Academic Integrity & Artificial Intelligence

Use the six fundamental values of academic integrity, introduced by the International Center for Academic Integrity, as a framework for ethical use of generative artificial intelligence (GenAI):

Honesty

To maintain academic integrity, it is critical that individuals are honest about what is their own work and what is not. This means that use of GenAI should be acknowledged and made **transparent.**

Trust

GenAI is known to "hallucinate" and is not credible as a source. While it can produce accurate outputs that are useful in a variety of ways, we cannot automatically trust that the content it provides us is reliable. This means that we need to **critically analyse** outputs from GenAI before using them.

Fairness

To ensure fairness (at the classroom, programme, discipline, and/or institutional level), **clear guidelines** (for all members of the academic community) on how and when AI technology can and cannot be used should be available and applied consistently.

Respect

Respect for the learning process means that GenAI tools are not used to bypasses intended learning, but to enhance it. We respect our own potential by placing value in developing new knowledge and skills and recognising and taking pride in our own contributions. We respect others by being honest and transparent about our use of GenAI.

Responsibility

Individuals are responsible for the work they produce. This includes analysing any AI-generated content used to ensure that it is accurate and unbiased. This is one of several ways AI and human-generated content differ; AI cannot take responsibility for what it produces. **Critically engaging** with AI tools encourages learning and maintains the credibility of the individual producing the work.

Courage

It takes courage to learn how to use new and unfamiliar technologies, and to persevere in the ethical use of GenAI tools, staying true to the values of academic integrity, rather than taking shortcuts that may be easier but that bypass vital learning.

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