AI Guidelines

Generative AI and UFV: Guiding Considerations

This document provides guidance to UFV instructors on ways to implement each of the UFV AI Principles in their teaching, course design, and curriculum development.

1. Integrity and Innovation

"UFV should ensure that AI in education and research is used with integrity, amplifies innovative practices, upholds academic freedom, and is responsive to changing needs." (UFV AI Task force, 2024).

Guiding Considerations

- AI has the potential to enhance students' abilities to learn *how to* learn, study, and think, and can be used in innovative ways to support diverse learners in today's classrooms.
- Instructors can decide if and how extensively they wish to incorporate AI as a tool in their teaching, learning, and assessment within their courses.
- Like all teaching and learning, the use of AI in teaching requires trust between students and instructors. In scenarios where the use of AI is permitted, both instructors and students must fully disclose the nature and extent of use and credit the generative AI tool that was used to gather information.

2. Flexibility, Adaptability, and Effectiveness

"UFV acknowledges the rapidly changing landscape of AI technologies and supports adaptability and flexibility in using AI across the university" (UFV AI Task force, 2024).

Guiding Considerations

- In a teaching and learning context, AI can be used as a learning partner. It can support comprehension, translation, idea generation, comparative analysis, writing skills, and research; however, students should not use AI for generating or completing assigned tasks unless explicitly permitted by the instructor.
- Design assignments and activities that support authentic evaluation of students' knowledge and skills and that cannot easily be completed by AI. The following strategies are often effective in ensuring that students use AI to support their learning rather than bypass it:
    - **Diversify formats of assignments:** Have students create products such as videos, podcasts, or infographics that promote authentic demonstration of learning.
    - **Critique AI output:** Use AI to generate sample texts that students analyze or critique through various theoretical lenses and frameworks.

- **Add context:** Include a contextual component in assignments that address course-specific experiences, such as classroom discussions, readings, course content, and other considerations.
- **Capture process:** Include opportunities for students to reflect on the process of completing an assignment through personal meaning-making and individual learning.
- **Promote academic integrity:** Provide opportunities for explicit conversations about academic integrity. Co-create an honour pledge with students to reinforce their commitment to uphold UFV's values and the importance of honesty and integrity, while encouraging responsible use of AI and clarifying expectations (Eaton et al., 2022; Stoesz & Eaton, 2022).

3. Informed, Balanced, and Appropriate Use

"All AI users in the UFV community need to remain informed and knowledgeable, exercise transparency, acknowledge bias, and act responsibly to ensure balanced use" (UFV AI Task force, 2024).

Guiding Considerations

- Clearly communicate expectations around AI use with students
  - Convey expectations by referencing Policy 70 in the syllabus and explicitly discuss them at the beginning of the class.
  - Include the extent to which the use of generative AI tools and technology is permitted in the course, which tools are permitted or prohibited, and conventions for referencing AI use. (See Examples of syllabi statements)
- Clearly disclose AI use in the creation of course materials and assessments.
- Mitigate bias (in perspectives, language, etc.) and cultural appropriation (e.g., of Indigenous artwork and stories) in AI resources and usage.

4. Data, Content, and Governance

"UFV must require AI to be built on a solid foundation of organized, accessible, and trusted data. The deployment of AI technologies must safeguard institutional and personal information, respecting the confidentiality and rights of all individuals involved and in accordance with applicable provincial or federal legislation or relevant industry certifications or standards" (UFV AI Task force, 2024).

Guiding Considerations

- Use generative AI tools in ways that respect and uphold privacy and data rights and ensure that usage of these tools is in compliance with applicable provincial or federal legislation, such as FIPPA.

- Respect students' and instructors' right to keep their information and work private:
  - Refrain from entering any information into generative AI tools which may compromise privacy and personal information (e.g., names, addresses, student numbers, etc.).
  - Ask students for their consent before inputting their work into AI tools.
  - Provide alternative means to complete assignments that meet learning outcomes to students who opt out of using AI.
- Refrain from using AI detection tools to investigate academic misconduct, as they are unreliable. AI detection tools often incorrectly detect use of AI generated content in a student's work when none exists and are likely to cause more harm than good.
- Ensure that any educational technology tools (including AI detection tools) used in teaching and learning have been approved through UFV privacy and security evaluation. At UFV, this evaluation takes place within the Office of the Chief Information Officer.

5. Ethics, Digital Literacy, Regulation

"The university must promote intentional, transparent, and ethical use of AI tools among staff, faculty, and students, ensuring that AI applications align with the university's values and principles and adhere to ethical frameworks such as fairness, clarity, and accountability to "do no harm" (UFV AI Task force, 2024).

Guiding Considerations

- Support students in developing AI literacy through two-way dialogue and open discussions on the broad range of impacts of generative AI.
- AI literacy skills include:
  - Understanding how AI systems work
  - Interacting effectively with AI tools using prompt engineering,
  - Recognizing ethical implications such as bias, cultural appropriation, stereotypes, privacy and copyright issues, among other elements
  - Critically evaluating AI outputs and use, such as AI hallucination, dated language, missing perspectives, voices and knowledge.
    (see AI literacy frameworks resources)

6. Inclusion and Accessibility

"UFV recognizes that AI tools have the potential to reproduce and reify dangerous stigmas or biases and cause individual or cultural harm. Cultural sensitivity, diversity, and awareness must be integrated into the design and deployment of AI systems toward harm reduction and inclusion as well as implementing mechanisms for accountability and redress" (UFV AI Task force, 2024).

Guiding Considerations

- AI has rich possibilities for inclusive pedagogy by supporting students with diverse learning needs and enhancing their learning experience. Generative AI tools can provide simplified explanations of complex or abstract concepts, support idea generation, and facilitate the organization of thoughts (Tishcoff et al., 2024).
- However, the universality of generative AI can also undermine the uniqueness of languages, cultures, or knowledge systems.
    - Since AI draws on commonly available content which may only represent dominant/Western knowledge systems, instructors must be aware that diverse perspectives are missing/excluded and culturally appropriated in AI-generated content.
    - For example, cultures that value orality and oral transmission of knowledge will be largely misrepresented through AI.
- If you choose to use AI tools, consider ways to use AI critically to foster inclusion by:
    - Explicitly addressing its potential biases with students.
    - Selecting open access tools or making them available to all students without financial burden.
    - Guiding students to use tools to support rather than replace their learning.

7. Positive Mindset, Forward Leaning Approaches

"UFV promotes a positive and hopeful mindset toward AI and fosters an environment that embraces change and experimentation" (UFV AI Task force, 2024).

Guiding Considerations

- AI is already being used in many industries, workplaces, and media, and students will undoubtedly encounter it in their practical lives outside the classroom. Openly and candidly discuss with students the possibilities generative AI offers, and the risks involved in using it, to better prepare them for the workplace.
- AI is rapidly evolving, and it requires nimbleness and creativity from instructors to stay up to speed with the way it is changing the educational and professional landscape. Continuously review instructional and assessment strategies and adapt to stay ahead of the curve regarding AI.

Sample Syllabus AI Section

In the syllabus, mention both the level of authorized use of AI (Use Statements) and how AI should be referenced when used (Disclosure and Citation Guidelines) while promoting academic integrity.

AI Use Statements Examples

Clarity: It is the instructor's responsibility to be proactive in communicating expectations around the use of AI in their class. Define what contributes to acceptable and unacceptable use of AI and be specific about which tools can be used and in what context (See Perkins et al., 2024a for an example of an AI Assessment Scale). Fostering an open dialogue about AI can help students navigate the complexities of using AI tools in their class.

Unrestricted Use

Students may use generative AI throughout this course in whatever way to enhance their learning; citation/referencing is only required on materials that are submitted for assessment and evaluation.

Some Use Permitted

Example One

Students may use generative AI in this course in accordance with the guidelines outlined for each assessment, so long as the use of generative AI is referenced and cited following citation instructions given in the syllabus. Use of generative AI outside assessment guidelines or without citation will be regarded as academic misconduct in accordance with Student Academic Misconduct Policy 70. It is the student's responsibility to be clear on the limitations for use for each assessment and to be clear on the expectations for citation and reference and to do so appropriately. It is the student's responsibility to ask the instructor for clarity should the need arise.

Example Two

Students may use generative AI for [editing/translating/outlining/brainstorming/revising/researching/etc.] their work throughout the course so long as the use of generative AI is referenced and cited following citation instructions given in the syllabus. Use of generative AI outside the stated use of [editing/translating/outlining/brainstorming/revising/researching/etc.] without citation will constitute academic misconduct. It is the student's responsibility to be clear on the limitations for use and to be clear on the expectations for citation and reference and to do so appropriately. It is the student's responsibility to ask the instructor for clarity should the need arise.

Example Three

Students may freely use generative AI in this course so long as the use of generative AI is referenced and cited following citation instructions given in the syllabus. Use of generative AI outside assessment guidelines or without citation will constitute academic misconduct. It is the student's responsibility to be clear on the expectations for citation and reference and to do so appropriately. It is the student's responsibility to ask the instructor for clarity should the need arise.

Use Prohibited

Students are not permitted to use generative AI in this course. In alignment with UFV's Student Academic Misconduct Policy 70, it "shall be an offense knowingly to … submit academic work for assessment that was purchased or acquired from another source". This includes work created by generative AI tools. Also, stated in the policy is the following, "Contract Cheating is the act of "outsourcing of student work to third parties" (Lancaster & Clarke, 2016, p. 639) with or without

payment." Using Generative AI tools is a form of contract cheating. Charges of academic dishonesty will be brought forward to the Office of Academic Integrity.

Disclosure and Citation Guidelines Examples

Transparency: When allowing the use of generative AI tools in coursework, it is important that instructors explicitly educate students about the appropriate disclosure or citation of such content. Instructors can provide a disclosure framework or citation guidelines and conventions, and model how these are applied by disclosing their use of AI for the development of course content and materials. The AI disclosure framework or citation guidelines could be added as an additional form to assignments to ensure students disclose their use of AI.

Citation practices help provide some transparency on the use of AI, but they often do not capture the varied ways AI tools function. AI Disclosure statements are often longer but are clear, consistent and adaptable to many AI use scenarios.

Style rules on how to disclose or cite AI generated content are new and evolving. Please consider the following options:

1. Weaver (2024) AI Disclosure framework:

Artificial Intelligence Tool: [description of tools used]; *[Heading]:* [description of AI use in that stage of the work].

Multiple Heading: statement can be added to the disclosure. Please refer to Weaver, 2024 to see all the possible headings.

e.g. *Artificial Intelligence Tool*: Microsoft Copilot (University of Fraser Valley institutional instance); *Conceptualization*: Microsoft Copilot was used to brainstorm possible approaches to adapting a traditional lemon pound cake recipe into a gluten-free version; *Information Collection*: I used Microsoft Copilot to help locate relevant culinary resources, including common ratios for gluten-free flour substitutions, best practices for preventing graininess, and typical baking times for dense gluten-free cakes; *Visualization*: Microsoft Copilot assisted in creating a draft ingredients table that compared different gluten-free flour options, and a step-by-step process outline that I used to build a final recipe; *Writing—Review & Editing:* I used Microsoft Copilot to refine the written recipe instructions by using shorter sentence, improving clarity, and standardizing measurement language.

2. AI Citation:

[Generative AI tool]. (YYYY/MM/DD of prompt). "Text of prompt". Generated using [Name of Tool.] Website of tool

e.g. "ChatGPT4. (2023/03/13). "Suggest a recipe for gluten-free lemon pound cake". Generated using OpenAI's ChatGPT. https://chat.opeani.com

Note: We have provided a short prompt as a sample. AI prompts are generally more sophisticated and lengthier and are iterative.

Other citation guidelines can be viewed at:

MLA Guidelines on citing generative AI.

APA Guidelines on citing generative AI.

Chicago Citation Guide on Generative AI.

The UFV Library developed a website for AI citation & Ethics with examples for these options.

Honour Pledges Example

Integrity: Increasingly, researchers (Eaton et al., 2022; Stoesz & Eaton, 2022) call for a greater emphasis on building academic integrity. They suggest using honour *pledges* which involve students and instructors in co-constructing reasonable, fair, and clear statements of commitment on the part of students and instructors to engage in teaching and learning, with or without the use of AI tools. These honour pledges can significantly strengthen transparency and foster a tone of trust in the classroom.

Sample Statement:
Instructors might consider developing honour pledges together with their students or adapting this UFV honour pledge to their purposes.
"I understand and believe the main purpose of being a UFV student and of a university is to engage in the pursuit of knowledge, research, and scholarship. According to UFV's website, 'As members of the university community, students are expected to demonstrate appropriate academic conduct. They are responsible for their actions, whether acting alone or in a group. Academic integrity involves applying the values of honesty, trust, fairness, respect, and responsibility to academic studies, even in the face of challenges.' This pursuit requires my academic integrity; I do not take credit that I have not earned. I believe that academic dishonesty, in whatever form, is ultimately destructive to the Values of UFV (integrity, inclusivity, community, excellence) and unfair to those students who pursue their studies honestly. I pledge that I completed this assignment/assessment following the guidelines of UFV's academic misconduct Student Policy 70 and instructors' expectations as outlined on syllabi for each of my courses."

References

Eaton, S. E., & Christensen Hughes, J. (2022). Academic integrity in Canada: Historical perspectives and current trends. In: S.E. Eaton & J. Christensen Hughes (Eds.), *Academic integrity in Canada. Ethics and integrity in educational contexts* (Vol. 1, pp. 3–24). Springer. https://doi.org/10.1007/978-3-030-83255-1_1

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UFV AI Task Force. (2024). UFV AI PRINCIPLES. https://www.ufv.ca/media/assets/teaching--learning-centre/forms/UFV-AI-Principles.pdf

Weaver, K. (2024). The Artificial Intelligence Disclosure (AID) Framework: An Introduction. *College & Research Libraries News, 85*(10), 407. https://doi.org/10.5860/crln.85.10.407

AI literacy frameworks Resources

CARL Digital Literacy Framework (2024): https://www.carl-abrc.ca/advance-teaching-learning/digital-literacy/

Hervieux and Wheatley's Choice White Paper: Building an AI Literacy Framework (2024): https://www.choice360.org/wp-content/uploads/2024/08/TaylorFrancis_whitepaper_08.28.24_final.pdf

BC Government's Page on supporting K-12 schools with digital literacy and the use of AI in education (2024): https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/ai-in-education

Additional Resources

Government of Canada. (2024, November 18). *Guidance on the use of Artificial Intelligence in the development and review of research grant proposals*. Canada.ca. Retrieved November 21, 2024, from https://science.gc.ca/site/science/en/interagency-research-funding/policies-and-guidelines/use-generative-artificial-intelligence-development-and-review-research-proposals/guidance-use-artificial-intelligence-development-and-review-research-grant-proposals

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Mann, R. (2024). A Guide to Generative AI for Post-Secondary Educators. SAIT. https://cadi-sait.ca/wp-content/uploads/2024/09/A-Guide-to-Generative-AI-for-Post-Secondary-Educators-By-Ryan-Mann-9.pdf

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