SAGRADO

Universidad del Sagrado Corazón

Manual for the Responsible Use of Generative Artificial Intelligence

Institutional Framework for Its Ethical Integration into Teaching, Services, and university administration

---

Universidad del Sagrado Corazón

October 2026

Content

1. Introduction **1**
1.1 Fundamentals 1
1.2 Scope and Status of the Document 2
2. Institutional Governance for the Use of Artificial Intelligence **2**
2.1 Functions of the Institutional Committee on Artificial Intelligence 3
3. Ethical Principles for the Use of AI at Sagrado **3**
4. Artificial Intelligence and Teaching at Sagrado **4**
4.1 Guidelines for Students 5
4.2 Pedagogical Strategies for Responsible Integration 6
5. Student-centered indicators to promote the responsible use of AI **7**
5.1 What is expected from the effective use of artificial intelligence? 7
5.2 What is expected from the ethical use of artificial intelligence? 7
5.3 Strategies by indicator to achieve responsible use 7
5.4 Ensuring and Demonstrating Learning Outcomes 7
6. Academic Integrity and the Responsible Use of Artificial Intelligence **8**
6.1 Examples of Inappropriate Use of AI 8
6.2 Guiding Principles in Cases of Alleged Improper Use 8
7. Detection of inappropriate use of artificial intelligence by student body **9**
7.1 Recommendations for a fair and critical analysis 9
8. Use of Artificial Intelligence in the Administrative Sphere **9**
8.1 Areas of Administrative Use of Artificial Intelligence 10
8.2 Examples of Administrative Applications by Process 10
8.3 General Risks in the Administrative Use of AI 10
8.4 Guiding principles for the administrative use of AI 11
8.5 Indicators for Responsible Administrative Use 11
8.6 Administrative Access Levels Based on Data Sensitivity 11
8.7 Human Oversight and Accountability in Administrative Decisions 12
9. Security and privacy **12**
9.1 Security and Privacy Guidelines 13
10. Joint Responsibility and Support **13**
10.1 In the Academic Setting 13
10.2 In the Administrative Sphere 13
10.3 In relations with suppliers and contractors 13
Outstanding Issues for the Formal Institutional Policy **14**
Institutional Commitment **14**
References **15**

1. Introduction

Universidad del Sagrado Corazón (hereinafter "Sagrado" or "the University") views artificial intelligence (hereinafter "AI") not as a technical trend to be managed, but as an issue that touches the very heart of its educational mission. As a Catholic university founded by the Society of the Sacred Heart of Jesus, Sagrado's mission is to "[e]ducate individuals in intellectual freedom and moral conscience, preparing them to participate in the building of a more authentically Christian Puerto Rican society—a community united in justice and peace." This mission guides this handbook.

That mission encompasses two inseparable dimensions: the holistic education of the person and research that, in the service of the common good, contributes to the building of a more just and compassionate society. AI involves both. Just as in teaching, so too in research—in its design, in data management, and in the dissemination of results—the use of these tools requires an ethical and responsible approach that respects the integrity of academic work, the dignity of those involved, and honesty in authorship. This manual addresses this dual mission.

Sagrado recognizes generative artificial intelligence as a cutting-edge technology, and mastery of it is part of the competencies necessary for academic, professional, and civic success in contemporary society. When used properly—that is, intentionally and with a pedagogical foundation—it can enhance creativity, critical analysis, productivity, and innovation.

At the same time, these tools pose real risks: data privacy, information security, misinformation, the reproduction of biases, the opacity of automated processes, and implications for academic integrity and professional conduct. For this reason, the University promotes a responsible, human-centered approach to AI use, guided by ethical principles and the professional judgment of faculty, staff, and students. AI, much like the major technologies of the past (the printing press or the Internet/Web, for example), is causing significant disruption in higher education—a phenomenon the University must examine. In fact, AI compels us to reflect profoundly on the very meaning of intelligence, consciousness, creativity, and, certainly, learning.

This handbook provides an institutional framework for the responsible use of AI in Sagrado's academic and administrative settings. It aims to guide the community toward transparent, safe, and educational practices that harness the value of these technologies without replacing critical thinking, intellectual authorship, or human responsibility.

1.1 Foundations

Sagrado approaches AI through the lens of its identity and mission. Four core beliefs inform this handbook.

First, human intelligence is exercised through relationships and shaped by experience; artificial intelligence is one of its products. That is why Sagrado views it as a tool that complements the richness of human thought, without replacing it.

Second, a person's value does not depend on their performance or abilities, but on their intrinsic dignity. Every assessment of AI at Sagrado is grounded in this principle and safeguards it.

Third, technological culture can drift toward a functionalist logic that reduces the person to a means for obtaining results. In the face of this risk, Sagrado is committed to remaining profoundly attentive to the human dimension in the age of AI.

Fourth, as a university, Sagrado has a unique mission: the pursuit of truth in the service of the person and society, and the formation of a community capable of discerning and contributing to the common good in the face of the digital revolution.

From these convictions arises the guiding principle of this handbook: the dignity of every person, the exercise of judgment and conscience, and the common good.

1.2 Scope and Status of the Document

This handbook primarily addresses generative artificial intelligence, but its principles also guide other institutional uses of AI, including analytics and automation systems that may be used in administrative settings. Its guidelines serve as a roadmap for all uses within the University.

This is a first step that is neither exhaustive nor definitive. It is adopted as an initial guide while the Institutional Committee on Artificial Intelligence develops a formal policy; it highlights pending issues—listed at the end of the document—and will be reviewed periodically, ideally at least once a year.

AI is evolving very rapidly, and with it the uses, opportunities, and risks that this handbook seeks to address.

For this reason, Sagrado approaches this handbook with an open mindset: to welcome and study new developments, assess their value in light of the principles set forth here, and incorporate those changes that prove beneficial to the community. The University aims to maintain a framework flexible enough to address these innovations prudently, without compromising the guiding principles outlined in Section 1.1.

2. Institutional Governance for the Use of Artificial Intelligence

Sagrado recognizes the need for an institutional framework to guide the responsible, ethical, and safe use of AI in its academic and administrative settings. To this end, the University President will establish a multidisciplinary **Institutional Artificial Intelligence Committee**, tasked with leading the development, implementation, ongoing evaluation, and updating of the institutional policy on the use of AI.

This Committee will be composed of the President or his or her designee, the Provost or his or her designee, the Executive Vice President for Administration and Finance or his or her designee, and representatives from the faculty, the administration, the Pedagogical Innovation team, and the Information Technology and Integrated Technology team. To ensure that its recommendations reflect Sagrado's identity and community, the committee will also include a person representing the University's Catholic mission and identity, student representation, and advice from the General Counsel, as well as other individuals designated by the President. Its composition will be guided by criteria of expertise, functional representation, and analytical capacity in academic, administrative, technological, ethical, legal, and operational matters.

The Committee will be responsible for advising and making proposals, and will work in coordination with the relevant teams to ensure that recommendations on AI are consistent with the University's mission, vision, values, and legal and accreditation requirements.

2.1 Functions of the Institutional Committee on Artificial Intelligence

- Develop an institutional policy for the use of AI, aligned with the University's mission, vision, and values.
- Establish standards and criteria for the ethical, responsible, transparent, and secure use of AI in academic and administrative contexts.
- Assess risks related to privacy, data protection, information security, intellectual property, academic and professional integrity, and compliance with legal and accreditation requirements.
- Recommend authorized tools, platforms, or environments for institutional purposes, with attention to their terms of use, data storage, security, and governance.
- Promote guidance, training, and professional development initiatives for faculty, students, and administrative staff.
- Periodically review and update this manual and the institutional policy, and propose amendments when required by technological, pedagogical, legal, or accreditation changes.

The creation of this Committee reaffirms the institution's commitment to a culture of responsible, human-centered innovation and enables the coherent coordination of academic, administrative, and technological efforts, thereby avoiding fragmented practices and strengthening the institution's capacity to respond to emerging challenges.

3. Ethical Principles for the Use of AI at Sagrado

The following principles guide the responsible use of AI at Sagrado. In addition to promoting human-centered practices, they serve as criteria for evaluating both the use of the technology and the resulting product.

These principles guide the University's educational programs and institutional culture.

Principle	Description	Guidelines
Beneficence	The University's focus on the well-being of individuals and the community: it is not enough to simply avoid harm; the University actively seeks to add value to learning, service, and holistic human development.	The use of AI seeks to add real value to learning and service, and is oriented toward personal growth and the common good.
Non-maleficence	Commitment to people's well-being, dignity, and rights. It seeks to prevent physical, psychological, reputational, or social harm—whether intentional or not—resulting from the use of AI.	The use of AI must avoid bias, prejudice, and harm to individuals or communities; it must ensure consent when using images or voices of third parties and respect copyright.
Principle	**Description**	**Guidelines**

Human Value	Recognition that AI-generated results require review and validation by a person before they can be considered final.	AI results are reviewed and internalized: they reflect human experience and judgment.
Transparency	A commitment to act with honesty regarding the use of AI and the expectations for its use or non-use established in each context.	Expectations regarding use—which tools are authorized, in what instances, and for what purposes—are clear, and the use of AI is acknowledged when it is involved in the creation of a document or Content.
Accuracy	A commitment to verifying information to prevent misinformation, avoid bias, and maintain academic and professional rigor.	Information is corroborated through critical thinking and a diversity of sources, and errors or hallucinations by the AI are identified and corrected.
Proportionality	An appropriate balance between AI-generated content, the sources used, and human intellectual contribution, with priority given to the latter.	Human input—creativity and independent judgment—takes precedence; in teaching, the level of AI assistance is tailored to the nature of the course or activity.
Justice and Equity	A commitment to equity in access to AI and its effects, ensuring that it does not exacerbate existing disadvantages.	Address the risk of bias in the tools; ensure equitable access and avoid penalizing users for the limitations of the technology.
Environmental Awareness	Consideration of the environmental implications of the intensive use of digital tools and the pursuit of more efficient practices.	Seek efficiency—precise prompts, fewer iterations—and avoid indiscriminate use of AI for purposes that do not require it.
Security and Privacy	Responsibly manage your own and others' information when using AI tools.	Be familiar with the platforms' privacy and data storage policies; avoid sharing your own or others' personal or sensitive information; and use platforms authorized by the University.
Accountability	Identifiable human responsibility for decisions and outputs involving AI.	A human being is always accountable for the outcome—reviewing and validating it—and there is a record of when and how AI was involved, where applicable.

In practical terms, these principles must guide institutional management in all its dimensions. They are not abstract criteria: they must translate into clear expectations, consistent decisions, and concrete practices of transparency and verification.

4. Artificial Intelligence and Teaching at Sagrado

The purpose of these guidelines is to define ethical parameters for the use of AI in educational settings, to provide guidance that safeguards academic integrity, and to foster a culture in which

both the potential and the limitations of these tools are recognized through experimentation, reflection, and analysis of their results.

The responsible use of AI in a course requires transparency regarding expectations, rules, and criteria related to its use in assignments, activities, and materials. This principle applies to both students and faculty. In some courses, the dean or academic leader, in consultation with the regular faculty, may determine that AI should be integrated as a mandatory tool in the course. In these cases, this integration will be outlined in a specific section of the institutional syllabus.

In cases where this is not specified in the Syllabus, each instructor—whether full-time or adjunct—must determine whether to incorporate AI as a resource or strategy and, if so, must define the pedagogically appropriate level of use, based on the nature of the course, its learning objectives, and the students' academic level.

The implementation of AI does not have to be the same across the entire faculty. What must remain consistent, however, is the responsibility to communicate clearly, precisely, and consistently what the expectations, guidelines, and criteria for use are. Institutional and faculty transparency is essential to avoid ambiguity, foster intellectual honesty, and uphold fair assessment processes. Therefore, it will be the responsibility of faculty members to incorporate expectations, guidelines, and criteria for use into the course syllabus or the course on the Canvas LMS.

4.1 Usage Statements to Guide Students

To clearly communicate expectations, four levels of implementation are established, identified by the codes U0 through U3. Each level includes examples of how to state the corresponding use. Faculty will indicate the applicable level in the Syllabus or in the Canvas course, either at the beginning of a module or for specific assignments.

Level of Implementation	Description	Example of a Use Statement
U0 · Unauthorized Use	Students are expected to complete all course activities without resorting to AI. The justification for this restriction must be clear and explicit.	"In this course, assignments and exams must be completed without the use of AI, because the goal is to demonstrate students' own reasoning and individual mastery of the skills."
U1 · Permitted with authorization	AI may only be used in specific instances and for specific purposes that have been previously indicated.	"The use of AI is authorized solely to generate initial ideas or research questions for the assignment. It is not authorized for drafting the final product."
U2 · Permitted with acknowledgment required	The use of AI is permitted—and even expected—at the student's discretion, but requires transparency and acknowledgment of its use.	"You may use AI while working on your assignments, provided that you briefly document how you used it and which parts were reviewed, corrected, or written by you."
U3 · Unrestricted Use	Students are permitted and expected to use AI at their discretion, with no prior requirement for	"In this course, the unrestricted use of AI is permitted to support creative and prototyping processes, provided that the

Level of Implementation	Description	Example of a usage statement
	transparency, when consistent with the course objectives.	final product demonstrates professional judgment and ethical responsibility.”

Guiding students on ethical principles and establishing a statement of expectations in each course is an important step toward the responsible integration of AI. However, to develop a true culture of responsible use, these statements must be complemented by pedagogical strategies that allow students to critically explore the possibilities, limits, and consequences of the technology.

4.2 Pedagogical Strategies for Responsible Integration

The responsible integration of AI into teaching is based on principles of action such as the following:

- **Establish clear and explicit expectations regarding the use of AI:** specify whether or not it is permitted, which tools are authorized, in which activities and for what purpose, and clearly explain the consequences of misuse.
- **Be intentional when deciding where, why, and for what purpose to use AI:** its use should serve specific pedagogical objectives and not merely the convenience of reducing the difficulty of the task.
- **Encourage reflection on the scope and limitations of AI:** even when a course restricts its use, it is important to discuss its ethical and practical implications; comparing an AI-generated response with one written by a student helps develop critical thinking skills.
- **Readjust the weighting of criteria in rubrics:** it is advisable to place greater emphasis on criteria less susceptible to automation—references, contextual relevance, reasoning, analysis, and application—and to reduce the weight given to superficial form or structure.
- **Prioritize assessments that require productive student engagement:** Assignments in which students apply, create, argue, or demonstrate their own reasoning—and show the process, not just the result—are less likely to be solved by AI than closed-ended responses.
- **Diversify submission methods:** Some long written assignments can be supplemented with short videos, oral presentations, case studies, audio commentary, or applied projects.
- **Incorporate authentic contexts and experiences:** AI performs better with general information and struggles more with local situations or personal experiences; it is advisable to design assignments linked to specific cases, such as personal, professional, or community contexts.

5. Student-Centered Indicators for Achieving Responsible Use of AI

Students, as the center of Sagrado's educational mission, face both immediate and long-term challenges regarding AI. Therefore, the University recognizes that the educational objective is not limited to the effective use of the tool but also includes its ethical and critical use.

5.1 What is expected from the effective use of artificial intelligence?

- To determine whether the use of AI enhances learning or, conversely, limits it.
- To distinguish between the benefits and limitations of AI tools.
- To optimize AI responses through clearer, more precise, and more contextualized prompts.
- To relate the use of AI to authentic professional practices and real-world scenarios.

5.2 What is expected from the ethical use of artificial intelligence?

- Use AI tools in accordance with the Academic Integrity Policy and the expectations of each course.
- Be familiar with the privacy, data use, and data storage policies of the tools being used.
- Critically assess AI results in light of context, evidence, and your own judgment.
- Reformulate your interaction with AI when initial results are deficient, inaccurate, or do not meet academic expectations.

5.3 Strategies by indicator to achieve responsible use

Indicator	Suggested Strategies
Understand the social, professional, and academic impact of AI	Promote open discussions about the impact of AI on society and the profession, using real-world examples of ethical and unethical uses.
Understand the guidelines for using AI in your courses	Specify in which activities or situations the use of AI is permitted, for what purposes, and which tools are authorized or not.
Engage critically and ethically with AI	Introduce AI gradually, depending on the complexity of the course, clarifying when and why its use adds value and when it may be inappropriate.
Experiment with the strengths and limitations of AI	Design comparative activities that contrast AI-generated responses with in-class writing, and use AI-generated examples to discuss their strengths and weaknesses.
Master AI skills relevant to daily life, professional practice, and academia	Incorporate exercises that simulate real-world uses of AI in the profession and reflect on the skills or processes that have already been automated or transformed by AI.

5.4 Ensure and demonstrate learning outcomes

Allowing the use of artificial intelligence in certain activities does not eliminate the need to verify that each student has achieved the learning outcomes and the competencies

essential to the course or program. Therefore, the course design must include assessment opportunities that distinguish between what AI facilitates and what the student knows, understands, and can do.

This involves identifying which competencies must be demonstrated independently and establishing appropriate mechanisms to gather evidence of their achievement. Depending on the learning outcomes, this evidence can be obtained through exams, oral presentations or defenses, practical demonstrations, in-class exercises, reflections on the process followed, explanations of decisions made, or activities in which the use of AI is limited or not permitted.

In this way, the degree of AI assistance may vary across activities, while the faculty maintains clear mechanisms for verifying the achievement of essential learning outcomes. The goal is not necessarily to exclude AI from assessment, but to ensure that its use does not prevent the clear determination of what knowledge and competencies the student has developed.

6. Academic Integrity and the Responsible Use of Artificial Intelligence

The University recognizes AI as an innovative technology whose mastery is relevant to digital proficiency in both academic and professional settings. At the same time, it acknowledges the challenges higher education faces regarding its inappropriate use and the faculty's responsibility to safeguard academic integrity and rigor.

When the use of AI deviates from what was communicated in the course, it may constitute a violation of the Academic Integrity Policy. The assessment of each situation takes into account the expectations communicated in the course, the nature of the activity, the available evidence, and the instructor's professional judgment.

6.1 Examples of inappropriate use of AI

- Using AI tools for activities for which they have not been expressly authorized.
- Using AI tools for purposes other than those specified by the instructor in a specific assignment.
- Submitting an assignment that does not comply with the level of use established in the course's statement of use.
- Failing to comply with one or more of the ethical principles for the responsible use of AI at Sagrado.
- Presenting AI-generated content as one's own, without review, without substantive modification, and without acknowledgment when required.

6.2 Guiding Principles for Addressing Suspected Inappropriate Use

The handling of suspected inappropriate use is guided by respect for the dignity of the individual and by the University's educational mission, and is governed by the following principles:

- **Presumption of good faith:** it is assumed that the student has acted honestly until proven otherwise.
- **Clarity:** The student is informed of the concern raised and the basis for it.

- **Listening:** The student is invited to explain their work process and provide their own evidence before a conclusion is reached.
- **Prudence:** Detection tools are used with caution and sound judgment, mindful of their limitations, and their results are evaluated in light of the context and the instructor's experience.
- **Equity:** Potential bias in the tools—particularly against Spanish speakers—is taken into account when evaluating the evidence.
- **Support:** Students have institutional channels to express their views and, if necessary, to have the decision reviewed.

7. Detection of Inappropriate Use of Artificial Intelligence by Students

The University uses tools to identify matches between students' work and content available on the web or in databases of previous work. Some of these platforms also have AI detection features that can alert staff when they detect that part of the submitted text may have been generated by an automated tool.

This type of report serves as a starting point for discussion and for a responsible assessment of the situation. Discussing the student's work process and considering other evidence enriches the evaluation. The human factor—faculty experience and their knowledge of students' typical performance—remains fundamental to upholding the principles of academic integrity.

7.1 Recommendations for a Fair and Critical Analysis

- Exploring the results that AI would generate for your own work helps you become familiar with formats, vocabulary, structure, and common errors.
- Identify which elements of the text trigger alerts and analyze whether the information addresses the instructions, is relevant, and contains hallucinations or incorrect data.
- Use interviews, open-ended questions, or oral assessments to understand the student's writing process.
- Providing examples of assignments completed with the help of AI, as part of the instructions, can help clarify expectations.
- Avoid taking an exclusively disciplinary approach: the University seeks to maintain educational processes that promote learning, reflection, and responsibility.

8. Use of Artificial Intelligence in Administrative Settings

Sagrado recognizes that AI is a strategic tool for optimizing administrative processes, improving operational efficiency, facilitating the analysis of various operations, and strengthening decision-making based on data and sound analysis. Its convenient implementation can contribute to the quality of institutional services and organizational sustainability.

Given the nature of the data and information used in various administrative processes—which include the handling of personal, financial, academic, and strategic information—the use of AI

requires strict controls, human oversight, and alignment with principles of security, privacy, confidentiality, transparency, regulatory compliance, responsibility, and accountability.

8.1 Areas of Administrative Use of Artificial Intelligence

AI can be used in administrative processes such as the following:

- Automation of repetitive tasks (e.g., document classification, email management, and request processing).
- Analysis of institutional data to facilitate research and decision-making.
- Customer service through virtual assistants.
- Support in the preparation, review, or submission of administrative documents.

8.2 Examples of Administrative Use by Process

The following are specific examples related to institutional functions:

Admissions

- Use of AI to classify applications and prioritize files.
- Automated generation of communications to applicants.

Registration and Student Services

- Chatbots to answer frequently asked questions (enrollment, calendars, procedures).
- Automatic sorting of student service requests.

Human Resources

- Automated filters for the initial screening of candidates.
- Analysis of retention and performance trends.

Finance and Administration

- Automation of preliminary financial reports.
- Classification of transactions or expenses.

Institutional Communications

- Drafting press releases or reports.
- Support in drafting and translating administrative documents.

8.3 General Risks in the Administrative Use of AI

The following potential cross-cutting risks have been identified:

- **Privacy:** Exposure of Protected Information (personal, private, confidential, sensitive, or legally protected information).
- **Security:** use of platforms without convenient controls.
- **Algorithmic biases:** biases in information, perspectives, or decisions.
- **Opacity:** a lack of transparency in the generation of results.
- **Technological dependence:** the marginalization or elimination of human critical judgment.
- **Compliance:** risk of noncompliance with legal or accreditation regulations.

8.4 Guiding Principles for the Administrative Use of AI

To address these risks, the following criteria should guide the administrative use of AI:

- Use AI tools that have been institutionally assessed and authorized.
- Handle Protected Information using evaluated and authorized tools, not open-source AI tools.
- All results generated by AI must be reviewed, validated, and approved by authorized personnel.
- Maintain transparency when AI contributes to critical institutional processes.
- Comply with institutional data protection and privacy policies.
- Document the role of AI in institutional processes.
- Ensure human oversight in all decision-making processes, particularly those with a direct impact on individuals, such as admissions, hiring, or the identification of at-risk students.

8.5 Indicators for Responsible Administrative Use

Just as academic use is guided by student-centered indicators (see Section 5), administrative use is guided by indicators focused on the individuals being served—applicants, students, staff, and the community—and on the integrity of institutional management. These indicators distinguish between effective and ethical use of AI in management.

What is expected from the effective use of AI in management?

- To add real value to the service: to improve the quality, effectiveness, and consistency of processes, without replacing the professional judgment of decision-makers.
- To free up staff time from repetitive tasks so they can focus on serving people and on work that requires greater human input.
- To use AI efficiently—with appropriate tools and precise instructions—and to avoid indiscriminate reliance on AI when other means are more convenient.
- Integrating it into existing processes when appropriate, but in a documented and verifiable manner.

What is expected of the ethical use of AI in management?

- Protect the dignity, privacy, and rights of the individuals whose data is processed.
- Avoid biases that could lead to biased decisions, especially in processes that affect people.
- Act transparently regarding the use of AI in administrative processes.
- Ensure equity in access to tools and in their impact on the community.
- Maintain accountability: there is always a person responsible for the outcome.
- Comply with the guiding principles and guidelines in this manual.

8.6 Levels of Administrative Use Based on Data Sensitivity

Similar to the student use statements (see Section 4.1), administrative use of AI is categorized based on data sensitivity and the impact of the decision. The following matrix provides guidance on which uses are appropriate in each case.

Level	Data and Decisions	Appropriate Use of AI
A0 · Use not permitted	Protected Information: academic records, individual financial information, health data, or information covered by FERPA.	Not entered into open AI tools or unauthorized platforms; processed only on authorized institutional systems, with all applicable safeguards in place.
A1 · Permitted Use with Validation	Non-public internal data and operational decisions.	Permitted on authorized platforms, with human oversight and documentation of AI intervention.
A2 · Permitted use with acknowledgment	Aggregated or anonymized data; drafts and preliminary analyses.	Permitted with human review; the use of AI in the final product is acknowledged where applicable.
A3 · Unrestricted use	Public information and tasks without personal data: ideation, formatting, generation of general drafts.	Use permitted without specific restrictions, in accordance with the principles and guidelines in this manual.

8.7 Human Oversight and Accountability in Administrative Decisions The incorporation of AI does not transfer responsibility for decisions or for the final outcome to the tool. In the administrative sphere, as in the academic sphere, the human being is always accountable for the outcome: they review it, validate it, and take ownership of it.

- Any decision that directly affects a person requires a person to be responsible for the final decision, who reviews and validates the result before taking action.
- The rights and responsibilities associated with the decision are clear: it is identified who authorizes the use of a tool, who validates its results, and who is accountable for the decision.
- It is documented when and how the AI intervened in the process, so that the decision is traceable and auditable.
- Oversight is proportional to the impact: the greater the effect on people, the more rigorous the human review.

The administrative use of AI will be guided by the institutional policy developed by the Institutional Committee on Artificial Intelligence, in accordance with the University's academic, student, administrative, operational, and technological processes.

9. Security and Privacy

The institutional use of AI carefully addresses information security and data protection. Not all tools offer the same guarantees regarding privacy, storage, access control, or traceability; therefore, it is necessary to define and delimit their use in official contexts with clear criteria for security, compliance, and institutional authorization.

As a general principle, Protected Information is handled exclusively on platforms authorized for that purpose. This precaution applies to student information, personnel records, financial and administrative data, intellectual property, undisclosed confidential information, and any other content whose disclosure could pose legal, reputational, or operational risks.

The institutional policy developed by the Committee will specify which types of tools are appropriate for different uses, how risk assessment is addressed, which contractual or technological requirements should be observed, and what the expectations for transparency are when AI is used in official documents or processes.

9.1 Security and Privacy Guidelines

- Before adopting a tool, review and understand its privacy policies, terms of use, and data storage and reuse practices.
- Avoid using open-source or unauthorized AI tools to handle Protected Information.
- Use only platforms that have been institutionally assessed and authorized for official, administrative, or high-risk contexts.
- Disclose the use of AI when it is involved in the preparation of official documents, reports, or materials submitted to external entities, when required.
- Evaluate contracts and relationships with vendors to understand how they incorporate AI into their products and what implications this has for the University.

10. Shared Responsibility and Support

The following criteria clarify how responsibility and support are shared in the implementation of this manual, and who is responsible for addressing situations that may arise.

10.1 In the Academic Setting

In the event of potential misuse, faculty members shall address the situation in accordance with this manual and the Academic Integrity Policy. The Provost shall ensure institutional integrity in the use of AI by students and by the Academic and Student Affairs division.

10.2 In the Administrative Sphere

Directors or leaders of administrative teams guide their staff in the responsible use of AI. The Chief Information Officer (CIO) monitors the use of AI systems at the institutional level and brings any issues requiring attention to the Executive Vice President of Administration and Finance. She will ensure institutional integrity in the use of AI by the Administration department.

10.3 In relations with suppliers and contractors

The leaders of the teams responsible for using AI tools in their operations are responsible for ensuring compliance with the contractual obligations of their suppliers and contractors, with the support of the General Counsel and the Chief Information Officer. Material issues arising with suppliers or contractors are reported to the University President.

Outstanding Issues for the Formal Institutional Policy

This manual is a first step and is not intended to be exhaustive. Its purpose is to foster institutional discussion and guide practice while the Institutional Committee on Artificial Intelligence develops a formal policy. The Committee will address these issues gradually, with the participation of the relevant units and the university community, and will prioritize those with the greatest impact. The following, among others, remain expressly pending:

- The institutional process for evaluating and authorizing AI tools: criteria for ethical, pedagogical, and security suitability; those responsible for the evaluation; and the publication and updating of the list of authorized platforms.
- The assessment of vendors and contracts when their products incorporate AI: what data they process, where it is stored, and what safeguards they provide.
- An incident response protocol—for example, the inadvertent exposure of sensitive information in an unauthorized tool—including who to contact, how to contain the risk, and what measures to take.
- The legal frameworks for data protection applicable to the University—including FERPA, federal regulations on information safeguards, and Puerto Rican law—and their application in specific practices.
- Faculty use of AI to support and evaluate student work, with a focus on the privacy of student data.
- The use of AI in research and knowledge production: disclosing its use in publications and projects; recognizing that authorship belongs to individuals and not to the tool; safeguarding participants' data and coordinating with institutional review boards (IRBs); and ensuring the integrity and reproducibility of academic work.
- A glossary of key terms and a uniform standard for citing the use of AI in academic and research work.
- Safeguards for high-impact administrative decisions affecting individuals—such as admission, hiring, or the identification of at-risk students—including human review, attention to biases, and avenues for reconsideration.
- Equitable access to AI tools for the entire community, including accessibility for people with disabilities.
- Education, training, and instruction in AI for faculty, students, and staff.
- Communication and guidance for students on the responsible use of AI.

Institutional Commitment

This handbook serves as an institutional guide to promote the responsible use of generative artificial intelligence at Sagrado and as a foundation for the policy to be developed by the Institutional Artificial Intelligence Committee. While that policy is being developed and adopted, academic, student, and administrative units will conduct their operations in accordance with the principles, criteria, and recommendations of this handbook.

This document does not exhaust the institutional discourse: the University may adopt additional standards and criteria or revise this handbook in light of technological, pedagogical, or regulatory changes. The goal is to cultivate a culture of responsible innovation that values human creativity, safeguards the university community and society, and strengthens academic and professional integrity.

This is a provisional guide, adopted by the University Presidency, which will guide practice until a formal policy is adopted. Given the rapid pace of evolution of this technology, it will be reviewed frequently, with the goal of doing so at least once a year.

References

Goellner, S., Tropmann-Frick, M., & Brumen, B. (2024). *Responsible artificial intelligence: A structured literature review* (arXiv:2403.06910). arXiv.

Guidry, K. R. (Ed.). (2024). *Considerations for using and addressing advanced automated tools in coursework and assignments*. Center for Teaching and Assessment of Learning, University of Delaware.

Miao, F., & Holmes, W. (2023). *Guide to the use of generative AI in education and research*. UNESCO.

Mulder, R., Baik, C., & Ryan, T. (2023). *Rethinking assessment in response to AI*. Melbourne Centre for the Study of Higher Education, The University of Melbourne.

National Institute of Standards and Technology. (2023). *Artificial Intelligence Risk Management Framework (AI RMF 1.0)* (NIST AI 100-1). U.S. Department of Commerce.

Organization for Economic Cooperation and Development. (2019). *Council Recommendation on Artificial Intelligence* (OECD/LEGAL/0449).

Perkins, M., Roe, J., Vu, B. H., Postma, D., Hickerson, D., McGaughran, J., & Khuat, H. Q. (2024). *GenAI detection tools, adversarial techniques, and implications for inclusivity in higher education* (arXiv:2403.19148). arXiv.

Readman, K., Buckingham Shum, S., & McLean, J. (2023). *GenerativeAI@UTS: Effective, Ethical Engagement*. University of Technology Sydney.

Sheridan College. (2024). *Faculty guide to preventing unauthorized use of generative AI*. Sheridan Library and Learning Services.

Tecnológico de Monterrey. (2024). *Guidelines for the Ethical Use of Artificial Intelligence* [Guidelines for Faculty].

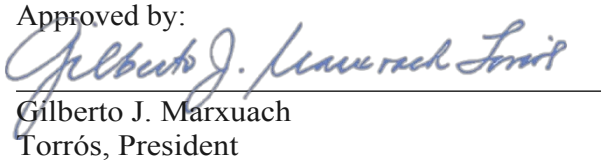
UNESCO. (2021). *Recommendation on the Ethics of Artificial Intelligence*.

Note on the Preparation

In the preparation of this manual, artificial intelligence tools were used solely to improve the design, formatting, and visual presentation; to help verify figures and calculations; and to correct editorial errors. The content, analysis, conclusions, and recommendations are the work of the authors, who reviewed and validated all the material and are fully responsible for it. The handbook and its content are the property of the University. No confidential, personal, or student information was entered into

artificial intelligence tools outside of the platforms approved by the University. The University does not waive, and reserves, all legal rights and privileges granted to it by law. This use is consistent with the University del Sagrado Corazón's commitment to transparency, integrity, and the responsible use of technology.

Approved by:



Gilberto J. Marxuach
Torrós, President
Date: October 15, 2026