



Case Study 2: University of Greenwich

Building Institutional Capacity through a Cross-Faculty AI Special Interest Group (AI SIG)

What issue were we trying to address and why?

The rise of Generative AI in higher education presented both challenges and opportunities. Some staff embraced experimentation with Generative AI tools in teaching, assessment, and administration, while others viewed them with valid concern. The institutional response was fragmented, and uncertainty persisted about acceptable, ethical, and effective use. This created a divide between staff engaging with the technology and those constrained by time, anxiety, or lack of clarity.

This fragmentation led to inconsistent assessment practices, unclear student guidance, and missed opportunities to embed digital capabilities in ways that respected academic integrity, data privacy, and copyright. To support a more coherent and ethical institutional response, a cross-faculty AI Special Interest Group (AI SIG) was launched in February 2024. Its purpose is to provide a shared platform for informing and coordinating Generative AI activity in learning, teaching, assessment, and professional services.

What we did

The AI SIG, initiated by the Academic Learning & Enhancement (ALE) team with institutional backing, brings together academic and professional staff across disciplines. It has focused on three key functions:

1. Knowledge-sharing and capacity-building

The SIG promotes guest talks and internal discussion. A notable recent session featured Leon Furze, co-creator of the AI Assessment Scale (AIAS), generating broad interest. While most webinars and workshops are currently organised through ALE or faculties, the SIG acts as a central hub to promote them and share practice. The Teams space is used to showcase internal examples and support peer learning, including practical discussions on assessment design, teaching practice, and policy alignment.

2. Practice-informed guidance

Drawing on both internal use cases and wider sector research, the SIG acts as an advisory partner in the university's early engagement with Generative AI tools. It supports ethical, transparent integration of Generative AI in modules and programmes and provides informal guidance on responsible tool use.

3. Community influence on policy

The SIG serves as a sounding board for proposals before formal submission and helps shape institutional thinking on assessment, integrity, and digital literacy. It provides an accessible space where ideas can be tested and refined collaboratively.

Who was involved

- Leads: Associate Professor of Accounting and Technology-Enhanced Learning, Senior University Learning Technologist, Head of Technology-Enhanced Learning, Head of ALE, Faculty TEL Tutors
- Members: Academic and professional staff from all faculties, the Library, and Academic Quality teams
- Institutional Link: Student Success Board
- Participation is voluntary and supported through communities of practice and education leads at faculty level.

Measures of success

- Engagement: Increased attendance at SIG events and active participation in its online community.
- Practice change: Evidence of revised assessments and improved Generative AI use informed by SIG sessions.
- Policy shaping: Contributions to university-level guidance on academic integrity and digital tools.
- Staff confidence: Positive feedback indicating greater ease in navigating Generative AI tools in teaching.
- Student benefit: Indirect through clearer guidance and consistent expectations on Generative AI use.

How do you plan to develop the intervention/activity?

Planned developments include:

- **Thematic cycles:** Regularly rotating focus on a topic such as prompting, feedback, or curriculum design.
- **Assessment repository:** A curated bank of example assessments using Generative AI with accompanying rationales.
- **Staff development:** Closer integration with ALE-led CPD, and increased transparency about how staff use Generative AI.
- **Sector collaboration:** Building links with other AI SIGs to share resources and strategy.