Guidelines for Use of Generative Artificial Intelligence in Instructional Settings at UCR

Generative Artificial Intelligence (AI) refers to a class of statistical models trained on massive amounts of data which are able to produce human-like responses in the form of text, computer code, images, audio, and video. Well-known examples include Google Bard and ChatGPT. Generative AI is being rapidly adopted throughout our economy and society, including in educational settings, while developers and users are still discovering its capabilities, benefits, and challenges. Governments are considering how to regulate these tools, but it is a near certainty that they are here to stay. Students, faculty, and staff therefore will need to learn how to utilize generative AI in their professional and personal lives. The purpose of these guiding principles and suggested practices is to provide a starting point for managing these tools in instructional settings at UCR.

Guiding Principles

1. **User accountability**. Generative AI is capable of producing human-like responses, but these responses are not always accurate and/or may violate intellectual property rights. They also may perpetuate biases inherent in their design and/or training datasets. Anyone using generative AI for any purpose is accountable for the consequences of their use, regardless of the nature of the AI-generated content. This accountability applies to all aspects of teaching and learning, and includes but is not limited to violations of academic integrity policies, other institutional policies and rules, and applicable laws including those related to intellectual property.
2. **Information security.** Anything that is uploaded to a publicly available AI tool effectively enters the public domain. Instructional technologies including generative AI which have not passed a campus security review may be used with public data only.
3. **Beneficial use**. Like many other technologies, generative AI can be used in both helpful and harmful ways. Any use of generative AI in an instructional setting, by instructors or students, should aim to improve the learning experience for students and better position students for academic and post-graduation success.
4. **Mission-aligned use.** The use of generative AI in instructional settings should aim to advance the university's instructional mission. This includes a strong emphasis on equitable access, opportunity, and achievement. Students must have equal access to generative AI tools when used in instructional settings.
5. **Local authority.** Generative AI is a broadly applicable tool for which common standards of use have not yet been developed. Evolving standards tend to be highly dependent on local circumstances and context, and on the preferences and judgments of those with local authority. In instructional settings, this means the Instructor of Record has broad latitude to determine whether and how generative AI may be used, provided this use is consistent with applicable policies and rules governing data security and instruction at UCR.
6. **Transparency.** Generative AI is a potentially useful and powerful information source and thought partner which can enhance productivity and learning. Anyone who utilizes generative AI to assist with the creation of intellectual material must conform with prevailing ethical scholarship practices, rules related to plagiarism, and standards for representing intellectual products as one's own work.

Suggested Practices for Instructors

- **Be mindful of security and privacy concerns**. Proliferation of generative AI offers benefits but also raises security and privacy concerns. Vulnerabilities can lead to data breaches and loss of intellectual property. Adhering to AI security and privacy practices is vital to protecting UCR's intellectual property and individual user data.

- **Get familiar with generative AI**. Log into your UCR Google Bard account and experiment with different prompts (UCR has limited protections with Bard compared to ChatGPT). UCR has contractual guarantees with Google (GCP) and the AI tools they offer in Generative AI Studio but not with companies offering other AI tools (e.g., ChatGPT, Anthropic, etc). This allows more freedom to explore and utilize Google's GCP AI tools while minimizing security and privacy concerns. More information can be found in this ITS knowledge article or contact michael.kennedy@ucr.edu for further details on Generative AI Studio in GCP.

- **Consider how your course can benefit from generative AI.** Are there any course management tasks that generative AI can help you with? Some instructors are using it to help with things like writing or rewriting sections of a syllabus, lesson plan, or content summary. This may be worthwhile if it frees up time for other higher-value instructional tasks. Similarly, are there any tasks that generative AI can help your students with, freeing up time for them to focus on higher-value learning activities? XCITE has additional resources to help you think this through. Check here for the latest instructional guidance, or contact XCITE directly about workshops and consultations. Check back often for updates since this is a rapidly changing area.

- **Review and update your assessment methods.** Generative AI poses both challenges and opportunities for student assessment. Consider implementing authentic assessment methods in your course. This refers to assessment methods that are consistent with the practical application of knowledge and skills "in the real world" – including what is likely to be widespread use of generative AI. If you choose to keep more traditional assessment methods, think carefully about the implications of generative AI for how you structure and administer these assessments. You may need to change the outcomes you are assessing and/or the conditions under which the assessment takes place.

- **Learn from your colleagues.** Professional practices for using generative AI are developing and undoubtedly will vary by academic discipline. Consider using any available standards in your discipline to guide development of your course standards. Also consider how you can achieve some degree of alignment of your course standards with those of your immediate colleagues, as students stand to benefit from some degree of consistency at the department-level.

- **Talk about generative AI with your students**. Establish clear expectations in your syllabus, including how students should cite and document their use of generative AI. XCITE has developed some suggested syllabus language which you can modify to suit your needs. For additional examples, consult this curated open-source document. Also establish clear expectations for each assessment to help avoid potential academic integrity issues. If you suspect academic misconduct, follow the standard campus procedures and keep in mind that automated AI detection tools can be inaccurate and prone to bias. Share your own ideas about generative AI with your students including how you are using it in your research and teaching. Remind students that over-reliance on generative AI can undermine their education, opportunities for intellectual growth, and likelihood of success on in-class assessments and in job interviews. If you would like resources for students on ethical and responsible AI use in their academic, research, and professional work, please contact the library at libteaching@ucr.edu.