# AI FAIR USE POLICY

1. **All faculty should use AI policy based on the guidelines given below and share them in the class, along with the session plan.**

   All faculty should update their syllabi to include guidance on using generative AI in their classes. All faculty should consider their stance on AI use thoughtfully.   Since generative AI is becoming more ubiquitous, you'll need to consider  AI in students'work, as well as in your classrooms. Establishing an AI policy for your subject will allowyou to have meaningful discussions with students on this topic. Being specific about how AI is or isn't allowed makes the rules clear for students and faculty if there are academic integrity violations as well.

2. **AI policy Guidelines** :
   a.   Gen AI tools **will be particularly helpful in the following situations,**improving equity since more students can have access to personalised learning, tutoring strategies, and scaffolding;saving time, e.g., when brainstorming or troubleshooting; motivating learners when they feel stuck or unsure of how to move forward with a certain task, anddeveloping certain critical thinking skills.
   b. **But there are clear limitations**. Students should be aware of the following:
      i. AI platforms rely on language patterns to predict what an answer to a prompt should look like. They aren't "thinking" about the right response in a way a student would.
      ii. AI platforms excel at predictive text and pattern recognition but struggle with accuracy. ChatGPT will even make up things (it "hallucinates" information) that sound convincing but aren't true. Internet-connected platforms have not solved this problem. Bing Chat (which is based on GPT4) and Google Bard are connected to the internet and still hallucinate. If the user is looking for factual information, assume every output includes stuff that is made up.
      iii. AI platforms have bias. They have been trained on datasets that contain worldviews and assumptions, and will replicate those ways of thinking about the world. Critical thinking strategies are especially important when engaging with AI-generated text.
      iv. Apps such as ChatGPT depersonalise writing. Overreliance may lead to a lack of voice and distinctive style—rhetorical strategies that are crucial for effective writing.
   c. **Our Course Principles for using AI**[1]
      i. **Cognitive dimension**: Working with AI should not reduce the student's ability to think clearly. We will practice using AI to facilitate—rather than hinder—learning.

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[1] https://docs.google.com/document/d/1WpCeTyiWCPQ9MNCsFeKMDQLSTsg1oKfNIH6MzoSFXqQ/preview?tab=t.0 adopted from source

ii.  **Ethical dimension**: Students using AI should be transparent about their use and make sure it aligns with academic integrity.

AI tools can support content creator during all phases of their work:

- pre-writing: before content is created, writers can use some tools to research topics, collect genre samples, brainstorm ideas, craft outlines, etc.
- drafting: some tools support the generation of content
- revising: after content is generated, many tools aid writers in identifying and altering style/tone, spelling, punctuation, grammar, etc."

A faculty can choose any of the following as a starting point for drafting his/her AI policy in the class.

- **Use prohibited**: Students are not allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course. Each student is expected to complete each assignment without substantive assistance from others, including automated tools.
- **Use only with prior permission**: Students are allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course if instructor permission is obtained in advance. Unless permitted to use those tools, each student is expected to complete each assignment without substantive assistance from others, including automated tools.
- **Use only with acknowledgement**: Students are allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course if that use is properly documented and credited. For example, text generated using ChatGPT-3 should include a citation such as: "Chat-GPT-3. (YYYY, Month DD of query). "Text of your query." Generated using OpenAI. https://chat.openai.com/" Material generated using other tools should follow a similar citation convention.
- **Use is freely permitted with no acknowledgement**: Students are allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course; no special documentation or citation is required..

**With those principles in mind, here are some policies that faculty can enforce in their  class**:

iii.  **AI Policy I: AI use is allowed with certain tasksto help with preparation and editing**. Students are encouraged to utilise artificial intelligence platforms to aid in the preparation of assignments and projects. These platforms can assist with tasks such as brainstorming or providing examples of completed essays. Specifically, ChatGPT can be perceived as a simulation tool that rapidly generates diverse outputs. While these outputs may contain imperfections, they are valuable for offering alternative perspectives.  AI

        tools can be used to enhance the revision and editing process. These tools can be instrumental in identifying logical inconsistencies or highlighting paragraphs that are ambiguous or insufficiently developed.

iv.  **AI Policy II: Major assignments (such as essays) must be at least 50% non-generated**. AI platforms can be used to help with aspects of the writing process, including some early drafting. However, at least 50% of the essays (and other major assignments) must be their work and not generated, unless specified otherwise. See AI Policy III for how to acknowledge AI use.

v.  **AI Policy III: AI use must be tracked and acknowledged**. If a student has used Generative AI programs such as ChatGPT, Quillbot, or Grammarly to assist with his/herwriting beyond spell-check or grammar suggestions, he/she must acknowledge its use and specify how and where it has been used and include an Appendix for references of ChatGPT links to conversationsor screenshots

vi.  **AI Policy IV: Any writing, media, or other submissions not explicitly identified as AI-generated will be assumed as original to the student**. Submitting AI-generated work without identifying it as such will be considered a violation of our academic code of conduct. In such violations, students will receive a "0" until they've modified it to align with AI Policy II above. If a faculty member suspects a student has used generative AI without acknowledging it, theywill contact them before marking down the assignment.

vii.  If a student is unsure of whether and how much of a submission has been AI-generated, or whether they are in violation of a certain policy, they should reach out to the instructor and ask for guidance.