

<b>Title:</b>	Academic Guidelines for the Use of Generative AI		
<b>Authority:</b>	Provost and Vice President for Academic Affairs	<b>Proponent:</b>	Academic Senate
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### History

Revision Number:	Change:	Date:
1.0	Initial version	3/4/2024
1.1	Typo correction, section highlighting	3/4/2024
1.2	Added link with syllabi examples	3/12/2024

### A. Purpose

This document is meant to provide guidance to faculty on managing the usage of generative AI in their courses.

### B. Definitions

Generative AI - Generative artificial intelligence (AI) is a technology that can create content, including text, images, audio, or video, when prompted by a user. Generative AI systems create responses using algorithms that are trained often on open-source information, such as text and images from the internet. However, generative AI systems are not cognitive and lack human judgment ([GAO 23-106782](#)).

### C. Principles

#### Learning Centric

Generative AI systems can represent an opportunity for students to learn important skills, including creativity, critical thinking, ethical decision-making, source citation, and discerning use of resources. Faculty are encouraged to speak with their students about the benefits and drawbacks of generative AI systems as they assist or negatively impact learning in a course. Regardless of one's view of generative AI or concern with its implications, the emphasis is on learning and what might assist or inhibit the learning process.

#### Transparency

Faculty have flexibility in how they approach newly available generative AI tools, and this means students will encounter differing policies on the use of AI in the course of their studies. It is essential that faculty provide transparency so that students clearly understand the generative AI policy in each of their classes

and the expectations for specific course activities and assignments. In addition to including a generative AI course policy on the syllabus and explicit details about generative AI use in assignment instructions, faculty are encouraged to talk with their students about the rationale for their policy and expectations.

## D. Guidelines

### Use of Generative AI

EWU has not licensed any generative AI tools and technical support is not available for their use. The university has not reviewed these tools for concerns with accessibility, privacy, and security. Faculty should remain open to giving students alternative options for completing an assignment if a generative AI tool is inaccessible. Contact Student Accommodations and Support Services or the Instructional Technology team in Information Technology for accessibility assistance.

Like generative AI tools themselves, tools that purport to detect the use of generative AI are now widely available. Their efficacy is questionable and false positives and biased results are common. As with generative AI technology itself, none of these detection tools have been reviewed for accessibility, privacy, and security. We do not recommend that instructors rely upon AI detection tools to identify usage of generative AI and, instead, encourage faculty to engage in conversation with their students about appropriate (and inappropriate) usage of generative AI for their courses. AI detection tools are not reliable and have extremely low rates of success. [OpenAI's detection tool](#), which was discontinued because of poor results, only had a 26% success rate and a 9% false positive rate. Detection tools have also been shown to have a [bias against non-native English speakers](#).

### Fact-checking, Bias Reduction, and Review

All content generated by AI should be reviewed and fact-checked. Faculty generating with or using content from AI systems should verify that the content does not contain inaccurate, outdated, or biased information and potentially harmful or offensive material.

### Sensitive or Confidential Data

Faculty and staff should not integrate, enter, or otherwise incorporate any non-public data or information (e.g. FERPA, non-Category 1 data, HIPAA, etc.) into publicly accessible generative AI systems (e.g., ChatGPT, Bard, CoPilot) or AI detection tools. The use of such data could lead to unauthorized disclosures, legal liabilities, fines, and other consequences.

If you need to use non-public data with generative AI technology, contact EWU Information Technology or the Risk, Compliance & Procurement Office for further guidance.

EWU departments should not acquire generative AI services, enter into service agreements with generative AI vendors, or use open-source AI generative technology without approval from Information Technology and the Risk, Compliance & Procurement Office. Under Washington state law, this usage will require a data sharing agreement.

## **Copyright**

It is currently the policy of the United States Copyright Office that materials produced by generative AI that does not substantially involve human authorship is not eligible for copyright. For additional guidance, review the US Copyright Office's [Notice on Artificial Intelligence and Copyright](#).

## **Compliance with Policies and Regulations**

State law, Federal law, federal regulations, and university policy already restricts the sharing of confidential information with unauthorized third parties. Please refer to the University's [Information Security policy](#) for additional information and guidance.

Be aware that using a generative AI system will likely result in creating a public record under Washington state's Public Records Act.

## **Disclosure and Attribution**

The use of AI-generated content should be clearly cited or labeled as such. This allows for transparent authorship and responsible content evaluation. If inclusion of content produced by generative AI is allowed under your course policy, here is some possible language for indicating how to cite generative AI:

You may use content produced by a generative AI tool (e.g. ChatGPT, Microsoft Copilot, Google Bard) in your assignment submissions, but you must quote or cite it like any other source you use and reference in your work. Please use standard [APA or MLA] citation guidelines for generative AI, as indicated here: [\[MLA Style Center\]](#) [\[APA Style\]](#).

## **Academic Integrity**

EWU expects the highest standards of academic integrity of its students. Academic honesty is the foundation of a fair and supportive learning environment for all students. Personal responsibility for academic performance is essential for equitable assessment of student accomplishments. The university supports the faculty in setting and maintaining standards of academic integrity. Charges of academic dishonesty are reviewed through a process that allows for student learning and impartial review. If you have prohibited the use of AI-based tools and suspect that a student has violated your policy, you should report alleged cases to the [Student Success, Policy, and Planning Office](#).

## Course Policies

Faculty members are strongly encouraged to have a policy about generative AI in their course syllabus, including any relevant distinctions between generative AI use (as process) and generative AI content (as product). In addition to including a generative AI course policy on the syllabus and details about generative AI use in assignment instructions, faculty are encouraged to talk with their students about the rationale for their policy and expectations.

**Some sample AI syllabus statements, courtesy of Travis Masingale, EWU Associate Professor of Design:**

### Mandatory Use of AI Tools

I expect you to use AI tools such as ChatGPT and image generation utilities actively in this class. In fact, specific assignments will necessitate their usage. The application of AI is a burgeoning skill; thus, I will furnish you with tutorials on Canvas and am available for guidance during office hours or post-class.

Acknowledge the confines of ChatGPT:

- Refinement of your prompts is crucial to achieve high-quality outcomes; minimal effort will yield unsatisfactory results.
- Validate any data acquired from the AI; assume initial information to be incorrect and corroborate with reliable sources. You bear the responsibility for any misinformation.
- At every assignment's conclusion involving AI tools, delineate the AI's contribution and your prompts. Non-adherence to this stipulation violates our academic honesty principles.

Exercise prudence in determining the tool's applicability to avoid misuse.

### Optional Use of AI Tools

The use of AI tools, such as ChatGPT and image generation tools, is optional in this course. However, acquiring AI proficiency, an evolving skill, could be beneficial. Should you opt to use AI, bear in mind:

- Optimal results necessitate thoughtful prompt crafting.
- Verify the information derived from AI tools through credible sources.
- Explicitly articulate your usage of AI and the involved prompts in your assignments to adhere to academic honesty norms.

Please responsibly choose when to use these tools, keeping the course objectives in mind.

### Prohibition of AI Tools

In this course, the utilization of AI tools, including ChatGPT and image generation tools, is strictly prohibited to maintain a grounded learning approach. Understand that:

- The foundational educational philosophy of this course necessitates independent work devoid of AI assistance.
- Leveraging AI tools will be considered a breach of academic integrity policies upheld by EWU.
- Assignments must exclusively feature your original thoughts and understanding, negating the need for AI tool intervention.

Thank you for adhering to this policy to maintain a rich and authentic learning experience.

## E. Sources and References

Some language and concepts courtesy of these resources:

- [EWU Employee Guidelines for Responsible Use of Generative AI](#)
- [Gettysburg College Teaching & Learning in the Age of genAI](#)
- [Understanding AI Writing Tools and Their Uses for Teaching and Learning at UC Berkeley](#)
- [University of Oregon Teaching and Generative AI](#)
- [ChatGPT and other AI-based tools - Teaching@UW](#)
- [Syllabi Policies for AI Generative Tools](#)