Policy on the Use of Generative AI in Teaching and Learning

Policy # AI Usage V1.1

SHIV NADAR UNIVERSITY

Release Control

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SHIV NADAR UNIVERSITY

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Policy Details

1. OBJECTIVE

1.1. The policy may be referred to as the "Policy on the Use of Generative AI in Teaching and Learning" at the Shiv Nadar Institution of Eminence (hereinafter referred to as the "University").

1.2. The policy focuses on the usage of Generative Artificial Intelligence (Gen AI) tools for teaching and learning, and sets expectations and responsibilities for the usage of AI tools at the University.

2. SCOPE

2.1. This policy supersedes all the existing policy guidelines on the usage of AI at the University.

2.2. Unless the context specifies otherwise, "user/s" refers to students, faculty members, staff and research scholars at the University.

2.3. This policy refers to all users at the University.

2.4. This policy complements the existing Policy on Academic Integrity at the University.

2.5. It shall come into force with effect from the date of its notification on the University's portal.

3. DEFINITION

3.1. Generative Artificial Intelligence (Gen AI) is a subset of AI that utilises machine learning models to create content such as images, text, programming codes, music, and others based on patterns and structures learned from existing data.

3.2. For text generation, Gen AI will be understood to include any model that generates text, such as ChatGPT, GPT, DALL-E, Stable Diffusion, Midjourney, GitHub, Copilot, and anything thereafter. Likewise, for other forms of content, all applicable models are considered within the domain of Gen AI and this policy.

4. GENERAL GUIDELINES

4.1. Gen AI operates using Large Language Models (LLM), which employ large corpora to generate human-like text through a series of steps involving language pattern recognition and predictive algorithms. The output, therefore, is not completely original content and does not demonstrate true understanding.

The University recognises that Gen AI is a powerful pedagogical tool but cautions that it must be used responsibly. It also acknowledges that learning how to use Gen AI appropriately is a skill users at the University need to develop to leverage its immense potential.

4.2. Different disciplines and courses have different learning outcomes, which are reflected in their assessments. This Gen AI usage policy aims to curb unethical usage while providing faculty members with the flexibility to integrate it appropriately into their courses in a way that preserves learning outcomes. Gen AI usage, therefore, must be determined individually for each course.

4.3. GENERAL GUIDELINES FOR FACULTY MEMBERS

4.3.1. Rethink learning outcomes and pedagogy: Faculty members are encouraged to integrate Gen AI into their courses and assess pedagogy, learning outcomes, and assessments. Evaluation should be based on skills related to higher-level critical thinking and building specific skills in consonance with the program outcomes.

4.3.2. Discuss ethical issues around Gen AI, such as attribution, authorship, responsibility and equitable access with students: At the beginning of /during each semester, faculty members must discuss the ethical issues around Gen AI as appropriate for their specific courses as an introduction to the rationale of Gen AI and its usage allowed in their course.

4.3.3. Design course based on permitted Gen AI usage: Since every course has a different learning outcome, faculty members are responsible for designing their course considering specific Gen AI usage in mind.

4.4.3.1 The table below provides a five-level Gen AI Assessment Scale (AIAS)[1] and its descriptors on permitted usage of Gen AI at the University.

Level	Scale	Level Descriptor
1	*Prohibited: No Gen AI allowed*	*No Gen AI usage is permitted at any point during the task.* *Students rely completely on their own knowledge, understanding, and skills.* *Using Gen AI at any stage is considered to be academic misconduct.*

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[1] Perkins, M., Furze, L., Roe, J., MacVaugh, J. (2024). The Artificial Intelligence Assessment Scale (AIAS): A Framework for Ethical Integration of Generative AI in Educational Assessment. *Journal of University Teaching and Learning Practice, 21*(6), pp.. https://doi.org/10.53761/q3azde36

		Instructors are encouraged to design assessments and evaluations such that Gen AI cannot be used, e.g., pen-and-paper assessments in class.
2	*Restricted: Limited access allowed for Gen AI-assisted idea generation & structuring*	***No Gen AI content is allowed in the final submission.*** *Gen AI can be used at the initial level of the assignment to brainstorm, generate ideas and organise. However, students build upon this basic structure by integrating it with their own knowledge, understanding, and skills. The responsibility of verifying misinformation, unethical content, etc. rests with the student.* *Using Gen AI at any stage beyond brainstorming, idea-generation or organising is considered to be academic misconduct.* *Students must submit the prompts and the generated outputs as part of the submission in an Appendix.* *Gen AI usage is to be cited appropriately.*
3	*Conditional: Access allowed only for Gen AI-assisted editing*	***Gen AI can be used for improving language and expression but not for content.*** *Gen AI can be used as an editing software to improve clarity of writing, but the content is solely the students.* *Using Gen AI for content generation is considered to be academic malpractice.* *The student's original work before running it through Gen AI with the prompts and generated outputs used to improve the writing must be submitted as part of the submission in the Appendix.* *Gen AI usage is to be cited appropriately.*
4	*Permitted: access allowed for Gen AI task completion, human evaluation*	***Gen AI can only be used for tasks specified by the instructor and must be cited.*** *Students are required to critically engage with Gen AI-generated output to analyse, evaluate or create.* *Failing to cite Gen AI-generated content is considered to be academic malpractice.* *Students must submit the prompts and the generated outputs as part of the submission in an Appendix.* *Gen AI usage is to be cited appropriately.*
5	*Responsible Autonomy: Full Gen AI access allowed*	***Gen AI can be used responsibly throughout the assignment to improve its quality.*** *Students can use Gen AI as a 'collaborator' to complete the assigned task without specifying which parts are Gen AI-*

		enhanced. However, the responsibility of verifying misinformation, unethical content, etc. rests with the student.
		Students must submit the prompts and the generated output as part of the submission in an Appendix.
		Gen AI usage is to be cited appropriately.

4.4.3.2 Please refer to Annexures 1,2, and 3 for a few examples of how generative AI might be used in assessments.

4.4.3.3 Users are responsible for fact-checking AI-generated information, ensuring it is free from biases and misinformation, and abiding by the legal guidelines of Intellectual Property Rights.

4.3.4. Violation of permitted Gen AI usage:

a. When a faculty member identifies possible Gen AI usage beyond what is permitted for a course, it will be considered a violation of the Academic Integrity requirements at the University. As detection of Gen AI usage is unreliable through plagiarism-detecting tools, if a course instructor suspects a student's submission has been Gen AI generated for work in which Gen AI was prohibited, the case will be adjudicated on the balance of probabilities as follows:

b. Any written work submitted by the student for credit at the University is required to be completed in accordance with the policies laid out in the specific course outline document.

c. If the course instructor suspects Gen AI usage beyond permitted levels, they will convene a meeting with the student to discuss the submission.

d. Based on the outcome of this meeting, the course instructor may ask the student to resubmit their work with a25% reduction in marks.

e. If the student resubmits the work in accordance with the Gen AI policy of the course, no further action is required besides the reduction of 25% marks for resubmission.

f. If the course instructor suspects the use of Gen AI in the resubmission made by the student, such an instance may be referred to the Academic Integrity Board within five days of such resubmission.

g. A student aggrieved with the decision of the course instructor may appeal against it with the Academic Integrity Board at the University within two days of such a decision from the course instructor.

h. The Academic Integrity Board shall evaluate the appeal of the aggrieved student. Both the parties, the student and the course instructor, shall have an opportunity to present their cases during the hearing and to examine the evidence.

i. The decision of the Academic Integrity Board shall be announced within ten days of the hearing, as mentioned in 4.4.4 (h) above. The decision of the Academic Integrity Board will be final and binding. A notice of the decision shall be sent to the student and the course instructor.

5. RESPONSIBILITIES OF FACULTY MEMBERS

5.1. As policy on Gen AI varies by discipline, each faculty member at the University is expected to determine whether and how Gen AI will be incorporated into their course design, activities, and assessments to enhance students' learning

5.2. Each faculty member must communicate the expectations of Gen AI usage from students in their course via the course outline document and reiterate the guidelines in class.

5.3. In case a student is found using Gen AI beyond granted permission, the faculty member will initiate disciplinary action as mentioned in 4.3.4 above.

6. RESPONSIBILITIES OF STUDENTS/RESEARCHERS

6.1. Students/Researchers must familiarise themselves with this policy and reach out to the faculty member for clarity on the usage of AI for the course/specific submissions.

6.2. Students/Researchers must certify the extent of Gen AI usage for all the submissions at the University. Please refer to the template in Annexure 4.

6.3. Students/Researchers are responsible for adhering to the respective Gen AI Usage Guidelines of the Journals/Book Publishers.

7. RESPONSIBILITIES OF THE OFFICE OF THE DEAN OF ACADEMICS

7.1. Organize learning and development for students/researchers/faculty members and staff at the University to become Gen AI literate

7.2. Assist faculty members in redesigning Gen AI-inclusive courses.

7.3. Regularly review and update the existing policy on the usage of Gen AI in teaching and learning at the University.

8. For any assistance or clarification on this policy document, please reach out to dean.academics@snu.edu.in or office.deanacademics@snu.edu.in

Annexure[2]

1. The AI Assessment Scale is used to clearly articulate when and how generative AI might be used in a given assessment. The AI Assessment Scale is intended to be used before the assessment to provide clarity for students on the expectations for Generative AI use. It may also be used after assessment as a reference for students' commentaries, annotations, and acknowledgements of how Gen AI has been used. The following are examples of different levels for essay-based tasks in a Language or Humanities subject:

Task: Essay response	Level
NO AI: You must not use any Generative AI tools in the creation of your work. Initial brainstorming and idea generation must be completed by hand during tutorial group discussions.	1
AI ASSISTED IDEA GENERATION AND STRUCTURING: Generative AI may be used for the refinement and development of ideas or to suggest additional ideas for inclusion in your work.	2
AI-ASSISTED EDITING: Generative AI may be used to review completed drafts for spelling, punctuation, grammar, and syntax.	3
AI TASK COMPLETION, HUMAN EVALUATION: Using the Generative AI tool of your choice, develop the most appropriate answer to each of the tasks below, and then critically evaluate the response provided by the AI tool.	4
RESPONSIBLE AUTONOMY: You are invited to use Generative AI tools to support you in the production of this piece of work and will be marked on the assumption that these tools are available for your use. There are no restrictions on the tools you can choose.	5

2. In other modes, including image, audio and video, an assessment may be articulated as follows:

Task: Multimodal assessment	Level
NO AI: This assessment must be completed by hand under supervised conditions	1
AI-ASSISTED IDEA GENERATION AND STRUCTURING: Generative AI may be used to create a folio for inspiration, "mood boards", color palettes, etc. None of this material is acceptable for your final submission.	2

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[2] Perkins, M., Furze, L., Roe, J., & MacVaugh, J. (2024). The Artificial Intelligence Assessment Scale (AIAS): a framework for ethical integration of generative AI in educational assessment. *Journal of University Teaching and Learning Practice*, *21*(06). https://doi.org/10.53761/q3azde36

AI-ASSISTED EDITING: Creation of initial images should be completed by hand without the use of technology. These original drafts may then be realised using the Generative AI tools of your choice	3
AI TASK COMPLETION, HUMAN EVALUATION: Following the development of your original work, develop iterations of your main design using Generative AI tools and provide a written comparison between the pieces.	4
RESPONSIBLE AUTONOMY: You may use Generative AI tools to support any parts of your multimodal work. For example, you may wish to use Gen AI to create audio tracks or animations to support your ideas.	5

3. Examples of tasks in various disciplines

The following examples demonstrate how tasks might be conceptualised at each level of the AI Assessment Scale in a variety of disciplines.

a. Examples of "Level 1" assessment tasks in various disciplines

   i. Mathematics: solving equations and problems without the aid of any Gen AI tools which might support calculators or access to other devices

   ii. Literature: the completion of draft writing by hand under supervised conditions

   iii. Computer science: the demonstration of theoretical knowledge through discussion

b. Examples of "Level 2" assessment tasks in various disciplines:

   i. History: Students could use Gen AI to brainstorm potential topics for a research paper, then select one and complete the research without further AI assistance.

   ii. Arts and Design: Students might employ Gen AI, including image generation, to suggest themes or concepts for a project, but the actual design and execution must be done by the student.

   iii. Business Studies: Students may use Gen AI to generate business ideas or strategies, but the business plan and presentation must be developed without AI input.

c. Examples of "Level 3" assessment tasks in various disciplines:

   i. Social Sciences: After drafting an essay on societal norms, students may use Gen AI to refine the language and presentation, ensuring clarity.

   ii. Creative Writing: After crafting a story or poem, students may use Gen AI to polish the language, ensuring aspects such as flow and rhythm are consistent.

   iii. Graphic Design: Students may use generative fill and expand tools to edit an original graphic or might use tools such as Gen AI assisted remove/colorise/color swap.

d. Examples of "Level 4" assessment tasks in various disciplines:

   i. Art and Design: Students use Gen AI to generate artwork or design concepts, followed by a comprehensive critique of the generated piece, assessing its aesthetic, cultural, and technical aspects.

   ii. Data Science: Students may use Gen AI to generate data sets or simulate

                    scenarios. They would need to evaluate the reliability, relevance, and potential biases in the AI-generated data.

      iii. Literature: After using Gen AI to generate a story or narrative, students provide an in-depth analysis of the plot structure, character development, and thematic elements, weighing them against traditional literary standards and cultural conventions.

      iv. Philosophy: Gen AI could be used to generate arguments or perspectives on a philosophical topic, with students critically dissecting the logic, coherence, and ethical implications of the AI model's position.

    e. Examples of "Level 5" assessment tasks in various disciplines:

      i. Music Composition: Students collaborate with Gen AI to compose pieces, with tools suggesting melodies or instrumentations through audio generation applications and students refining them to align with their final vision.

      ii. Architectural Design: Students might set design parameters or themes and then iterate on Gen AI developed architectural concepts using image generation.

4. Academic Honour Code Affirmation

I, [Full Name], hereby affirm that I have adhered to the University's policy on Academic Integrity in completing this work. I certify that:

1. I have read and understood the University's Policy on Academic Integrity and Policy on the Use of Generative AI.
2. The work submitted is my own, and I am the sole recipient of the academic credit for it.
3. Any use of Generative Artificial Intelligence (Gen AI) tools has been in accordance with the guidelines specified for this course.
4. I have appropriately acknowledged any external resources or assistance, as required by the University's academic policies, including attributing paraphrased content.
5. I understand that any violation of the Academic Integrity policies will result in consequences as outlined by the University's Policies, and I accept responsibility for such actions.

By signing this affirmation, I accept full responsibility for maintaining the highest standards of academic honesty and integrity.

Signature: _____
Date: _____

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