

THE USE OF GENERATIVE AI IN HIGHER EDUCATION AT AKU

(Draft Guidelines)

Provisionally approved at the Kenya Senate / Academic Council meetings of August 24th 2023 for uploading on internal Websites

To be updated by the Working Group in the first year every quarter

<i>Contacting Office</i>	Provost / DVC or designate office - Graduate Program (Administration)
<i>Related Policies</i>	<i>This document should be read in conjunction with the University policies Academic Integrity, Intellectual Property Rights, Authorship Policy, Publications Policy and Research Misconduct Policy</i>

This document is intended for all Aga Khan University students and faculty/staff, including persons with honorary positions. The Aga Khan University, in this document means its institutes, centres, schools, colleges and hospitals operating across all campuses around the globe.

POLICY STATEMENT

These guidelines outline principles for the use of Generative Artificial Intelligence (AI) in higher education at Aga Khan University. These guidelines aim to ensure the effective and responsible integration of Generative AI technologies into academic and administrative processes. In this document, the term “AI” is used to refer to Generative AI technologies.

1. PURPOSE & SCOPE:

1.1 OpenAI’s ChatGPT-3 (Nov 30, 2022) delivers human-like responses on a variety of subjects and has made generative AI tools easily accessible. This has led to AI tools becoming rapidly integrated into various domains, including educational institutions, to enhance the efficiency and effectiveness of processes. Hence, it is essential to engage in discussion and

establish guidelines at the University outlining the appropriate and ethical use of AI tools. By doing so, we can ensure that the AI tools are used responsibly and prevent their use in academic misconduct and other unethical practices.

1.2 After reviewing various policies and strategies from leading educational institutions, related international bodies and policy-making authorities across the world, the University has found that the principles outlined by the Russell Group of universities provide a comprehensive framework for addressing the ethical and responsible use of generative AI tools in academic settings. The University aims to follow guidelines on the use of AI tools in education outlined by the following principles by the Russell Group¹ as shown below:

- 1 Universities will support students and staff to become AI-literate.
- 2 (Faculty and) Staff should be equipped to support students to use generative AI tools effectively and (~~appropriately~~ responsibly) in their learning experience.
- 3 Universities will (review and) adapt (curriculum,) teaching and assessment to incorporate the ethical use of generative AI and support equal access.
- 4 Universities will ensure academic rigour and integrity is upheld.
- 5 Universities will work collaboratively to share best practice as the technology and its application in education evolves.

(Brackets indicate editorial modifications to the principles)

1.3 These guidelines apply to all faculty, staff, students, and other stakeholders involved in the University's academic and administrative functions.

1.4 The guidelines and use of this technology will be in compliance with national data protection laws.

2. MODIFICATION

2.1 These guidelines will be reviewed periodically and modified as and when necessary, initially every two to three months during the first year of implementation.

3. ACADEMIC INTEGRATION

3.1 The University shall encourage the use of AI technologies to enhance teaching, learning, research, and administrative processes, with a focus on improving efficiency and effectiveness.

¹ Russell Group. (2023, July 4). RG AI Principles. Retrieved from https://russellgroup.ac.uk/media/6137/rg_ai_principles-final.pdf

3.2 AI tools and platforms may be utilised by faculty and staff to support assessments, grading, administrative tasks, and other relevant areas.

3.3 Instructors and other staff should not copy/paste students' work into Generative AI tools either for feedback, assessment, or any other purpose without informing students because it could lead to breach of data privacy.

4. USE OF AI TOOLS IN LEARNING

4.1 The University encourages instructors to support their students in using AI tools to improve their critical thinking and facilitate learning.

4.2 If a student is uncertain about the assistance of an AI tool in a task, it is their responsibility to seek clarification from their instructor and the available guidelines on the use of the technology before incorporating material generated by that tool into their work.

4.3 As stated in the AKU Academic Integrity Policy², a student is not allowed to submit or present work acquired from other source(s) as their own. This includes any materials generated by AI tools as well. Students are expected to paraphrase, reflect, and critique information obtained from AI tools before including it in their work.

4.4 The University encourages students to use AI tools for facilitating learning and assessments by helping them in evaluating and understanding new concepts and ideas to generate their own academic work, within ethical and responsible boundaries. This includes, but is not limited to:

- i Developing ideas and thoughts by asking meaningful questions or suggestions
- ii Personalising learning
- iii Paraphrasing, improving grammar, punctuation, sentence construction and other language skills on material written by the student.
- iv Generating text, graphics, audio or any other materials based on appropriate prompts.

4.5 Whenever AI tools have been used by the student in their work, they must be appropriately referenced and cited according to the instructions outlined by the University or the publisher.

4.6 Course handbooks can provide further instructions.

² Aga Khan University. (2022). Policy on Student Academic Integrity (KE-014). Retrieved from <https://www.aku.edu/admissions/Documents/policy-student-academic-integrity-ke-014.pdf>

5. CREDIBILITY OF AI GENERATED CONTENT

5.1 Most AI tools are pre-trained on large-scale datasets, which may contain biases, limited or incorrect information. This is why content generated by such tools may be offensive, inaccurate, incomplete, or not currently valid. Hence, AI tools cannot be considered a completely reliable source of information.

5.2 AI tools must not be used as an authoritative source of study on a topic. Any AI generated content used in research or assessments must be verified using credible sources to check for factual inaccuracies and incomplete information.

5.3 Current AI tools rely on generating responses by analysing patterns and associations within their training data rather than comprehending the meaning or context of the information. Hence AI tools must not be used as the sole means of critical analysis of data. Forming original ideas and critique based on data is an integral part of the research process, and AI tools must not be relied on to generate opinions where reflection and reasoning are required by the student.

6. HOW TO ACKNOWLEDGE WHEN AN AI TOOL IS USED

6.1 Content from generative AI is a nonrecoverable source as it cannot be retrieved or linked.

6.2 Any use of AI technology must be appropriately acknowledged and identified in any submitted work. This includes, but is not limited to, the name, version, description, and date of use for the AI tool.

6.3 Students must identify where and how they have used AI assistance in all their submitted work.

6.4 Additionally, students must be able to produce a fully documented record of the prompts, materials and outputs given to and generated by the AI tool, along with each work when required.

7. USE OF AI TOOLS IN TEACHING

For this document, the term “instructors” is used to refer to all faculty and staff involved in the teaching process including but not limited to those in support roles, teaching assistants, technical assistants, researchers, mentors, and counsellors.

7.1 The University recommends instructors incorporate AI tools in facilitating teaching, and encourages them to support their students in using similar tools to facilitate their learning and assist their studies, where appropriate.

7.2 Programs may devise regulations for AI tools use. These regulations must not conflict with the guidelines outlined in this document.

7.3 Instructors should seek evidence of original thought and critical thinking in submissions made with AI assistance. Students must have documentation and be able to produce such information when requested.

7.4 The University encourages instructors to design teaching material incorporating AI tools creatively, ethically, and responsibly to support student learning.

7.5 Instructors are advised to review/adapt techniques to prioritise assessment tasks that require higher-order thinking skills and promote critical analysis, reducing reliance on tasks that can be easily accomplished by AI systems.

7.6 Although AI-detection tools exist, instructors are reminded that none of them have yet been able to guarantee accurate detection. Therefore, instructors are strongly advised to consider the academic and mental repercussions of false accusations on students for the unethical use of AI tools.

7.7 If academic dishonesty or research misconduct is suspected, the AKU Student Academic Integrity Policy, the AKU Research Misconduct Policy or other relevant policies will be applied.

7.8 An instructor must seek permission from the student before submitting his/her work into any AI tool for assessment, feedback, or any other purpose.

8. CITING GENERATIVE AI IN ASSIGNMENTS AND PUBLICATIONS

8.1 It is recommended to follow the publisher's guidelines on citing AI tools.

8.2 For theses and dissertations, AKU recommends APA for making citations. Other citing methods as required are also shown in the examples below.

APA 7³:

Author of AI model used. (Year of AI model used). Name of AI model used (Version of AI model used) [Type or description of AI model used]. Web address of AI model used.

³ American Psychological Association. (2021, July 23). How to Cite ChatGPT and Other AI Language Models in APA Style. Retrieved from <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

APA 7 - Example

OpenAI. (2022). ChatGPT (Dec 20 version) [Large language model].
<https://chat.openai.com/>

The full transcript of a response must be included in an appendix or other supplementary materials.

Chicago (note):

^{Number} Originator of the communication, medium, Day, Month, Year.

Chicago (note) - Example:

¹OpenAI's ChatGPT AI language model, response to question from author, 7 February 2023.

MLA:

“Title of source” prompt. Name of AI Tool, version, Company, Date content was generated, General web address of tool.

MLA - Example:

“Describe the symbolism of the green light in the book *The Great Gatsby* by F. Scott Fitzgerald” prompt. ChatGPT, 13 Feb. version, OpenAI, 8 Mar. 2023, chat.openai.com/chat.

REFERENCES

1. Aga Khan University. (2018). Policy on Research Misconduct (with Appendix Revised 11 OCT 2018). Retrieved from [https://www.aku.edu/research/policies/Documents/02%20Policy%20on%20Research%20Misconduct%20\(with%20Appendix%20Revised%2011OCT2018\).pdf](https://www.aku.edu/research/policies/Documents/02%20Policy%20on%20Research%20Misconduct%20(with%20Appendix%20Revised%2011OCT2018).pdf)
2. Aga Khan University. (2021). Authorship Policy. Retrieved from [https://www.aku.edu/research/policies/Documents/Authorship%20Policy%2027th%20August%202021%20\(Approved\).pdf](https://www.aku.edu/research/policies/Documents/Authorship%20Policy%2027th%20August%202021%20(Approved).pdf)
3. Aga Khan University. (2018). Intellectual Property Rights Policy. Retrieved from <https://www.aku.edu/research/policies/Documents/Intellectual%20Property%20Rights%20Policy.pdf>.
4. Aga Khan University. (2022). Policy on Student Academic Integrity (KE-014). Retrieved from <https://www.aku.edu/admissions/Documents/policy-student-academic-integrity-ke-014.pdf>
5. Aga Khan University. (2018). Publications Policy. Retrieved from <https://www.aku.edu/research/policies/Documents/Publications%20Policy.pdf>
6. American Psychological Association. (2021, July 23). How to Cite ChatGPT and Other AI Language Models in APA Style. Retrieved from <https://apastyle.apa.org/blog/how-to-cite-chatgpt>
7. Atlantic Canada Institute of Fisheries and Aquaculture. (2023). ACIFA Policy on Academic Integrity. Retrieved from https://www.acifa.ca/files/ugd/16fcf0_c98c6fb9f9bc4e4880a9f875d754eb4e.pdf?fbclid=IwAR17o2aO5Ru49toP-w46sJeFUeWkirqvCenIB4n7IMOL4LU5jnwOp6KcXJE
8. Boston University. (2023, March 21). GAIA Policy. Retrieved from <https://www.bu.edu/cds-faculty/culture-community/gaia-policy/#:~:text=Students%20shall&text=Not%20use%20AI%20tools%20during,work%20is%20not%20mistakenly%20flagged.>
9. Brown University. (n.d.). Intentional Pedagogy and AI Technology. Retrieved from <https://www.brown.edu/sheridan/teaching-learning-resources/teaching-resources/intentional-pedagogy-ai-technology>
10. California Institute of Technology. (n.d.). Resources for Teaching in the Age of AI. Retrieved from <https://ctlo.caltech.edu/universityteaching/resources/resources-for-teaching-in-the-age-of-ai>
11. Carnegie Mellon University. (n.d.). AI Tools. Retrieved from <https://www.cmu.edu/teaching/technology/aitools/index.html>
12. Cornell University Center for Teaching Innovation. (n.d.). Promoting Academic Integrity in Your Course. Retrieved from <https://teaching.cornell.edu/promoting-academic-integrity-your-course>
13. Drouin, M.-A., Nguyen, H., & Faulkner, B. (2023). AI Teaching Assistants: An Examination of Higher Education Instructors' Perspectives on AI Adoption. *Educational Technology Research and Development*, 71(2), 461–487. Retrieved from

<https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-023-00408-3>

14. European Parliament. (2023). Report on artificial intelligence in education, culture and the audiovisual sector. Retrieved from https://www.europarl.europa.eu/doceo/document/TA-9-2023-0236_EN.pdf
15. Harvard Business School Publishing. (2023, April 27). Let ChatGPT Be Your Teaching Assistant. Retrieved from <https://hbsp.harvard.edu/inspiring-minds/let-chatgpt-be-your-teaching-assistant>
16. Harvard Business School Publishing. (n.d.). Unlocking the Power of AI. Retrieved from <https://hbsp.harvard.edu/webinars/unlocking-the-power-of-ai/>
17. Harvard Business School Publishing. (2023, February 9). Why All Our Classes Suddenly Became AI Classes. Retrieved from <https://hbsp.harvard.edu/inspiring-minds/why-all-our-classes-suddenly-became-ai-classes>
18. Harvard Law School. (n.d.). Statement on Use of AI Large Language Models. Retrieved from <https://hls.harvard.edu/statement-on-use-of-ai-large-language-models/>
19. International Institute for Higher Education in Latin America and the Caribbean (IESALC). (2023). ChatGPT and Artificial Intelligence in Higher Education: Quick Start Guide (EN). Retrieved from https://www.iesalc.unesco.org/wp-content/uploads/2023/04/ChatGPT-and-Artificial-Intelligence-in-higher-education-Quick-Start-guide_EN_FINAL.pdf
20. Johns Hopkins University. (2023, January 30). ChatGPT: A Brief Introduction and Considerations for Academic Integrity. Johns Hopkins University Center for Educational Resources. Retrieved from <https://ii.library.jhu.edu/2023/01/30/chatgpt-a-brief-introduction-and-considerations-for-academic-integrity/>
21. Johns Hopkins University. (n.d.). Academic Integrity at Johns Hopkins University. Retrieved from <https://e-catalogue.jhu.edu/university-wide-policies-information/academic-policies-information/integrity/>
22. Kornberg, R. D., & McEuen, P. L. (2023). AI Technology and Implications for Privacy. *ACS Nano*, 17(1), 2–5. Retrieved from <https://pubs.acs.org/doi/pdf/10.1021/acsnano.3c01544>
23. Massachusetts Institute of Technology. (n.d.). Avoiding Plagiarism: Paraphrasing. Retrieved from <http://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing>
24. McGill University. (n.d.). Integrity in Research and Scholarship. Retrieved from <https://www.mcgill.ca/deanofstudents/students/student-rights-responsibilities/integrity>
25. McMurry, J., & Maloney, D. (2023). A Brief Introduction to AI, Machine Learning, and Neural Networks. *Journal of Chemical Education*, 100(1), 2–3. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1220536.pdf>
26. Moya, B., Eaton, S. E., Pethrick, H., Hayden, K. A., Brennan, R., Wiens, J., McDermott, B., & Lesage, J. (2023). Academic Integrity and Artificial Intelligence in Higher Education Contexts: A Rapid Scoping Review Protocol. *Canadian Perspectives on Academic Integrity*, 5(2), 59–75. Retrieved from <https://journalhosting.ucalgary.ca/index.php/ai/article/view/75990>

27. Russell Group. (2023, July 4). RG AI Principles. Retrieved from https://russellgroup.ac.uk/media/6137/rg_ai_principles-final.pdf
28. Spark, M. (n.d.). Academic Integrity: What Is Academic Integrity? Retrieved from <https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/>
29. Stanford University. (2023, February 13). Generative AI Policy Guidance. Retrieved from <https://communitystandards.stanford.edu/generative-ai-policy-guidance>
30. UNESCO. (2022). Digital Solutions for Skills Development in Africa. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000376709>
31. UNESCO. (n.d.). Artificial Intelligence in Education. Retrieved from <https://www.unesco.org/en/digital-education/artificial-intelligence>
32. Université du Québec en Outaouais. (n.d.). Artificial Intelligence and Plagiarism. Retrieved from <https://pupp.uqo.ca/en/artificial-intelligence-and-plagiarism/>
33. University of Alabama. (2023). Guidelines on Using Generative AI Tools. Retrieved from <https://provost.ua.edu/wp-content/uploads/2023/05/Guidelines-on-Using-Generative-AI-Tools.pdf>
34. University of Alberta. (n.d.). Artificial Intelligence & Academic Integrity. Retrieved from <https://www.ualberta.ca/centre-for-teaching-and-learning/teaching-toolkit/teaching-in-the-context-of-ai/artificial-intelligence-academic-integrity.html>
35. University of Calgary Libraries. (2023, June 17). APA Citation Guide (7th edition): Online Sources. Retrieved from <https://libguides.ucalgary.ca/c.php?g=733971&p=5278501>
36. University of Calgary. (n.d.). Academic Integrity at the University of Calgary. Retrieved from <https://www.ucalgary.ca/student-services/student-success/learning/academic-integrity>
37. University of Calgary. (2023). Teaching with AI Apps. Retrieved from <https://taylorinstitute.ucalgary.ca/teaching-with-AI-apps>
38. University of California, Berkeley. (n.d.). Statements of Course Policies. Retrieved from <https://teaching.berkeley.edu/statements-course-policies>
39. University of California, Berkeley. (n.d.). Understanding AI Writing Tools and Their Uses in Teaching and Learning at UC Berkeley. Retrieved from <https://teaching.berkeley.edu/understanding-ai-writing-tools-and-their-uses-teaching-and-learning-uc-berkeley>
40. University of Queensland Library. (2023, July 10). Referencing Guide: ChatGPT and Generative AI Tools. Retrieved from <https://guides.library.uq.edu.au/referencing/chatgpt-and-generative-ai-tools>
41. University of Queensland. (n.d.). Using AI Tools in Your Studies. Retrieved from <https://uq.pressbooks.pub/digital-essentials-artificial-intelligence/chapter/using-ai-tools-in-your-studies/>
42. University of Queensland. (n.d.). Using AI Tools in Your Studies. Retrieved from <https://uq.pressbooks.pub/digital-essentials-artificial-intelligence/chapter/using-ai-tools-in-your-studies/>
43. University of South Florida. (2023, June 27). CITL Generative AI Course Policy Recommendations. Retrieved from https://www.usf.edu/innovative-education/citl/documents/citl_generative_ai_course_policy_recommendations.pdf

44. University of Southern California. (2023). CIS Generative AI Guidelines. Retrieved from <https://academicsenate.usc.edu/wp-content/uploads/sites/6/2023/02/CIS-Generative-AI-Guidelines-20230214.pdf>
45. University of Toronto Mississauga. (2017). Policy 60: Academic Integrity. Retrieved from <https://www.torontomu.ca/senate/policies/academic-integrity-policy-60/>
46. University of Toronto Mississauga. (n.d.). Frequently Asked Questions - Academic Integrity. Retrieved from <https://www.torontomu.ca/academicintegrity/ai/#!accordion-1677615447935-what-support-is-the-academic-integrity-office-providing-for-students->
47. University of Waterloo Libraries. (n.d.). Third-Party Content Use and Specialized Content Submission. Retrieved from <https://uwaterloo.ca/library/uwspace/thesis-submission-guide/third-party-content-use-and-specialized-content-submission>
48. University of Waterloo. (n.d.). ChatGPT and Generative AI Tools. Retrieved from <https://platform.openai.com/docs/chatgpt-education>
49. University of Waterloo. (n.d.). Copyright at Waterloo. Retrieved from <https://uwaterloo.ca/copyright-at-waterloo/>
50. University of Waterloo. (n.d.). Frequently Asked Questions - Copyright at Waterloo. Retrieved from <https://uwaterloo.ca/copyright-at-waterloo/catalogs/frequently-asked-questions/category/121>
51. University of Waterloo. (n.d.). Thesis Copyright. Retrieved from <https://uwaterloo.ca/graduate-studies-postdoctoral-affairs/current-students/thesis/thesis-copyright>
52. University of Western Australia. (2023, March 15). Academic Integrity Policy. Retrieved from <https://www.uwa.edu.au/policy/-/media/Project/UWA/UWA/Policy-Library/Policy/Student-Administration/Academic-Integrity/Academic-Integrity-Policy.doc>
53. Yale Alumni Magazine. (2023). Artificial Intelligence. Retrieved from <https://yalealumnimagazine.org/articles/5657-artificial-intelligence>
54. Yale University. (n.d.). AI Technology: Guidance and Recommendations for Course Instructors. Retrieved from <https://poorvucenter.yale.edu/AIguidance>
55. Yale University. (2023, January 24). AI Technology: Implications for Yale Teaching and Research. Retrieved from <https://provost.yale.edu/news/ai-technology-implications-yale-teaching-and-research>
56. York University. (2022, November 2). Academic Integrity Resources. Retrieved from <https://www.yorku.ca/teachingcommons/events/academic-integrity-assessment-workshop-series/>
57. York University. (n.d.). AI Technology and Academic Integrity. Retrieved from <https://www.yorku.ca/unit/vpacad/academic-integrity/ai-technology-and-academic-integrity/>