

	Policy Main Title	Artificial Intelligence Use Policy	Effective Date	14/06/2026
	Policy Subject	Academic	Last Review date	
	Policy Number	ACA-006	Next Review date	14/06/2029
	Responsible Entity	Vic President for Academic Affairs	Approved By	President

Overview

Generative artificial intelligence, software capable of producing text, images, code, data analysis, and other content in response to human prompts, has become one of the most consequential technologies in contemporary higher education. Its arrival is not a future event: students are already using it, faculty are already encountering it in submissions, and institutions are already making consequential decisions about how to govern it. AIU's approach to this technology is neither blanket prohibition nor uncritical adoption. It is a framework of principled, contextual governance that asks two questions of every AI use: does this use serve or undermine genuine learning, and does this use protect or compromise institutional integrity?

The challenges AI presents to universities are real and documented. The core concern is 'deskilling', the risk that students who routinely offload intellectual work to AI lose the very capacities that a university education is designed to develop. AI is a powerful tool, but tools do not replace the human development that is the purpose of education.

At the same time, the opportunities AI offers are genuine. It can accelerate the discovery of connections across large bodies of knowledge. It can make professional-quality tools accessible to students who would otherwise lack them. It can help students with disabilities communicate and access content more effectively. And it reflects the professional environment that AIU's graduates are entering, one in which AI literacy is increasingly a baseline expectation. This policy acknowledges both realities and builds a framework that enables responsible AI use while protecting the academic integrity on which AIU's educational mission and accreditation depend.

This policy is the primary institutional governance instrument for AI use at AIU. It cross-references the academic integrity provisions in ACA-005, the data protection requirements in ADM-002, the information systems governance in ADM-003, and the student conduct framework in STU-001.

Scope

This policy applies to all members of the AIU community, students, faculty, staff, administrators, contractors, and researchers, in all AI-related activities connected to AIU's educational programs, research activities, administrative operations, and institutional communications. It applies to all AI tools, whether institutionally provisioned, personally subscribed to, or freely available, when those tools are used in connection with AIU activities. It applies on campus, remotely, and in any digital environment where AIU activities occur.

Purpose

The purposes of this policy are to:

- Establish AIU's institutional position on AI as a technology that is governed rather than prohibited or uncritically adopted
- Define the four-tier course-level AI use classification that gives faculty a structured framework for communicating their AI policy to students
- Establish the default institutional position where no course-level policy has been stated

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- Define the prohibited conduct categories that constitute AI-related academic integrity violations
- Establish the attribution and disclosure standards that apply to all AI use where disclosure is required
- Define the institutional AI use standards governing administrative, research, and operational uses of AI, including data privacy protections
- Establish the annual review cycle through which this policy is updated to remain current with AI technology developments
- Demonstrate compliance with academic integrity), institutional integrity, and ethical institutional operations

Abbreviations and Definitions

Artificial Intelligence Tool: Any software application that uses machine learning, large language models, neural networks, or related computational methods to generate, analyze, classify, translate, summarize, or otherwise process content in response to user input. Includes but is not limited to: large language model chatbots (ChatGPT, Gemini, Claude, Copilot); AI writing assistants (Grammarly AI, Jasper); AI coding assistants (GitHub Copilot, Cursor); AI image generators; AI transcription and translation tools; and AI-powered analytical platforms. The specific tools available will change; the principles governing their use will not.

Generative AI: A subcategory of AI tools that produce original content, text, images, code, audio, video, or other outputs, rather than solely retrieving or classifying existing content. Generative AI is the primary subject of the academic integrity provisions of this policy.

AI-Generated Content: Any text, image, code, data, analysis, or other output produced by an AI tool in response to a prompt, regardless of the extent of human modification applied before submission. Content is AI-generated if it originated with an AI tool, even if the student subsequently edited it.

Attribution Statement: A written disclosure appended to a submission in which a student or researcher describes how AI tools were used in producing the work, as specified in Article 5 of this policy.

Institutional Default (Tier 2): The AI use standard that applies in any AIU academic course or assessment context where the faculty member has not explicitly stated a course-level AI policy. Under the institutional default, assessments require original human work; AI tools may be used for incidental assistance but not to generate substantive content.

Institutional AI Tool: An AI tool that has been evaluated, approved, and formally adopted by AIU for use in its programs, operations, or research activities, listed on the CIO's Approved AI Tools Register.

Public AI Tool: A commercially available AI tool accessible through a consumer-tier subscription or free access, where inputs may be processed by the provider's servers and potentially used for model training. Public AI tools carry data privacy risks when used with Confidential or Restricted institutional data.

AI Literacy: The ability to understand what AI tools do and do not do, to evaluate AI outputs critically, to use AI tools purposefully and ethically, and to communicate AI use accurately. Accrediting agency's core competency framework includes critical thinking as a requirement of undergraduate education; AI literacy is a dimension of critical thinking in the contemporary educational environment.

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AI Policy Coordinator: An academic staff member designated by the VPAA to coordinate AI policy implementation, annual review, and faculty development. Not a new institutional appointment but a designated responsibility within an existing role.

Policy

Article 1: Governing Principles

The following principles govern AIU's approach to artificial intelligence:

- Learning primacy:** The purpose of academic assessments is to develop student knowledge, skills, and judgment. AI use that substitutes for the development of those capacities, that produces the product without the learning, is a use that harms the student, regardless of whether it is technically detectable. This policy is not primarily about detection: it is about protecting the educational purpose of the work students do.
- Faculty autonomy within a governance framework:** AIU respects faculty members' professional judgment about how AI tools should or should not be used in their courses. This policy does not mandate a single AI use standard for all courses. It provides a structured framework (the four-tier classification) within which faculty exercise that judgment. What the policy does require is that faculty communicate their judgment clearly, in the syllabus, before the course begins.
- Disclosure over prohibition:** Where AI use is not prohibited, disclosure is required. Honest disclosure of AI assistance, what tool was used, for what purpose, in what parts of the work, is the primary integrity mechanism this policy uses. A student who fully and accurately discloses AI use has not violated this policy. A student who uses AI and conceals it has violated this policy, regardless of the extent of the use.
- Data protection is non-negotiable:** Privacy and data security obligations apply in full to AI tool use. The convenience of an AI tool never justifies entering student personal information, confidential research data, or restricted institutional data into a public AI platform. This obligation binds all members of the AIU community, students, faculty, and staff alike.
- Responsible innovation:** AIU will not prohibit AI tools categorically or permanently. The technology will evolve and so will its appropriate uses in education. This policy is reviewed annually specifically because what is appropriate will change. What will not change are the principles: genuine learning, honest disclosure, and data protection.
- Equity and access:** AI tools should be available to all AIU students equitably. Where assessments require or permit AI tools, the tools must be accessible to students with disabilities and across income levels. Where AI tool use is required, the institution ensures that appropriate access is available. Assessments must not create unfair advantages for students with premium AI subscriptions over those using free tools.

Article 2: The Four-Tier Course-Level AI Use Classification

Every faculty member at AIU establishes and communicates the AI use policy for each course they teach. The following four-tier framework provides the structured language for that communication. Faculty

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select the tier that best reflects their course objectives and communicate it explicitly in the course syllabus before the first-class meeting:

Course-Level Classification	What It Means in Practice	Attribution Requirement
Tier 1: AI Prohibited	The faculty member has determined that original human work is required for this assessment and that any use of generative AI tools to produce content, generate ideas, draft text, write code, or complete any portion of the work is not permitted. Applies where the learning objective is the development of the skill itself, not the product.	Not applicable, no AI use is permitted. Submission of AI-generated content is a violation of ACA-005 Academic Integrity Policy regardless of extent.
Tier 2: AI Default (no specific policy stated)	Where a faculty member has not explicitly stated a course AI policy, AIU's institutional default applies: assessments require original human work. Students may use AI tools for incidental assistance (spell-checking, vocabulary, locating sources) but may not use AI to generate the substantive content, ideas, analysis, structure, or code of the submission.	Incidental use need not be cited. Any substantive AI contribution, even where borderline, must be disclosed and cited in the manner specified below.
Tier 3: AI Permitted with Disclosure	The faculty member has explicitly permitted AI tool use for this assessment, with a mandatory requirement to disclose how, where, and to what extent AI tools were used. The disclosure is part of the assessment. Undisclosed AI use where disclosure is required is a violation regardless of whether the underlying use was itself permitted.	Required: a written AI Attribution Statement appended to the submission, specifying the tool used, the purpose, the portions of the work affected, and a statement that the student has reviewed and can stand behind the AI-generated content.

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Tier 4: AI Integrated	The faculty member has explicitly designed the assessment to incorporate AI tool use as part of the learning objective. Students are expected to use specified AI tools and to demonstrate critical engagement with AI outputs — not to simply submit AI-generated content uncritically.	Required: documentation of the AI interaction process (prompts used, outputs received, student's evaluation and modification of those outputs) as specified in the assignment instructions.
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Faculty members may also apply different tiers to different assessments within the same course, Tier 1 for a final examination, Tier 3 for a research assignment. Where this is the case, the syllabus specifies the tier applicable to each assessment type. The critical requirement is that students know the applicable tier before they begin the assessment, not after they have submitted it.

Article 3: Institutional Default

Where a faculty member has not stated a course-level AI policy in the syllabus or in the written assessment instructions, the following institutional default applies:

The institutional default does not mean that ambiguity resolves in the student's favor. 'The policy was unclear' is not a defense where a student has used AI to generate substantive content. Students are expected to seek clarification before submitting, this expectation is part of academic responsibility. Faculty who receives questions about AI use before an assessment deadline must respond before the deadline, not after.

Article 4: Prohibited Conduct

The following conduct is prohibited at AIU in connection with AI use. Violations are processed through the academic integrity and student conduct processes in ACA-005 and STU-001:

Prohibited Conduct	Description	Policy Reference
Conduct Prohibited in All Tiers		
Submitting AI-generated work as original human work	Representing AI-generated content as one's own original work without disclosure, in any context where disclosure is required or where	ACA-005 Academic Integrity; STU-001 Category A or B depending on extent

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	the assessment requires original human work. This is the core AI academic integrity violation.	
Selective disclosure	Disclosing AI use for some portions of a submission while concealing it for others, in a context where full disclosure is required. Partial honesty is not honesty.	ACA-005; STU-001
Using AI to misrepresent skill or knowledge	Using AI output to answer competency-based questions, complete practicum assessments, or pass language or skills examinations where the student's actual competency is being tested.	ACA-005; STU-001 Category B or C
Conduct Prohibited in Tiers 1 and 2 (and Tier 3 where not disclosed)		
Using AI to generate the substantive content of an assessment	Using any generative AI tool to write, draft, outline, structure, code, or substantially contribute to an assessment submission, where the assessment requires original human work.	ACA-005; STU-001 Category A or B
Contract AI cheating	Arranging for another person or service to use AI on one's behalf and submitting the output as one's own work.	ACA-005; STU-001 Category C
Prohibited in All Contexts Institutional and Personal		
Entering protected student or employee data into public AI systems	Entering student personally identifiable information, employee records, medical information, unpublished research data, institutional financial data, or any other AIU Confidential or Restricted data into a public AI tool (such as a free consumer-tier tool) that may use inputs for model training.	ADM-002 Privacy Policy; ADM-003 IT Governance applies to all users

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Using AI to generate false institutional communications	Generating and distributing content purporting to be from AIU, an AIU officer, a faculty member, or any institutional body using AI without authorization.	STU-001; Faculty employment policies
Using AI to impersonate another person	Using AI to generate content that represents another person's voice, image, or views without their consent in any institutional context.	STU-004 Equal Opportunity; Kuwait law

The severity classification (STU-001 Category A, B, or C) is a default indication. The actual classification applied in any specific case reflects the totality of the circumstances, the extent of the AI use, the student's prior record, the degree of deliberate misrepresentation, and any mitigating factors, as determined through the ACA-005 and STU-001 processes. A first instance of minor undisclosed AI use in a Tier 2 context is a different matter from deliberate, extensive, repeated misrepresentation, and the response will reflect that difference.

Article 5: Attribution and Disclosure Standards

Where AI use is required to be disclosed (Tier 3 and Tier 4 contexts, and any voluntary disclosure in Tier 2 contexts), students and researchers must provide attribution that enables a reader to understand what AI tools were used, for what purpose, and in what parts of the work. The following standards apply:

AI Tool Use Context	Required Citation Format	Example
Text generation (essays, reports, discussion posts)	Author, Tool Name (Year). Describe the type of prompt or task. Clarify what was generated and how it was used or modified.	ChatGPT (OpenAI, 2026) was used to generate an initial outline for this essay, which was subsequently substantially revised by the author.
Code generation	Tool Name (Year). Language and purpose. State whether the code was used, adapted, or used as reference only.	GitHub Copilot (2026) was used to generate a starter function for the sorting algorithm, which was then modified to incorporate the specific time complexity requirements of this assignment.

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Data analysis or visualization assistance	Tool Name (Year). Describe the dataset processed and the analysis task. State any modifications made to AI-generated outputs.	Gemini Advanced (Google, 2026) was used to suggest initial descriptive statistics for the dataset. All statistical calculations were independently verified by the author.
Brainstorming or idea generation	Tool Name (Year). Describe the brainstorming prompt. State that the ideas were subsequently developed independently.	ChatGPT (OpenAI, 2026) provided initial brainstorming suggestions for research directions. The research question and methodology were developed independently by the author.
Grammar and proofreading	For tools such as Grammarly used only for grammar and style checking (not content generation): brief note in the acknowledgements section only, not a full citation, unless the tool generated substantive new text.	Grammarly (2026) was used to review the final draft for grammatical accuracy.
Translation assistance	Tool Name (Year). State the source language, target language, and that the translation was reviewed by the author.	DeepL (2026) provided an initial translation from Arabic to English, which was reviewed and corrected by the author.

AI attribution follows the principle of sufficient disclosure: the goal is to enable a reader to understand the AI's contribution to the work, not to punish AI use. An attribution statement that is honest, specific, and clear satisfies this requirement even if its precise format varies from these examples. Where a specific citation style (APA, ACS, IEEE, Chicago) is required in the course, students should use the AI citation guidance for that style; where that guidance is not yet available in the style guide, the format in this table is accepted as a compliant alternative.

Article 6: Data Privacy and AI Tools

AI tools present specific data privacy risks that apply to all users, students, faculty, and staff. The following provisions govern data privacy in connection with AI tool use at AIU:

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- a. Confidential and Restricted data must not be entered into public AI tools: Student personally identifiable information (names, civil ID numbers, grades, health information, disciplinary records), employee records, financial data, unpublished research data involving human participants, and any other data classified as Confidential or Restricted under ADM-003 must not be entered into any public AI tool. 'Public AI tool' means any tool accessible through a consumer subscription or free access, where inputs may be processed or stored by the provider.
- b. Institutional AI tools: AIU may designate institutional AI tools that have been contractually configured to meet AIU's data protection obligations. These tools are listed on the CIO's Approved AI Tools Register. Confidential data may be entered into approved institutional AI tools only where the CIO has confirmed that the specific tool's data handling provisions are compliant with ADM-002. The CIO's approval is specific to the tool and the data type, general approval of an AI platform does not authorize all possible data uses within that platform.
- c. Student work entered into AI detection tools: Where faculty use AI detection tools (such as Turnitin's AI detection feature), the data handling provisions of those tools apply. The CIO confirms that AI detection tools used institutionally comply with ADM-002 before they are deployed.
- d. Research participant data: Research involving human participants data may not be processed through any AI tool, institutional or public, without: IRB approval for the specific AI-assisted analysis; confirmation that the data handling complies with the informed consent given by participants; and the CIO's data security assessment. This provision applies to faculty, researchers, and student researchers.
- e. Faculty and staff professional data: Faculty and staff must not enter information about identifiable students, colleagues, or institutional processes into public AI tools in connection with their professional duties. Generating a student feedback letter using AI is an example of a use that requires an institutional AI tool, not a public one, because it processes student-identifiable information.

Article 7: Institutional AI Use

AI tools are used by AIU's administrative and operational functions as well as in academic contexts. The following standards govern institutional AI use:

Institutional Function	AI Use Standards
Administrative communications and drafting	Staff and administrators may use AI tools to assist with drafting routine administrative communications, reports, and documents. AI-assisted content in official institutional communications must be reviewed, edited, and approved by a qualified human officer before distribution. The officer who approves the communication is accountable for its accuracy and appropriateness, regardless of AI assistance.

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Student success and analytics platforms	AI-powered platforms used for early alert, retention analytics, advising support, or student outcome prediction are governed by this policy and by ADM-003. Data entered into such platforms must be processed in accordance with ADM-002. Automated recommendations or decisions affecting individual students must be reviewed by a qualified human officer before action is taken, AIU does not permit fully automated consequential decisions about students.
Research and scholarly activity	Faculty using AI tools in research must comply with the disclosure and attribution standards of the relevant discipline and journal. AI tools may not be listed as co-authors on scholarly publications, authorship requires human intellectual and ethical accountability for the work. Where AI tools contributed materially to a research output, this contribution must be disclosed in the methods or acknowledgements section consistent with discipline norms. Research involving human participants data may not be processed through public AI tools without IRB approval and participant consent.
Procurement and vendor assessment	AIU may procure AI-powered institutional tools (LMS integrations, analytics, content tools, accessibility platforms). All such procurement is subject to a privacy and security assessment by the CIO and Privacy Officer before adoption, consistent with ADM-002 and ADM-003. The CIO maintains an Approved AI Tools Register. Staff and faculty must not adopt institutional AI tools outside this register.
Faculty development and curriculum design	Faculty may use AI tools to assist with course design, assessment creation, and professional development. AI-assisted syllabi, assessments, and learning materials remain the faculty member's intellectual and professional responsibility. Faculty are encouraged to disclose AI assistance to colleagues and to share effective practices through the Centre for Teaching and Learning.
Disability and accessibility accommodation	AI-powered accessibility tools, text-to-speech, transcription, translation, communication aids, are specifically encouraged for students and staff with disabilities or language support needs, consistent with STU-003. Use of AI accessibility tools does not require disclosure in academic

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	assessments unless the tool was used to generate substantive academic content rather than to access existing content.
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Article 8: Faculty Responsibilities

Faculty hold specific responsibilities in implementing this policy. These responsibilities are professional obligations, not discretionary:

- Publish a course-level AI policy: Every course syllabus must include an explicit AI use policy, stated in the Tier 1-4 framework or equivalent clear language, before the course commences. A syllabus that does not address AI defaults to Tier 2, but the expectation is explicit communication, not reliance on the default.
- Apply the policy consistently and fairly: Faculty apply the course AI policy consistently to all students. Where a student's submission is suspected of AI use in violation of the policy, the report is made through the ACA-005 process, not through a direct grade penalty without process. The due process provisions of ACA-005 apply in full to AI-related integrity concerns.
- Design assessments that serve their purpose: Faculty are encouraged to design assessments for which AI use either adds genuine educational value (Tier 4) or for which AI use can be rendered irrelevant through authentic assessment design. An assessment that requires personal reflection, oral defense, application to a specific local context, or demonstration of skill in real time is more resilient to AI misuse than a generic essay prompt. The Centre for Teaching and Learning offers professional development on AI-resilient assessment design.
- Stay current: The AI landscape changes rapidly. Faculty are expected to engage with AIU's annual AI policy review and with professional development on AI in their discipline. A faculty member whose AI policy is unchanged from 2024 when it is now 2028 has not fulfilled this obligation.
- Model honest AI use: Faculty who use AI tools in their own professional work model honest disclosure to their students. Where AI tools have assisted in the preparation of course materials, faculty may acknowledge this, doing so normalizes honest disclosure rather than concealment.

Faculty concerns about AI use policy, including concerns about the policy's impact on academic freedom in course design, are raised through the Faculty Council. This policy is developed with Faculty Council input and is reviewed with Faculty Council engagement at each annual review. The VPAA responds to Faculty Council representations on AI policy within 30 days.

Article 9: Student Rights and Responsibilities

Students have the following rights in relation to AI use at AIU:

- The right to a clear, published AI use policy for every course before the course begins. Where no policy has been published, students may request clarification from the faculty member. Where a student raises a legitimate concern that the absence of a published AI policy created genuine confusion, this is a relevant mitigating factor in any integrity proceeding.

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- b. The right to be assessed fairly and consistently under the AI policy that was published for their course. Retroactive application of a stricter AI policy after an assessment has been submitted is not permitted.
- c. The right to have AI integrity concerns handled through the full due process provisions of ACA-005 and STU-001, not through unilateral grade penalties without process.
- d. The right to seek clarification from a faculty member before submitting work when uncertain about AI use permissions. Seeking clarification in advance is not an admission of wrongdoing.

Students have the following responsibilities:

- a. Know the AI use policy for every course and every assessment before beginning the work.
- b. Disclose AI use accurately and completely where disclosure is required.
- c. Take responsibility for the accuracy, integrity, and quality of any AI-assisted submission. 'The AI got it wrong' is not a defense for submitting inaccurate work.
- d. Seek clarification before submitting if uncertain about AI use permissions, not after the submission is questioned.
- e. Protect the privacy of student and institutional data in all AI tool use.

Article 10: Roles and Responsibilities

Role	AI Policy Responsibilities
Vice President for Academic Affairs (VPAA)	Institutional leadership for AI policy in academic contexts; approves changes to this policy annually; receives the Annual AI Governance Report; ensures adequate faculty development on AI; provides guidance where discipline-specific AI use questions arise
AI Policy Coordinator (designated by VPAA)	Coordinates the annual policy review; maintains the AI disclosure guidelines and citation standards; supports faculty development on AI; serves as the primary advisory contact for questions about this policy. The AI Policy Coordinator role is assigned to an existing senior academic staff member; it does not require a new appointment.
Faculty Members	Establish and communicate the course-level AI policy (Tier 1-4 classification) in every course syllabus; review student submissions for AI disclosure compliance; report suspected violations through the process in ACA-005; participate in faculty development on AI pedagogy; review and take responsibility for any AI-assisted content they produce in their professional capacity

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Deans	Ensure that all faculty in their School publish a course-level AI policy in every syllabus; report patterns of AI policy violation to the VPAA; coordinate with the AI Policy Coordinator on School-level guidance where disciplines require specific AI use standards
CIO	Maintains the Approved AI Tools Register; conducts privacy and security assessments for proposed institutional AI tool procurement; ensures that AI tools integrated with institutional systems comply with ADM-002 and ADM-003; advises on data classification requirements for AI tool use
VP Student Affairs	Processes AI policy violations referred through the ACA-005 and STU-001 conduct processes; ensures students receive information about AI policy in orientation; advises students on AI use questions
Students	Comply with course-level and institutional AI policies; disclose AI use as required; take responsibility for the accuracy and integrity of any AI-assisted submissions; seek clarification from faculty before using AI tools where the course policy is unclear

Article 11: Annual Review and Continuous Improvement

This policy is reviewed annually. The annual review cycle is mandatory because AI technology and its educational implications evolve faster than the three-year review cycle appropriate for most institutional policies. The following annual review process applies:

- By 1 October each year, the AI Policy Coordinator compiles: a summary of AI-related academic integrity cases reported through ACA-005; a review of significant AI tool developments during the year and their implications for the policy; a summary of relevant developments at accredited peer institutions; and faculty and student feedback on the policy's clarity and practical impact.
- The AI Policy Coordinator presents a draft updated policy to the Faculty Council by 1 November for consultation. The Faculty Council submits its recommendations to the VPAA within 30 days.
- The VPAA finalizes the updated policy incorporating Faculty Council recommendations and submits it to the President for endorsement and to the Board for approval by the Board's December or March meeting.
- The updated policy takes effect at the start of the following academic year (September). Faculty are notified of changes before the end of the semester preceding implementation, enabling them to update their syllabi before the new academic year begins.

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- e. The Annual AI Governance Report, a brief summary of the year's AI policy experience, significant changes, and the rationale for any policy updates, is included in the Annual Institutional Effectiveness Report (IE-002) as evidence of institutional responsiveness to the AI landscape.

President Signature	Signature: _____ Date: _____
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