculty must critically evaluate AI outputs through the lens of a Christian worldview and correct or contextualize any content that conflicts with our biblical principles.

**Steward Technology as God’s Creation:** Recognize that human capacity for innovation, including AI development, reflects our creation in God’s image.

**Prioritize Spiritual Formation:** While AI can assist with information delivery and skill development, it cannot replace the spiritual mentorship and formation that characterize Christian higher education. Faculty must ensure that AI integration preserves and enhances students' opportunities to grow in their faith, character, and calling as Christian educators.

**Model Ethical Technology Use:** Faculty demonstrate to students how Christian educators thoughtfully engage with emerging technologies, modeling discernment, wisdom, and ethical decision-making that students can emulate in their own professional contexts.

#### 1.2 Truthful

The commitment to truth is foundational to both academic integrity and Christian witness. AI integration must uphold the highest standards of honesty, accuracy, and authenticity.

**Ensure Accuracy and Verification:** Faculty should recognize that AI systems can produce plausible but inaccurate information.

**Maintain Academic Integrity:** Clear policies should guide student use of AI in assignments and assessments. Faculty should explicitly articulate when and how students may use AI tools, distinguishing between appropriate assistance (e.g., brainstorming, editing) and academic dishonesty (e.g., submitting AI-generated work as one's own).

**Address Bias and Limitations:** Educate students about the inherent biases, limitations, and epistemological constraints of AI systems. Help students understand that AI reflects the biases present in its training data and may perpetuate problematic assumptions about knowledge, culture, and human experience.

### 1.3 Respectful

This principle addresses multiple perspectives and voices within our educational community.

**Value Multiple Perspectives:** AI should broaden, not narrow, the range of perspectives encountered in educational discourse.

**Maintain Human Connection:** The relational dimension of teaching and mentoring is central to the School of Education's mission. AI should enhance rather than replace the human connections that characterize transformational education.

**Respect Intellectual Property:** Faculty and student work represents valuable intellectual contributions that must be protected. Faculty should be aware of how AI systems use submitted content for training and make informed decisions about which materials are appropriate for processing with AI tools.

### 1.4 Protective

The principle of protection addresses the security of information.

**Ensure Privacy and Data Security:** Faculty must exercise extreme caution when sharing information with AI systems. Student educational records protected under FERPA, personally identifying information, and sensitive communications should never be entered into AI systems without explicit authorization and appropriate privacy safeguards. Faculty should understand the data-handling practices of any AI tools they employ and use only systems that meet institutional security requirements.

### 1.5 Transparent

Transparency in AI use builds trust, models professional integrity, and enables informed decision-making within our educational community.

**Communicate Clearly About AI Integration:** Faculty should provide clear, accessible explanations to students regarding how AI will be used in course design, content delivery, assessment, and feedback. Faculty should implement the SOE syllabus template.

**Model Professional Communication Standards:** Help students understand emerging professional norms for disclosing AI use in educational and professional contexts. This modeling includes appropriate citation practices, ethical considerations in the use of AI for professional communication, and institutional or disciplinary expectations regarding AI transparency.

## Section II: Pedagogical Practices for AI Integration

The following list guides integrating AI tools into teaching practice in ways that align with our mission to bridge theory and practice while maintaining our commitment to transformational education:

- **Rethink Traditional Assignments:** Rather than simply adding AI-detection tools or prohibitions, faculty should reconsider which traditional assignments remain viable assessment methods. Instructors may need to redesign assignments to require forms of original thinking, personal context, or authentic application that AI cannot easily

replicate. The focus should be on what students can do with AI assistance, not just what they can do without it.

- **Provide Timely, Substantive Feedback:** AI tools can help faculty provide more frequent or more comprehensive feedback to students, particularly in large courses. However, faculty should ensure that feedback maintains a personal dimension and addresses each student's unique developmental needs. AI-generated feedback should be reviewed, personalized, and supplemented with human insight that reflects an understanding of each student's learning trajectory, professional goals, and spiritual development.
- **Develop AI Literacy Through Assessment:** Consider creating assignments that explicitly engage students in critically analyzing AI's capabilities and limitations.
- **Teach Responsible AI Use:** Rather than simply prohibiting AI tools, faculty should help students develop sophisticated judgment about when, how, and why to use these technologies. This includes assisting students to grasp the ethical boundaries of AI in school and work. Students will learn strategies to use AI as a learning tool rather than a shortcut, explore how to verify and validate AI outputs, and find ways to grow intellectually while using AI.
- **Foster Critical Engagement:** Encourage students to be thoughtful, critical users of AI rather than passive consumers. Help students develop the habit of asking: What assumptions or biases might be present in this AI output? What perspectives might be missing? How does this align with or contradict what I know from research, practice, or faith? What are the implications of using this tool in my future professional context?
- **Clear Communication Channels:** Faculty should know how to seek guidance when uncertain about appropriate AI use, report concerns about student misuse or ethical issues, propose policy modifications based on experience, and access support for implementing these guidelines in their courses.
- **Employ AI as a Research Tool:** AI can assist faculty scholarship in numerous ways, including literature review, data analysis, coding qualitative data, identifying patterns, and generating research questions. Faculty should explore these applications while maintaining the intellectual rigor and originality that characterize meaningful scholarship.

Additional resources are available for SOE faculty on the SOE AI webpage.

## References

Chippani, D. (2024). The legal definition of artificial intelligence: A comparative perspective. *European*

*Journal of Comparative Law and Governance*, 11(3), 360-387.

<https://doi.org/10.1163/22134514-bja10071>