Model Principles and Guidelines for the Use of Artificial Intelligence:

An Informational Resource for the B.C. Post-Secondary System

Draft Version 1

AI POLICY WORKING GROUP

DIGITAL LEARNING STRATEGY

BRITISH COLUMBIA | Ministry of Post-Secondary Education and Future Skills

Please refer to the Digital Learning Strategy - Province of British Columbia website for the latest version of this resource. (URL: https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/digital-learning-strategy)

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Table of Contents

1 Introduction

1.1 Background and Purpose

The B.C. Post-Secondary Digital Learning Strategy (DLS) is a multi-year initiative designed to strengthen the post-secondary system's ability to navigate the evolving digital landscape of post-secondary education in B.C. As part of the DLS, the Ministry of Post-Secondary Education and Future Skills established the B.C. Post-Secondary Artificial Intelligence (AI) Policy Working Group (the 'AI Policy Working Group'), bringing together subject matter experts from across the sector to collaboratively develop model guidance on the responsible and appropriate use of AI in post-secondary education, and to explore opportunities for sector-wide collaboration related to AI.

While AI technologies have existed and been used in various ways for some time, including in post-secondary education, the rapid emergence and widespread use of Generative AI technologies (GenAI) prompted consideration to its implications for teaching, learning, research, and administration.

The AI Policy Working Group established a workstream to develop an informational resource with model principles and guidelines that can inform B.C. post-secondary institutions' own AI guidance and policy development processes in order to reduce duplication of efforts across the system. The resource offers model principles and guidelines related to AI use, based on existing resources in the post-secondary context, on a range of topics. The information in this document is for voluntary reference to assist B.C. post-secondary institutions in developing or updating their own AI-related principles, policy, or guidelines.

This informational resource includes considerations for general use of AI technologies, as well as those specific to the subset of GenAI. Where this distinction is relevant it is noted in the document. Where the terms "AI" or "AI tools" are used, this refers to the broad array of AI technologies, including GenAI.

This work also takes place in the context of other resources related to AI use in post-secondary education. These resources include the Campus AI Exchange's *AI in Academia: Policies, Guidelines, and Governance map*, the Commonwealth of Learning's guide on Developing Policy Guidelines for Artificial Intelligence in Post-secondary Institutions, and the Higher Education Strategy Associates' (HESA) AI Observatory. *Model Principles and Guidelines for the Use of Artificial Intelligence: An Informational Resource for the B.C. Post-Secondary System* aims to help post-secondary institutions in adapting relevant guidance to meet their needs in the specific context of the B.C. post-secondary sector.

1.2 Audience

The intended audience includes educators, administrators, and other employees at post-secondary institutions in B.C. Learners also may interact with this resource based on its use by post-secondary institutions.

1.3 Outline

The *Introduction* articulates the background, purpose, and target audience for this document. It outlines methodology, guidance on how to use the resource, alignment with the DLS, and key definitions.

The *Principles* section presents foundational principles for the responsible use of AI in post-secondary education. These principles are intended to broadly articulate a vision to support responsive and appropriate engagement with AI technologies. The *Guidelines* section includes topic-specific examples of

guidelines for the use of AI in post-secondary education. The examples have been synthesized from existing content developed by post-secondary institutions and organizations.

The *Bibliography* and *Additional Resources* sections provide a list of references and supplementary materials to support further exploration.

Appendix A is a collection of principles, guidelines, and policy statements from post-secondary institutions and related sources, organized by topic for easy reference. The Principles and Guidelines sections were developed using source quotes in *Appendix A*. *Appendix B* details how to share feedback to help ensure the document remains relevant and responsive to sector needs. This resource also includes an *Acknowledgements* section, followed by a *Contributors* page that recognizes those involved in its development.

1.4 Methodology

This informational resource was developed by conducting a scan of resources related to AI principles, guidelines, and policies, primarily from post-secondary institutions and organizations in Canada with some international sources. To support thematic analysis, excerpts and source quotes from the materials included in the scan were compiled and organized by topic in *Appendix A*. Quoted examples are primarily presented in their original, *verbatim* form, with minor edits for clarity. All modifications are clearly marked using brackets to show how the content was adapted. Hyperlinks included in the original quotations have generally been removed (please refer to the original resources cited for full details). In *Appendix A*, each excerpt is cited with a link to its original source, allowing users to explore the material in context.

Synthesizing and building on the collected source quotes, sample principles and guidelines have been developed, intended as examples for voluntary adoption, adaptation, or reference by B.C. post-secondary institutions.

Microsoft Copilot was used to assist with organizing and categorizing source quotes, and with drafting summarized principles and guidelines based on the content included in the scan. The AI-generated material was subsequently reviewed, refined, and validated and in consultation with members of the AI Policy Working Group. Its use is cited in the document.

This document is a work in progress. Future iterations may reflect revisions and additional topics.

1.5 How to Use this Document

The model principles and guidelines in this document can be used and adapted, on a voluntary basis, to reflect institutional contexts and priorities, and appropriate levels of governance, with the intention to support flexible, context-sensitive implementation.

All quoted materials are illustrative examples and may reflect the specific circumstances, frameworks, and institutional settings of the original sources. Readers are encouraged to interpret them with this in mind and consult the original documents for the most accurate and up-to-date information.

The inclusion of statements, excerpts, and references does not imply endorsement by the AI Policy Working Group or the Ministry of Post-Secondary Education and Future Skills. Users are encouraged to apply their own judgment and discretion when interpreting, using, and adapting the content provided. This document should not be considered as legal advice.

1.6 Digital Learning Strategy Alignment

The work of the AI Policy Working Group takes place in the context of the B.C. Post-Secondary Digital Learning Strategy and related implementation initiatives. The following DLS initiatives relate to and enhance this work: the Digital Literacy Hub, Guidelines for Technology-Enhanced Learning, BCNET Software Repository, B.C. Post-Secondary Ethical Educational Technology Toolkit, and the DLS AI Assistant Prototype. This document outlines AI-specific principles and guidelines that can enhance ongoing efforts in post-secondary institutions and the DLS more broadly.

1.7 Key Definitions

The definitions in this section are intended to clarify how specific terms are used within the context of the AI Policy Working Group's work. They may differ from terminology used by individual post-secondary institutions and should be adapted as needed for local relevance. For example, what is included as a "principle" in this work may align more closely with a "guideline" within a particular post-secondary institution. Users are encouraged to tailor these definitions as needed for institutional relevance.

1.7.1 Artificial Intelligence

Artificial intelligence (AI) refers to a broad field of computer science focused on developing systems capable of performing tasks that typically require human intelligence, such as reasoning or learning (Innovation, Science and Economic Development Canada, 2022). In post-secondary education, AI may be used in various forms, including adaptive learning systems, chatbots, predictive analytics tools, AI-powered research tools, accessibility tools, and immersive technologies like augmented reality (AR) and virtual reality (VR). Subsets of AI include GenAI, which are AI tools that create new content, such as texts, images, music, and more, and Large Language Models (LLMs), which are AI systems designed to process and generate human language at scale (B.C. Post-Secondary Ethical Educational Technology Toolkit, 2025).

1.7.2 Principles

Principles refer to foundational statements that express strategic direction within a governing policy framework. They reflect core values and priorities and represent a clear stance on specific topics, guiding how AI-related work will be approached and implemented. Principles are not prescriptive but provide a consistent lens for decision-making as technologies evolve.

1.7.3 Guidelines

Guidelines provide clear, practical advice tailored to specific contexts. They serve as "how-to" instructions that help individuals understand the who, what, where, why, and how of particular roles, responsibilities, or processes. Unlike formal policies, guidelines are not mandatory but are intended to support effective and informed decision-making.

1.7.4 Policy

Policy is typically defined as a formal set of directives that govern decision-making and actions within an institution. Policies are usually developed through a formal process, which often include approval by the institution's Senate or governing body, and define the rules and frameworks within which staff, educators, and learners operate. These are directives that can clarify accountability.

2 Principles

The principles in this section were drafted and summarized with support from Microsoft Copilot, based on source quotes listed in *Appendix A* (Microsoft Copilot [1], 2025).[1] For details on the methodology used to develop these principles, please refer to the *Methodology section*. While the original materials were not always articulated as formal principles, their content has been summarized in this section as principle statements.

These principles are intended for voluntary reference by B.C. post-secondary institutions. They are presented in alphabetical order, with no implied hierarchy or prioritization. Together, they are intended to support approaching the use of AI in post-secondary education in B.C. responsibly and appropriately.

2.1 Advancing Equity, Diversity, and Inclusion

- Advance equity, diversity, and inclusion in the use of AI by identifying and addressing bias, fostering fair access to tools, and respecting cultural contexts. When designing and applying AI tools, this includes doing so in ways that reflect diverse perspectives, support inclusive learning and working environments, and do not perpetuate harm.

2.2 Aligning with Regulatory and Strategic Frameworks

- Support responsible implementation by aligning AI use to regulatory requirements on privacy, intellectual property, and copyright, and institutional policy and strategic frameworks.

2.3 Considering Environmental Sustainability

- Seek to understand the environmental impacts of AI tools and make informed, sustainable choices for their use.
- Recognize the energy and resource demands associated with developing and deploying AI tools and prioritize energy-efficient and purposeful applications that align with sustainable practices in teaching, learning, administration, and research when using AI tools.

2.4 Enhancing Accessibility

- Enhance accessibility in the use of AI and support inclusive participation for all learners, educators, and staff.
- Seek to address barriers such as cost, infrastructure, and usability when using AI tools to support equitable access to these tools in teaching, learning, research, and administration.
- Consider ways in which AI tools may be used to enhance accessibility in post-secondary education.

2.5 Fostering Responsive and Responsible Innovation

- When using AI tools in post-secondary education, engage in thoughtful and responsible experimentation, guided by curiosity, integrity, and a commitment to continuous learning.
- Remain agile and responsive to change while upholding academic integrity, human-centred approaches, institutional guidelines, and regulatory requirements when using AI tools.

[1] Microsoft. (2025). Copilot (GPT-4) [Large language model]. Prompt: "In the context of appropriate and responsible use of AI in post-secondary education in BC, and based on the quotes below, please draft a one- or two-sentence principle for [insert principle heading]." https://copilot.microsoft.com/. In-text citation: (Microsoft Copilot [1], 2025)

2.6 Fostering Transparent and Accountable Use

- Promote transparency and accountability in the use of AI in post-secondary education by clearly communicating when, how, and why AI tools are used.
- When using AI tools, take responsibility for the outcomes of AI-assisted actions, uses, or decisions. This includes reviewing outputs for accuracy, bias, and appropriateness.

2.7 Respecting Indigenous Data Governance and Advancing Reconciliation

Indigenous data sovereignty, affirmed in the United Nations Declaration on the Rights of Indigenous Peoples (especially Articles 18, 19, 23, and 31), recognizes the inherent rights of Indigenous Peoples to govern the collection, use, sharing, storage, and protection of their data, knowledges, and cultural information. OCAP® principles (Ownership, Control, Access and Possession) articulate First Nations data sovereignty concepts. This can be supported by:

- Acknowledging and respecting Indigenous data sovereignty in the use of AI in post-secondary education by following community protocols for the use, sharing, and protection of Indigenous knowledges, intellectual property, and data.
- Fostering authentic collaboration and partnerships with local First Nations and Indigenous organizations by engaging with them to understand their priorities in relation to the use of AI and support advancing meaningful reconciliation through respectful, responsive, and contextualized AI practices.

2.8 Safeguarding Information

- Protect personal and other data by upholding privacy, confidentiality, and security when using AI.
- Comply with legal obligations and follow ethical approaches to safeguard information, including respecting Indigenous data sovereignty in the use of AI.

2.9 Supporting Digital Literacy

- Empower learners, educators, and staff to develop digital literacy and critical thinking skills related to AI by fostering understanding of AI tools, their capabilities, limitations, and ethical implications.
- Support informed, reflective, and context-aware use of AI tools through ongoing education, dialogue, and skill-building.

2.10 Taking a Human-Centred Approach

- Foster environments where people remain at the heart of teaching, learning, and decision-making when using, developing, and implementing AI tools.
- Prioritize human well-being, equity, and ethical approaches in the use of AI in post-secondary education.

2.11 Taking a Pedagogy-Centred Approach

- When AI tools are used for teaching and learning purposes, intentionally align their use with course and program learning outcomes.
- When using AI tools, support pedagogical goals and prepare learners for academic and professional success through responsible and reflective engagement with AI tools.

2.12 Upholding Appropriate Use and Academic Integrity

- When using AI tools, their use should be transparent, responsible, and aligned with institutional values and guidelines, considering how their use supports learning, creativity, and the authenticity of scholarly work, while upholding academic integrity and ethical practices.

3 Guidelines

This section provides sample guidelines for voluntary reference by B.C. post-secondary institutions. The intent is to provide AI-related guidelines that post-secondary institutions can use to localize to fit their own policy and governance frameworks. This may include adjusting the guidelines to reflect local context, intended audiences, and appropriate level of direction or authority.

The guidelines below were drafted and summarized with support from Microsoft Copilot, based on source quotes listed in *Appendix A* (Microsoft Copilot [3], 2025).[2] An exception is the "Indigenous Data Governance and Reconciliation" section, which was developed based on source quotes without Microsoft Copilot assistance. For more details, please refer to the *Methodology section*.

For transparency and ease of access, each guideline section links directly to the relevant source quotes in *Appendix A*.

3.1 Transparency

The use of AI tools in teaching, learning, research, and administrative processes should be disclosed by those employing these tools to help foster transparency. This may include:

- Explaining the purpose, context, and rationale, for when AI tools are used.
- Making information about algorithms, data sources, and design choices as available as possible, where feasible.

Source quotes for this section can be found in *Appendix A: Transparency*.

3.2 Human Accountability

Human accountability contributes to the responsible use of AI tools. This may include:

- Thinking critically about how the use of AI tools aligns with institutional values, ethical practices, and applicable policies, and
- Reviewing outputs for accuracy, relevance, appropriateness, and potential bias before using or sharing.

Source quotes for this section can be found in *Appendix A: Human Accountability*.

[2] Microsoft. (2025). Copilot (GPT-4) [Large language model]. Prompt: "Based on the following definition of guidelines — 'Guidelines provide clear, practical advice tailored to specific contexts. They serve as "how-to" instructions that help individuals understand the who, what, where, why, and how of particular roles, responsibilities, or processes. Unlike formal policies, guidelines are not mandatory but are intended to support effective and informed decision-making.' — please draft one to three bullet points with guidelines based on the quotes below." https://copilot.microsoft.com/. In-text citation: (Microsoft Copilot [#3], 2025)

3.3 Academic Integrity

3.3.1 AI and Academic Integrity

The use of AI in post-secondary education should abide by approaches to academic integrity established by each institution. This may include:

- Encouraging learners and educators to communicate when and how AI tools are used in teaching, learning, and academic work.
- Educators are also encouraged to provide clear guidance on the acceptable and unacceptable use of AI and GenAI tools in their courses.

Source quotes for this section can be found in *Appendix A: AI and Academic Integrity*

3.3.2 Attribution

The use of AI tools should clearly be disclosed and appropriately attributed, especially when they are used to generate content, such as text, images, or videos, that are shared in teaching, learning, administrative, or research contexts. To adopt proper attribution practices, the following approaches may be considered:

- Following citation practices similar to those used for external sources.
- Providing clear guidance to users of AI on how to cite the use and outputs of AI tools.

Source quotes for this section can be found in *Appendix A: Attribution*.

3.3.3 AI Detection Tools

The use of AI detection software or tools should be approached with caution, since these technologies may not be reliable and may produce inaccurate results. Their use can also raise privacy, intellectual property, and data security concerns. When considering the use of AI detection software or tools:

- Use should be guided by thoughtful and informed consideration, including whether it is appropriate for results to be considered to provide definitive evidence of academic misconduct.

Source quotes for this section can be found in *Appendix A: AI Detection Tools*.

3.4 Teaching and Learning

3.4.1 Pedagogy-Centred AI Use

When used, AI tools should be integrated in ways that directly support course and program learning outcomes, are relevant to course tasks, and enhance skill development, creativity, critical thinking, and deeper understanding, without replacing meaningful engagement. To foster pedagogy-centred AI use:

- Educators are encouraged to model appropriate use of AI tools and to consider how these tools may influence the design and evaluation of assessments.
- Consideration should be given to whether and how AI tools can support learning, with attention to supporting educational outcomes and preparing students for skills they will need in their future career pathways.

Source quotes for this section can be found in *Appendix A: Pedagogy-Centered AI Use*.

3.4.2 Responsible Use of AI in Teaching

Educators are encouraged to:

- Clearly communicate if, when, and how AI and GenAI tools may be used in courses and assessments. This guidance could be included in syllabi and assignment instructions, with periodic reminders throughout the term.
    - *See Additional Resources for references to syllabi statements from post-secondary institutions.*
- Disclose when AI tools are used for instructional purposes, such as providing feedback or assisting with grading.
- Offer clear guidance on whether and how AI tools may be used in teaching assistant duties. If use is required, appropriate training should be provided, and any planned use should be communicated to learners.
- Ensure use of AI tools meets institutional accessibility, privacy or other requirements.

Source quotes for this section can be found in *Appendix A: Responsible Use of AI in Teaching*.

3.4.3 Responsible Use of AI in Learning

Learners are encouraged to:

- Use AI tools responsibly by verifying the accuracy of outputs, citing and attributing AI use appropriately, and ensuring that their work reflects their own learning, understanding, and critical thinking.
- If unsure, check with the appropriate educator or institution to confirm whether the use of AI tools is permitted, and if so, how they may be used for a specific course, program, or assignment.

Source quotes for this section can be found in *Appendix A: Responsible Use of AI in Learning*.

3.5 Digital Literacy

Users of AI are encouraged to develop foundational and critical understanding of AI technologies that support responsible and informed engagement with these tools. This may include:

- Developing awareness of AI capabilities, limitations, and ethical implications.
- Understanding potential impacts related to privacy and data protection, equity and inclusion, academic integrity, Indigenous data sovereignty, among others.
- Developing an understanding of the current and potential role and impact of AI in their professional and learning environments.
- Developing AI competencies and skills by engaging with:
    - Training and resources that help develop the skills needed to engage with AI responsibly and effectively.
    - Digital literacy initiatives and programs that promote critical thinking and share best practices.

Source quotes for this section can be found in *Appendix A: AI Digital Literacy.*

3.6 Equity, Diversity, and Inclusion

3.6.1 Embedding Equity, Diversity, and Inclusion Concepts in AI Practices

Equity, diversity, and inclusion approaches should be incorporated into the use and governance of AI tools. This may include:

- Recognizing and seeking to address factors that impact equitable access to AI tools, where feasible, including cost, internet connectivity, language, and accessibility needs.
- Engaging diverse perspectives in decision-making processes related to AI to identify, understand, and mitigate potential unequal impacts of AI tools.

Source quotes for this section can be found in *Appendix A: Embedding Equity, Diversity, and Inclusion Concepts in AI Practices*.

3.6.2 Understanding and Addressing Bias

AI tools have the potential to reinforce harmful biases and stereotypes. To help reduce these risks, consider:

- Critically reviewing AI-generated content for potential bias, inaccuracies, or discriminatory language, and revising or discarding outputs that reinforce harmful stereotypes or systemic inequities.
- Considering the influence of training data and algorithms when assessing fairness and reliability of AI outputs.
- Engaging in ongoing learning about bias in AI tools and approaches to bias mitigation.

Source quotes for this section can be found in *Appendix A: Understanding and Addressing Bias*.

3.7 Accessibility

When using AI in teaching, learning, or administrative processes, consideration should be given to supporting all users in accessing and benefiting from these tools, where feasible. This may include:

- Considering accessibility when selecting tools and platforms.
- Considering how AI tools can be used to enhance accessibility, such as for transcription and translation. (University of British Columbia (#5), n.d.)

Source quotes for this section can be found in *Appendix A: Accessibility*.

3.8 Information Governance and Regulatory Alignment

3.8.1 Indigenous Data Governance and Reconciliation

First Nations and Indigenous organizations may have different protocols in relation to the use, sharing, storage, and reproduction of Indigenous data, knowledges, and cultural information in AI tools. Developers and users of AI tools should consider:

- Consulting with the appropriate First Nations and Indigenous organizations before using, sharing, storing, or reproducing Indigenous data or knowledge to obtain permission and guidance.
- Adhering to the protocols of the appropriate First Nations and Indigenous organizations regarding using, sharing, storing, and reproducing Indigenous knowledges, information and data, recognizing that failure to do so may violate Indigenous data sovereignty.

For further reference, the *B.C. Post-Secondary Ethical Educational Technology Toolkit* includes considerations on "Indigenous Intellectual Property, Information Governance, and Data Sovereignty" related to the use and adoption of educational technologies and may also be applicable to the use and adoption of AI tools in the B.C. post-secondary context.

Source quotes for this section can be found in *Appendix A: Indigenous Data Governance and Reconciliation*.

3.8.2 Privacy, Security and Data Protection

AI tools should only be used in compliance with relevant institutional policy and applicable legislation and regulations. To support privacy, security, and data protection in the use of AI tools in post-secondary education, users should:

- Before inputting personal, sensitive, or confidential information into AI tools, consider whether it is appropriate to do so. If you proceed, first ensure the appropriate protections and due diligence are in place.
- Review the AI tool's privacy policy and data handling practices prior to using it to support informed and secure use.
- Consult with institutional privacy or security officers (or equivalent), including regarding relevant and applicable privacy and security impact assessments.

For further reference, the *B.C. Post-Secondary Ethical Educational Technology Toolkit* outlines considerations on "Navigating Data Privacy and Security" related to the use and adoption of educational technologies and may also be applicable to the use and adoption of AI tools in the B.C. post-secondary context.

Source quotes for this section can be found in *Appendix A: Privacy, Security and Data Protection*.

3.8.3 Copyright and Intellectual Property

The use of AI in post-secondary education should respect copyright and intellectual property rights. This may include, but is not limited to:

- Following evolving law and institutional intellectual property and copyright policies related to using AI-generated content or inputting copyrighted, confidential, or learner-created materials into AI tools. This may include ensuring proper authorization before uploading content into AI applications, taking into consideration how AI tools may retain or reuse submitted data for various purposes. When uncertain, consider consulting your legal office, library, research office, copyright office, or equivalent.
- Properly attributing sources when using AI-generated content and being transparent about its use.
- Reviewing AI tools' terms of service to understand implications regarding use of the service and its outputs.

Source quotes for this section can be found in *Appendix A: Copyright and Intellectual Property*.

3.9 Sustainability

Training and deploying AI tools can be associated with large consumption of water and energy and their use should be considered in relation to sustainability and climate impacts. Sustainability can be fostered through:

- Using AI tools thoughtfully and only when they offer meaningful educational or operational value, while recognizing their current and potential future cost and environmental impact.

Source quotes for this section can be found in *Appendix A: Sustainability*.

3.10 Governance and Operations

The use of AI tools should be assessed in relation to institutional goals and priorities, with attention to potential risks and benefits. This may include:

- Assessing how these technologies may impact educational outcomes and operational efficiency, while ensuring appropriate oversight and accountability.
- Defining staff roles in AI implementation, providing ongoing training, and establishing consistent expectations for responsible and appropriate use across teams.

Source quotes for this section can be found in *Appendix A: Governance and Operations*.

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5 Additional Resources

General

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Appendix A: Source Quotes

This section includes examples of guidelines and policy statements on different topics from post-secondary institutions and organizations. Reordering and categorization of *Appendix A* was assisted by Microsoft Copilot [2], 2025[3], as well as the generation of some subheadings. Some source quotes were included under a single topic but may be relevant to multiple topics. Hyperlinks have been removed from quoted materials and formatting has been edited for consistency in this appendix but can be accessed by referring to the original source materials. Where source material referenced AI or GenAI specifically, this is indicated before the quote or excerpt. This resource reflects information current as of Fall 2025. Please consult the original sources for the most up-to-date information.

3.1 Transparency

Guideline Examples

- **AI:** **"**We commit to transparently using AI by clearly communicating its application and purpose to stakeholders clarifying when and why AI is being used to foster trust and understanding." (George Brown College, 2025)
- **AI:** "You should demonstrate transparent use of AI by acknowledging its uses, where appropriate, and fostering a culture of openness where [staff/students] are encouraged to ask questions and discuss appropriateness of AI use in different scenarios [and disclose AI use]." (University of Saskatchewan, 2025)
- **AI:** "Course instructors should be transparent and inform students when using AI-generated content (University of Calgary)." (Commonwealth of Learning, 2024)
- **AI:** "The algorithms, data, and design decisions underlying AI systems, and the applications of AI systems, should be openly accessible to the extent possible." (Western University, 2025)
- **GenAI:** "We understand that we have a duty to act visibly, predictably and understandably to promote participation and accountability in relation to GenAI; We commit to transparent institutional and personal decision-making; We will seek transparency from developers, platforms and companies in our selection and procurement of GenAI; We will be transparent in whether and how GenAI may be used in by students and staff." (Scottish Artificial Intelligence in Tertiary Education Network, 2025)
- **GenAI:** **"**The TSB [Canadian Treasury Board Secretariat] strongly recommends disclosing any use of generative AI in your work. This includes identifying content that has been produced using generative AI." (McGill University, 2024)
- **GenAI:** "Ensuring clarity and openness in the decision-making processes involving GenAI applications, and holding entities accountable for the outcomes of these applications (note that academic integrity discussions can be embedded here)." (Concordia University, 2025)
- **GenAI:** "Promoting stakeholders' understanding of data-related concepts, transparency in data practices, and the development of algorithmic literacy to enable informed decision-making and critical engagement with GenAI technologies." (Concordia University, 2025)
- **AI:** "All AI users in the UFV community need to remain informed and knowledgeable, exercise transparency, acknowledge bias, and act responsibly to ensure balanced use. " (University of the Fraser Valley, 2024)

Return to the *Transparency* guidelines section.

[3] Microsoft. (2025). Copilot (GPT-4) [Large language model]. Prompt: "Keeping the quoted text verbatim and attached to its citations, re-order the quotes so that those with the most similar meanings are grouped together and categorized." https://copilot.microsoft.com/. In-text citation: (Microsoft Copilot [#2], 2025)

3.2 Human Accountability

Guideline Examples

- **GenAI: "**Individuals and teams using generative AI bear the responsibility for the consequences of the AI's actions and decisions." (Western University, 2025)
- **GenAI:** "Generative AI tools are not infallible. In addition to the possibility of biases [...], AI can produce answers that are incorrect or misleading. Because of this, it is the user's responsibility to diligently review any AI-produced responses for accuracy and potential biases. It's up to you to validate the veracity of results—and to not rely on AI as the last word in decision-making. If you cannot confirm the validity or appropriateness of AI results, do not use them." (McGill University, 2024)
- **GenAI:** "Users of GenAI are accountable for the consequences of sharing the outputs generated with these tools, and have a responsibility to review them for inaccuracy and potential harm to the best of their ability. The university will provide resources to help individuals develop requisite skills." (University of British Columbia (#1), 2024)
- **GenAI:** "All outputs of GenAI for teaching and learning purposes should undergo human review before sharing. Users should think critically about outputs from GenAI, including their potential for producing false or misleading information, especially if sources of information in the outputs cannot be identified and/or verified." (University of British Columbia (#1), 2024)
- **GenAI:** "Recognize that Generative AI models represent a starting point that requires research, reflection and thoughtful input, and review. The response given may help focus the direction of research, but must not be taken as accurate or as research itself (unless your research is into the accuracy of Generative AI). Draft well worded and well thought out prompts to receive more nuanced responses." (Kwantlen Polytechnic University)
- **AI:** "The intentional choices and actions of humans lead our AI use, implementation and management. Humans are accountable for content they create with AI. Our administrative, educational, and research uses of AI emphasize the enhancement of human well-being and dignity and aim to support and enhance human capabilities." (University of Saskatchewan, 2025)

Policy Example

- **GenAI: "**Any content produced by GenAI used in teaching must be reviewed for accuracy, appropriateness, bias, and other possible harms by an instructor or TA, to the best of their abilities, before sharing with students." (University of British Columbia (#1), 2024)

Return to the *Human Accountability* guidelines section.

3.3 Academic Integrity

Guideline Examples

3.3.1 AI and Academic Integrity

- **GenAI: "**The use of generative AI in academic work must be clearly disclosed to preserve the principle of academic honesty." (Western University, 2025)
- **GenAI:** "To model appropriate use of GenAI, faculty are expected to adhere to the same principles of proper attribution, citation and academic integrity as expected of students." (Durham College (#3), n.d.)
- **GenAI:** "While generative AI tools can support learning and creation, they must not compromise academic and creative integrity. It is essential to balance the use of generative AI tools with one's responsibilities as a contributor. Establishing clear guidelines for appropriate generative AI use, along with assessment designs that emphasize human understanding and creativity, help uphold academic and creative integrity by establishing clear guidelines for generative AI use in teaching, research, and

creative projects. Ensure that generative AI supports, rather than undermines, the integrity of academic work and creative endeavors." (Sheridan College, 2024)

- **GenAI:** "As an SFU student, one of your main tasks is to gain knowledge and be able to use and apply that knowledge in a variety of contexts. Additionally, a key responsibility of SFU students includes not engaging in any act of dishonesty, falsification, misrepresentation or deception in your academic work. GenAI tools [...] can be used constructively to support learning but when used inappropriately can interfere with meeting the learning objectives that you must satisfy to receive your SFU credential." (Simon Fraser University, n.d.)
- **GenAI:** "To mitigate the use of GenAI, consider adjusting instructional and assessment strategies by:
  - Bringing assignments, or parts of them, into the classroom [...]
  - Designing non-textual and alternative assessments [...]
  - Incorporating more disciplinary, situational, and individual-based questions [...]
  - Consider Bloom's Taxonomy as a reference for evaluating and making changes to aligned course activities and assessments that account for Generative AI capabilities. [...]" (Durham College (#2))
- **AI:** "Instructors are responsible for setting clear expectations around academic integrity in their courses. Foster transparency and open dialogue to help students understand the importance of academic integrity and how it fits within your course.
  - Ask yourself: for their students: do course learning outcomes/objectives align with AI use as part of academic practice, course activities, and assessment tasks?
  - Discuss the importance of academic integrity
  - Be explicit with students about whether and how GenAI tools are permitted in coursework and assessment
  - Discuss the appropriate tools and uses in the context of your course and assessment tasks
  - Highlight how GenAI can support or hinder required student learning rather than offload learning to these tools
  - Consider disciplinary practices related to AI use
  - Encourage students to ask questions if they need clarification on the expectations or appropriate use of GenAI
  - Adapt your statement of expectations through ongoing dialogue with students." (University of Alberta)
- **GenAI:**
  - "Using GenAI outside coursework and assessment tasks does not always equate to academic misconduct at the University of Alberta
  - Students may use AI tools [...] for valid learning purposes, such as designing study questions, reviewing material, or clarifying complex topics. These activities are similar to consulting resources like dictionaries or Wikipedia." (University of Alberta)

Return to the *AI and Academic Integrity* guidelines section.

3.3.2 Attribution

- **GenAI:** "Use of GenAI to produce text, images, videos, or other materials shared with others for teaching or learning purposes should be acknowledged by attributing the source of those materials." (University of British Columbia (#1), 2024)
- **GenAI:** "If educators use text, images, or other outputs from GenAI in student facing teaching materials they should clarify for students which materials are wholly or partly generated by GenAI and clearly cite the source of those materials." (University of British Columbia (#1), 2024)
- **GenAI:** "GenAI tools may assist instructors in developing or updating course materials.

Instructors who make substantive use of these tools are encouraged to acknowledge this in their syllabus or assignment documents, similar to how they would acknowledge materials borrowed or adapted from a colleague. This serves as a model for students regarding the expected use of GenAI tools." (University of Toronto, 2024)

- **GenAI:** "If instructors use generative AI in their teaching materials, they should explain in the course outline the extent to which generative AI has been, or will be, used and should clearly cite or label such uses in their course materials. Instructors should fact-check any generative AI produced materials and evaluate these materials for bias." (McMaster University, 2024)
- **GenAI:** "If GenAI tools are allowed for student academic use, educators should make it clear to students when and how they should acknowledge its use, such as through citation, and students should follow those guidelines." (University of British Columbia (#1), 2024)
- **GenAI:** "When deciding whether to use generative AI tools when doing coursework or assignments, students at York University always need to consult individual instructor guidelines set out for their courses and follow them. Consult assignment guidelines and rubrics to determine what pointers instructors are providing here.
  If your instructor's course guidelines indicate that you can use such tools for research, then citing is required, wherever you paraphrase, quote or incorporate information from them. [...]
  If you're unsure about your instructor's expectations after reviewing the relevant assignment guidelines and rubrics, be sure to ask your instructor so you better understand their guidelines." (York University (#2), n.d.)
- **GenAI:** "It is recommended that faculty provide students with an exemplar of the citation if the students are permitted to use GenAI in their academic work.
  Along with citation, faculty should request students acknowledge if any ideas were generated by AI, acknowledgement might look like this:
  I acknowledge the use of [a generative AI tool] for generation of three key ideas that I then researched to ensure accuracy and further developed.
  Prompts used:
  - *What are the advantages of...*
  - *How can we improve cost effectiveness when...*
  - *What ethical challenges relate to..."* (Durham College (#1), n.d.)
- **AI:** "When AI tools are not restricted in a course, ensure that you are familiar with how AI tools can support your work in ways that enhance your learning, not replace your efforts. Some ways to demonstrate responsible use for your assessments:
  - Citing properly. Your instructor will usually provide guidelines on how to reference these tools, so ensure that you are following their instructions and using the correct citation style [link removed].

  [...]
  - Fact-Checking and Critically Evaluating Output. Fact-checking and critical evaluation are distinct but complementary processes.
    - Fact-checking focuses on verifying the accuracy of specific details provided by AI tools against credible sources.
    - Critical evaluation, on the other hand, involves assessing the overall quality, relevance, and fairness of the AI-generated output, considering any biases or assumptions.
  - While fact-checking confirms the accuracy of information, critical evaluation ensures the content is not only accurate but also unbiased and contextually appropriate.." (York University (#1), n.d.)
- **GenAI:** "It is recommended to adhere to [institutional guidance] for citing generative AI use. Use citation/quotation practices as you would if you were referring to any online resource. Also consider searching for phrases from generated results to try to identify and credit original sources. If imagery

has been created or modified using AI, it can be credited in much the same way as photo credits, for example, "Photo illustration: [insert name of tool/UBC]." (University of British Columbia (#4))

- **GenAI:** "Sheridan expects all members of the Sheridan community to uphold the highest standards of academic and professional integrity when using generative AI tools. This means:
  - Citing and acknowledging generative AI use in coursework, any (un)funded research or other innovation activities, and administrative functions;
  - Following specific guidelines regarding permitted and prohibited generative AI use;
  - Preserving human creativity and insight, rather than over-relying on generative AI generation;
  - Clearly documenting generative AI use in teaching, research, or administration to support transparency and maintain trust within the academic community or with external partners/funders." (Sheridan College, 2024)
- **GenAI:** "Authorship requires the acceptance of responsibility for the work described in any manuscript. Researchers should recognize that GAI [Generative AI] cannot be held responsible as an author for the accuracy, integrity, and content of such work (Nanyang Technological University). Academic integrity means that staff and students at RMIT act with the core values of honesty, trust, respect, fairness, and responsibility in education, learning, teaching, training, and research, including by acknowledging the sources of ideas, both original and the work of others (RMIT University)." (Commonwealth of Learning, 2024)

Return to the *Attribution* guidelines section.

3.3.3 AI Detection Tools

- **AI:** "[...] Automatic AI detection systems are not reliable and are therefore not recommended for separating student- from AI-produced work. Educators who suspect work may have been inappropriately generated by artificial intelligence should follow the academic integrity process." (McMaster University, 2024)
- **AI:** "UNBC does not endorse the use of AI detectors." (University of Northern British Columbia, 2025)
- **AI:** *Can/should instructors use tools to detect AI-generated content?*
  Tools designed to detect AI-generated content have demonstrated varying degrees of reliability; therefore, such tools should not be relied upon to ensure academic integrity. Due to the unreliability of AI-detection tools, and the possibility of false positives, the AI-detection report cannot be considered conclusive proof of academic misconduct [...]." (University of Regina, 2023)
- **GenAI:** "Due to considerations of privacy, data security, and intellectual property, educators should not submit student original work, without their permission, to GenAI tools that have not undergone a PIA review and been approved for that use, including AI detector tools." (University of British Columbia (#1), 2024)
- **GenAI:** "One of the major concerns of faculty continues to be the misuse of GenAI, whereby learners use the tool to do their work, and consequently do not engage in the required learning. One response may be to inquire about the possibility of AI detectors, but it should be noted that online [AI] detectors [...] are known to be unreliable – commonly producing both false positive and false negative results. [...] At the moment, Concordia has not approved of or acquired the use of any online AI detectors and therefore the use of them by staff or faculty is not permitted due to privacy laws and regulations (more about the University's obligations concerning Privacy & Protection of Personal Information [hyperlink removed] [...]." (Concordia University, 2025)
- **GenAI:** "The University of Manitoba discourages the use of AI-detection software programs on student work. Such software programs are unreliable and often incorrectly flag instances of genAI use in human-written content (Weber-Wulff, 2023). Some of the AI-detection software programs assess if a piece of writing was generated by artificial intelligence simply on its level of sophistication. Using such

detection programs could negatively impact students if they were to be improperly accused of using a genAI tool. Sharing your students' work with these software programs without their permission also raises a range of privacy, intellectual property, and ethical concerns." (University of Manitoba)

- **GenAI:** "…Durham College's stance on GenAI detectors is that the AI detection percentage cannot be considered as the sole evidence to indicate the student has used a generative AI writing tool […] - it may be used to initiate a conversation with the student to gather further information in an attempt to ascertain if they did, indeed, use GenAI in an unauthorized manner." (Durham College (#1), n.d.)
- **GenAI:** "The use of applications to detect AI-generated content is strongly discouraged at this time, due to concerns about effectiveness, accuracy, bias, privacy, and intellectual property." (University of British Columbia (#1), 2024)
- **GenAI:** "[…] Generative AI detection tools are one data point in identifying generative AI generated content at Sheridan. Instructors using generative AI detection tools should use the results to start a conversation with a student and follow the academic integrity policy and process." (Sheridan College, 2024)
- **AI:** "You should not rely on AI detection tools for allegations of academic misconduct. Instead, provide as much background information and details as possible about the context of your course and/or discipline that would allow the dean's office to gain a better understanding of each potential case. Carefully document any problems with a student's assignment that would violate the Academic Integrity Policy such as missing, inaccurate, or fictitious references." (Carleton University (#1), 2024)
- **GenAI:** "[…] Requiring students to submit something that reveals the process they followed to create that product can help reduce the likelihood that the assignment was created by GenAI." (Durham College (#2))

Return to the *AI Detection Tools* guidelines section.

Policy Examples

- **GenAI:** "All uses of GenAI at UBC must uphold academic integrity and adhere to the academic misconduct regulations in the UBC Okanagan and Vancouver calendars." (University of British Columbia (#1), 2024)
- **AI:** "[…] Inform students that the unauthorized use of generative or other artificial intelligence tools to complete academic or other work is considered a breach of academic integrity as per policy ACAD 101 – Academic Integrity [hyperlink removed]. Faculty will investigate suspected use of GenAI and apply the policy and procedure for a breach of academic integrity accordingly. Discuss ways to avoid unauthorized use and the potential repercussions for doing so." (Durham College (#1), n.d.)
- **GenAI:** "As of 2022, the definition of Academic Integrity [hyperlink removed] at Durham College includes the unauthorized use of generative or other artificial intelligence. Principles and policies guiding academic integrity are relevant and applied to GenAI tools and their use. Anyone authorized to use GenAI to contribute to or complete academic or other work are expected to attribute that use through appropriate citation methods." (Durham College (#1), n.d.)
- **GenAI:** "Absent a clear statement from a course instructor, use of or consultation with generative AI shall be treated analogously to assistance from another person. In particular, using generative AI tools to substantially complete an assignment or exam (e.g. by entering exam or assignment questions) is not permitted. Students should acknowledge the use of generative AI (other than incidental use) and default to disclosing such assistance when in doubt." (Stanford University, 2023)
- **GenAI:** **"**Clear communication about generative AI use is essential to maintaining trust in educational, research and administrative processes. Faculty, students, and staff must be transparent about when and how they use generative AI tools. This includes properly attributing generative AI-generated

content and clearly documenting generative AI use in assessments, research, and administrative functions." (Sheridan College, 2024)

- **GenAI:** "*Instructors* are responsible for informing Students at the beginning of each course of any specific criteria (regarding the use of GenAI) related to Academic Honesty or Academic Integrity that may be pertinent to the course or course assignments.
  Students are responsible for ensuring that they are familiar with and apply the generally accepted standards and requirements of Academic Honesty and Academic Integrity, and this equally applies to the use of GenAI." (University of Northern British Columbia, 2025)
- **GenAI:** "It is the responsibility of the faculty to determine and communicate the authorized or prohibited use of GenAI in the completion of any academic work or assessments. [...] In cases of unauthorized use, faculty are to follow the academic integrity procedure as outlined in policy ACAD 101 – Academic Integrity. [hyperlink removed] [...]" (Durham College (#1), n.d.)
- **AI:** "Using AI tools to generate content for assignments, and presenting it as one's own original work, as well as copying or paraphrasing the content produced by AI tools without proper citations or the instructor's consent, are both considered to be in violation of academic integrity. See Carleton's policy on academic integrity [hyperlink removed] for more information.
  If you suspect that an assignment has been completed with unauthorized use of generative AI tools, you should not confront the student or engage in punitive actions. Instead, you should proceed as with any other potential allegation of academic misconduct and report them to the dean's office. (Carleton University (#1), 2024)
- **GenAI:** "Use of generative artificial intelligence by students in ways not described in the course outline may be cause for a violation of the academic integrity policy. Likewise, the submission for course credit of uncited or unacknowledged work not created by the student(s) who submitted it violates academic integrity (See McMaster Policy on Academic Integrity [hyperlink removed])." (McMaster University, 2024)
- **GenAI:** "The following identifies academic behaviours the University considers inappropriate, and which may lead to disciplinary procedures under this policy. This list is not exhaustive of all activities, in whole or in part, that may be considered Academic Misconduct.
  [...]
  Essays, Assignments, Major Research Papers, Theses
  Submission of an essay, thesis or major research paper written in whole or in part by someone else as though it is one's own, or using output from unauthorized tools or sources, including in the form of artificial intelligence and when plagiarism is identified through review of similarity reports as required by the instructor. [...]" (Brock University, 2024)
- **AI:** **"**According to York University's Academic Conduct Policy and Procedures [hyperlink removed] (effective September 1st, 2024):
  - Using AI-based tools [...] for academic work in a course where the instructor has not authorized its use constitutes a breach of academic conduct.
  - If your instructor has authorized the use of any AI-based tools within a course, you must correctly cite or acknowledge its use. Failing to do so would also be a breach of academic conduct.
  - To read further, please consult York University's Academic Conduct Policy and Procedures [hyperlink removed], especially 5.2a (sections i and ii) which defines in what circumstances using AI tools may constitute cheating, as well as sections 6.2 and 6.3 which describe student and instructor roles and responsibilities relating to the use of AI tools in academic work." (York University (#2), n.d.)
- **AI:** **"**According the Academic Conduct Policy and Procedure [hyperlink removed] (effective September 1, 2024):

- Using AI tools (e.g., text-, image-, code-, or video-generating AI) without proper citation or documentation may be considered a breach of cheating.
- However, if your instructor does not permit the use of these tools on any part of an assessment, this could be considered to be a breach of cheating as well (see Section 5.2a, i and ii).

Additionally, the policy outlines the following responsibilities for students:
When using AI tools, it's important for students to follow their instructors' guidelines and actively seek clarification if they are unsure about the proper use of these tools (section 6.2c)." (York University (#1), n.d.)

Return to the *Academic Integrity* guidelines section.

3.4 Teaching and Learning

Guideline Examples

3.4.1 Pedagogy-Centered AI Use

- **GenAI:** "Enhancing the learning experience by aligning GenAI applications with educational objectives and pedagogical practices." (Concordia University, 2025)
- **AI: "**Align AI use with course learning outcomes
  - When deciding, align AI use with course learning outcomes/objectives
  - Allowing students to edit their work independently, refine it using AI and reflect on the differences could support learning and prepare them for assessments. Conversely, where students must demonstrate independent editing skills, AI tools should be restricted." (University of Alberta)
- **GenAI:** "Educators incorporating generative AI into courses should consider how the course and its goals align with those of the program and with program learning outcomes. Educators should consult with the Departmental chair for the program learning outcomes and any program or departmental norms and expectations related to the use of generative AI at the program level. Programs may wish to establish norms and expectations of generative AI use at the program level." (McMaster University, 2024)
- **GenAI:** "[...] Be sure that the GenAI tool(s) that you select are relevant and appropriate to meet and achieve task and course outcomes. Discuss and demonstrate how GenAI may be used during an assessment and, where relevant, show students how it mirrors what might be expected of them in their job or career journey. Provide students with assessment support through specific instruction, sample prompts, and exemplars." (Durham College (#1), n.d.)
- **AI:** "We will use AI to enrich teaching, learning, and research experiences and foster a culture of academic integrity. We will integrate AI thoughtfully into the learning process to enhance and improve curriculum and educational outcomes." (George Brown College, 2025)
- **AI:** "You should weigh implications for student learning needs (including accommodation), course outcomes, and assessment security if you are considering banning the use of AI for an assessment. Seek guidance about best practices before making decision about how to secure your assessments." (University of Saskatchewan, 2025)

Return to the *Pedagogy-Centered AI Use* guidelines section.

3.4.2 Responsible Use of AI in Teaching

3.4.2.1 Communicating Permitted and Prohibited Use

- **AI:**
  - "AI tools often come embedded in commonly used applications like grammar and code checkers or word processing tools)
  - Clearly define what AI use is permissible and what it is not." (University of Alberta)
- **GenAI:** "Instructors, supervisors, and programs should clearly communicate to students the permitted and/or prohibited use of GenAI in their academic work, and the rationale for these decisions." (University of British Columbia (#1), 2024)
- **GenAI:** "Instructors and TAs should clearly communicate to students details of what is permitted in terms of using GenAI for their course work and what is not permitted. It is helpful to explain the rationale for why students are permitted to use some tools but not others, or to use them for some assignments (or parts of assignments) and not others." (University of British Columbia (#1), 2024)
- **GenAI:** "Clearly communicate whether GenAI is permitted or prohibited in your course, and if it is, under what circumstances or for which activities or assessments [...]. Discuss this at the very beginning of the semester and provide direction in written format as well. Be sure to reiterate that direction when issuing assessments or relevant activities." (Durham College (#1), n.d.)
- **GenAI:** "Course outlines and assignment instructions should clearly specify the permitted and prohibited uses of generative AI for both learning activities and assessments. This should include distinct guidance for:
  a. Learning and Study Activities - Faculty may identify appropriate uses of generative AI tools for activities like concept review, brainstorming, or practice exercises.
  b. Assessments and Evaluation - Faculty should explicitly state whether and how generative AI tools may be used in assignments, projects, tests, and creative work." (Sheridan College, 2024)
- **GenAI:** "Undergraduate and graduate course outlines should include a statement on the acceptable and unacceptable use of generative artificial intelligence in the course, with attention to the use of generative artificial intelligence for studying/learning and/or assessment. For instance, students may or may not use generative AI tools for idea generation, structuring, editing assistance, translation, summarizing/paraphrasing information, etc.
  [...]
  - Educators should review expectations on the use of generative AI with their students in class." (McMaster University, 2024)
- **GenAI:** "[...] Instructors are also encouraged to include information on specific assignment instructions to explicitly indicate whether the use of genAI is acceptable or not. [...]." (University of Manitoba)
- **GenAI:** "If a course outline does not include explicit guidance on generative AI use, the program team should be encouraged to include a program-wide statement." (Sheridan College, 2024)
- **GenAI:** "It is important for instructors to set clear expectations around the use of GenAI tools in the syllabus, as with any other tool or mode of working (group work, etc.), and reinforce this messaging throughout the term." (University of British Columbia (#1), 2024)
- **AI:** "If you decide to ask or encourage students to use an AI system in your courses, there are a few issues to consider before you do so: [...] Instructors should consider indicating on their syllabus what AI tools may be used in the course and, as relevant, identify restrictions to this usage in relation to learning outcomes and assessments." (University of Toronto, 2024)
- **GenAI:** [...] If an instructor indicates that use of genAI tools is not permitted on an assessment, and a student is later found to have used such a tool on the assessment, the instructor should consult the Student Discipline Bylaw [hyperlink removed], and/or the Department Head or Dean.

Some students may ask if they can create their assignment outline or draft using genAI, and then edit that draft. Before discussing the assignment with your students, consider what your response to this question might be, and address this question in advance.
[…] Consider what the learning goals are for the assignment, and how students can best achieve those considering this new technology." (University of Manitoba)

- **GenAI:** "Are students permitted to use genAI tools to complete assessments?
Students are expected to complete assessments on their own, without any outside assistance, unless otherwise specified by their instructors. Instructors are strongly encouraged to speak to their students about what tools, if any, are permitted in completing assessments. Written assignment instructions should indicate what types of tools are permitted; vague references will generally not suffice. If adding a prohibition on genAI tools to assignment instructions, it is best to state that the 'use of generative artificial intelligence (or genAI) tools' is prohibited, as opposed to the use of one particular tool, as there are many generative AI tools available." (University of Manitoba)
- **GenAI:** "Talking to students about genAI and its limitations will let students know that you are well aware of the technology, and will likely generate interesting discussion and help to set guidelines for students. Let students know verbally and in assignment instructions what tools may or may not be used to complete the assignment. […]" (University of Manitoba)
- **GenAI:** *"How can instructors help to prevent the misuse of […] generative AI in academic work?*
[…] It is recommended that instructors take the following actions:
Guidelines – It is important for instructors to clearly lay out the rules, boundaries, and expectations for using generative AI in coursework and other academic activities. It is strongly recommended that instructors incorporate a statement on the use of generative AI into course syllabi. […]
Understanding – It is essential for instructors and students to better understand the types, capabilities, and potential uses and misuses of generative AI. Instructors should familiarize themselves with these technologies and work to foster student conversations and explorations regarding these emerging tools.
Identification – Instructors should identify innovative ways to incorporate generative AI into curriculum, such as brainstorming ideas, producing code examples, generating historical dialogues, assisting with research, etc. Concurrently, instructors should work to identify the constraints of using [generative AI tools] within the scope of their subject matter, emphasizing limitations such as the risk of generating outdated data or incorrect information (including fabricated citations), the possibility of producing analyses based on inherent biases, or the risk of using language or references that may be culturally insensitive or inappropriate.
Disclosure – Instructors should require students to disclose when and how they've incorporated AI into their coursework. This promotes transparency and academic honesty. Instructors may want to provide a sample statement that students can adapt in order to clearly communicate how they have used AI in their work; an example of such a statement (which was generated with the help of [generative AI]) might be: "This [text, image, or video] was produced by the author using assistance from [insert generative AI provider]. The author affirms that they have thoroughly examined, modified, and refined the initial AI-generated draft and acknowledges that they are accountable for the content of this assignment." Additionally, the APA, MLA, and Chicago citation guides have released information on how to cite AI-generated content in academic work. APA and Chicago currently recommend citing such content as "personal communication," while the MLA style guide includes more detailed instructions. It is equally important for instructors to exemplify these ethical principles by transparently disclosing when they've used AI or other related tools in coursework.
Ethics – Instructors should foster open dialogue that highlights the ethical considerations when using generative AI. Such conversations might include issues of bias, representation, copyright, and authorship. Instructors should also endeavour to protect the privacy and intellectual property of

students in any use of generative AI in teaching, including in assessment and feedback." (University of Regina, 2023)

3.4.2.2 Using AI to Support Teaching Practices

- **GenAI:** "Instructors might be interested in assessing the capabilities and limitations of genAI tools. They may also wish to explore how the tools respond to particular course assignments or prompts. For example, by using prompts from their own assignments and assessments, instructors can gain a sense of how the tool could potentially be used by learners. However, confidential information should never be entered into a genAI tool. All content entered may become part of the tool's dataset and may inadvertently resurface in response to other prompts." (University of Manitoba)
- **AI:** *"Can I use AI tools to assess student work?*
  The University of Manitoba asks that you not submit student work to any third-party software system for grading, or any other purpose, unless the software is approved by the University of Manitoba. A completed assignment is the student's intellectual property (IP), and should be treated with care. The University of Manitoba currently has licensed software tools available for facilitating grading [...]. Please note that the instructor is ultimately responsible for ensuring the grade accurately reflects the quality of the student's work, regardless of the tool used." (University of Manitoba)
- **GenAI:** "GenAI tools may be used for both formative feedback and summative assessment (grading) of student work only if they have been through a PIA review and been approved for this use.
  o It is recommended that educators disclose to students if they use GenAI for feedback or grading.
  o Instructors are ultimately accountable for students' grades, and must review any feedback or grades produced by GenAI tools to ensure they take responsibility for the results." (University of British Columbia (#1), 2024)
- **GenAI:** "Generative AI tools should not be used to provide grades (letter or numeric) for student work. Generative AI tools may be used to provide feedback on student work, provided the following conditions are met:
  - When generative AI tools are used to provide feedback of student work this use must be explicitly included in the course syllabus.
  - Students should have the ability to opt-out of AI generated feedback.
  - AI generated feedback must be checked for accuracy and bias before being returned to the student.
  - Documentation of the AI tool used for feedback is required.
  - Instructors, or teaching assistants when directed, are responsible for feedback, however it is produced, to ensure appropriateness and accuracy." (McMaster University, 2024)
- **GenAI:** "If using third-party technology tools, faculty must avoid tools that sell student data or use student data to train generative AI models or to improve services and products.
  [...] Instructors who intended to use generative AI tools for assessing student work should consult with their Associate Dean to ensure appropriate tool selection or use." (Sheridan College, 2024)
- **AI:** "If you decide to ask or encourage students to use an AI system in your courses, there are a few issues to consider before you do so:
  - Never input confidential information or student work into an unprotected/unvetted AI tool. All content entered may become part of the tool's dataset and may inadvertently resurface in response to other prompts.
    [...]
  - There may be some students who are opposed to using AI tools. Instructors should consider offering alternative forms of assessment for those students who might object to using the tools, assuming that AI is not a core part of the course.
    [...]

    - Be aware that not all text that generative AI technology produces is factually correct. […]
    - Different tools will create different responses to the same prompt, with varying quality. You may want to try several different systems to see how they respond.
    - There is a risk that Large Language Models may perpetuate biases inherent in the material on which they were trained.
    - Companies may change their terms of use without notice. If you plan on using a system in the classroom, consider having a back-up plan. […]." (University of Toronto, 2024)
- **GenAI:** "What can I do?
    - Review the terms of use for Generative AI websites you use to determine what information they gather data from such as inputs, browser history and bookmarks
    - If you are unfamiliar with the content, proceed with caution - ensure Generative AI outputs are credible and reliable before distributing
    - You are accountable for the prompts that you input into Generative AI and the generated content that you choose to share with your students
    - Incorporate information and digital literacy training into your course
    - Be upfront about use of Generative AI in generating content and cite its use." (Kwantlen Polytechnic University)

3.4.2.3 Providing Guidance for Teaching Assistants

- **GenAI:** "Teaching assistants should be familiar with the course outline/syllabus and assignment guidelines, and they should clarify with course instructors expectations around the use of GenAI." (University of Northern British Columbia, 2025)
- **GenAI:** "Course instructors have three options for directing teaching assistant use of generative AI. These directions should be given to teaching assistants in writing.
    - Permitting teaching assistants to use generative AI for any aspect of teaching assistant work, with the exception of evaluations that include a numeric or letter grade (see #11). TAs must inform the instructor of the intended use of generative AI, and receive approval, before implementation.
    - Requiring teaching assistants to use generative AI for specified teaching tasks […] and with training provided. In the instance of required use: As directed by the course instructor explicitly […], teaching assistants will use generative AI for the specific teaching tasks. Teaching assistant may create role-based accounts for such use. Course instructors will provide teaching assistants with the necessary training to use generative AI for the specified teaching purpose(s) […]. Teaching assistants will evaluate all teaching materials/formative feedback developed with generative AI for accuracy before use with students. Any planned use of generative AI by teaching assistants will be shared with students in the course outline.
    - Prohibiting teaching assistants from using generative AI for teaching tasks." (McMaster University, 2024)

3.4.2.4 Aligning AI Use with Policy and Applicable Legislation

- **GenAI:** **"**Faculty and staff may use GenAI in teaching and learning so long as this is within the bounds of legal, university, Faculty, or program-level policies and requirements, and the guidelines [outlined]." (University of British Columbia (#1), 2024)
- **GenAI:** "The following guidelines address cases of asking students to use GenAI tools for their academic work, in addition to those listed above as applying to all uses of GenAI in teaching and learning.
    • Requiring student use:

- [...] instructors or TAs cannot require that students use GenAI or any other technology tool to complete academic work that requires them to share personal information unless that tool has undergone a UBC Privacy Impact Assessment (PIA) and been approved for this use.
- GenAI tools that do not require personal information and that have not undergone a UBC PIA review may be required for student use in courses, though must only be used with low risk information, and not with third-party intellectual property, unless with the express permission of the copyright owner, or if such use falls within the bounds of Fair Dealing.

  -It is recommended that students be provided the option to not use such tools for their course activities or assignments, or to choose what kind of information they are or are not willing to submit to such tools. [...]" (University of British Columbia (#1), 2024)

- **GenAI:** [...] Discussing guidelines: It is important to discuss with students the guidelines [referenced] that apply to all use of GenAI tools in teaching and learning before asking them to use GenAI in their coursework." (University of British Columbia (#1), 2024)
- **GenAI:** "...Individual instructors should determine when, and if, GenAI will be incorporated into course design, activities, and assessments based on course learning outcomes, equity of access, individual interest, ethical values, and conventions and expectations of the discipline. However, instructors should note the need/benefit or otherwise for a Privacy Impact Assessment (PIA):
  - A Privacy Impact Assessment (PIA) is a requirement of British Columbia's *Freedom of Information and Protection of Privacy Act* (FOIPPA) for all new or changing initiatives or software programs at UNBC that collect or use personal information.
  - Should you wish to incorporate GenAI into your course and 'require' its use by students on the course, a PIA should be completed for the GenAI tool. [...]

  As an instructor, if you are encouraging or requiring students to use GenAI, and the student is not able to do so for reasons such as accessibility, then you might reasonably be expected to offer, upon request, an alternative assignment or assignment method. This assignment should fulfil the same learning objectives. and be graded similarly with no disadvantage to the student, if they are not able use GenAI." (University of Northern British Columbia, 2025)

Return to the *Responsible Use of AI in Teaching* guidelines section.

3.4.3 Responsible Use of AI in Learning

- **AI:** "If no syllabus statement is included, students should ask the educator for clarification on expectations, and if generative AI use is permitted, receive written confirmation before using generative AI in the course." (McMaster University, 2024)
- **AI:** "Some courses may allow or encourage the use of AI for specific tasks, while others may restrict or prohibit the use of these tools entirely.

  If you're unsure whether you're permitted to use an AI tool for an assignment or unsure about how to use these tools in ways that align with your instructor's expectations, here are some steps you can take:
  - Read through the course syllabus for each course. Course syllabi usually contain specific information about assessments, and here you will often find guidelines regarding the use of AI tools for assessments.
  - Review assignment guidelines and rubrics for every assignment. These documents contain expectations for each assignment and information on how you will be evaluated. Here you will often find guidelines regarding the use of AI tools for each individual assignment.
  - Check [learning management system] regularly for any messages from your instructor pertaining to assessments and the use of AI tools.

- Ask Your Instructor: Reach out to your instructor or teaching assistant (TA) for clarification. They can provide guidance on whether AI tools are permitted and how they should be used throughout the course." (York University (#1), n.d.)

- **GenAI:**
  1. "Unless otherwise stated, students should assume use of GenAI might be restricted.
  2. If students are ever unsure about the use of GenAI within their course, they should re-read the course outline/syllabus, and then reach out to the course instructor for further clarification.
  3. Students should always be mindful of the privacy implications around the sharing of information on digital platforms.
  4. Students are responsible for ensuring that they are familiar with and apply the general standards and requirements of Academic Honesty and Academic Integrity, including the requirement to declare/cite sources.
  5. Students should review and familiarize themselves with the course content via the outline/syllabus before continuing with the course.
  6. Students might only reasonably expect an instructor to provide an alternative assignment to one requiring GenAI use upon request if they can present clear and reasonable rationale as to why they are not able to use the tool: e.g., access issues that would put them at a disadvantage to other students." (University of Northern British Columbia, 2025)
- **GenAI:** Students may use GenAI in work submitted for courses or other academic requirements only if expressly permitted within their courses or programs. They may choose to use GenAI to support their learning in other ways, within the bounds of legal and university policies and requirements, and the guidelines below." (University of British Columbia (#1), 2024)
- **AI:** "Students Guidelines for Artificial Intelligence Use

  Learn To:
  - Recognize when and how you are using AI, and how this impacts your learning.
  - Prioritize your creativity, critical thinking, and problem-solving skills, using AI to complement your learning.
  - Explore the current and future use of AI in your field of study and potential workplaces. Research and choose appropriate tools to leverage.
  - Use a CLEAR framework to interact with AI, refining what you do or ask to obtain relevant and desired results. Modify what you do or ask using AI to increase accuracy, reduce bias, and improve quality of AI outputs, and to evaluate the quality of what you receive from AI.
    - Action: Verify the information provided by AI with credible sources and use it as a supplement, rather than a replacement, for traditional search methods.

  Use Responsibly:
  - Use AI to support your learning, not to replace or misrepresent your learning.
    - Action: Follow the rules laid out by instructors about use of AI to act with integrity and avoid academic misconduct.
    - Action: Seek clarification about expectations early and often.
    - [...]
  - Identify when and how you are using AI, when appropriate, and use citation, disclosure, and acknowledgement processes appropriately, given the circumstances.
    - Action: Seek clarification about when its use is appropriate because instructions may not be explicit enough, and instructors may not consider this until they are asked.
    - Action: Expect to be asked by instructors about your process for producing content, including your process for working with or prompting AI. [...]" (University of Saskatchewan, 2025)

- **GenAI:** **"**When using generative AI tools it really helps to stay focused on whether or not they are enhancing your learning rather than being used to complete your work for courses or assignments. Basically think about how they can support your work in line with University guidelines rather than undermining it!" (York University (#2), n.d.)
- **AI**: "Use cases:
    - Be curious and critical of the outputs that are generated: Review and think critically about GenAI outputs to the best of your ability and address false or harmful aspects before sharing with others, including in your academic work.
    - Use with integrity: Any academic work you submit as a student should be your own, including essays, literature reviews, theses, and exams. Submitting your own work means that if you use external resources, including GenAI, you should take that information and apply your own analysis, synthesis, evaluation, critique, etc. Simply paraphrasing GenAI output does not, by itself, make it your own work.
    - Respect instructor (and others!) intellectual property: Submitting materials created by instructors, TAs, or other students into GenAI tools without their permission may constitute copyright infringement. Please make sure you understand the copyright status of material you upload.
    - Declare and document your use: Use of GenAI to produce text, images, videos, or other materials shared with others for teaching, learning and assessment purposes should be acknowledged by attributing tools and methods used to create materials. Record your process and prompts in order to be able to 'share you working' if required.
    - [...]
    - Using as a study aid: GenAI tools can be useful for studying purposes, such as generating practice exam questions, asking a chatbot to act as a tutor, and more, but be aware that content generated by GenAI may not be accurate and so may not always be a reliable study source." (University of British Columbia (#3), n.d.)
- **GenAI:** "Teaching and learning: [...]
  The only way to know whether you are permitted to use generative AI for your course assignments is by checking with your course instructor, who will likely communicate this in the course syllabus (Simon Fraser University)." (Commonwealth of Learning, 2024)

Return to the *Responsible Use of AI in Learning* guidelines section.

Policy Examples

- **GenAI:** "The permitted or prohibited use of GenAI in instructional activities and assessments must be explicitly communicated to students. Where possible, it is recommended that course, program and/or Faculty teams discuss the use of GenAI with the goal of arriving at a consistent approach or directive across courses in order to reduce student confusion. Directives should be clearly articulated in the course outline, in the course shell in the LMS and discussed with students during the first class of the semester. Faculty should consider reiterating the directive as part of assessment instructions." (Durham College (#4))
- **GenAI:** "Faculty members are required to review their generative AI guidelines with students during the first week of classes and demonstrate relevant examples of appropriate and inappropriate use for their discipline. [...]." (Sheridan College, 2024)

Return to the *Teaching and Learning* guidelines section.

3.5 Digital Literacy

Guideline Examples

3.5.1 AI Digital Literacy

- **GenAI:** "The University exists to improve human capabilities and experiences, and to support the flourishing of communities and societies across the world. This includes demonstrating how to mitigate risks that stem from AI, and illustrating wise use of these technologies. It also speaks to the important role of the University in supporting AI-literacy in our community, and broadly in society." (AI Task Force - University of Toronto, 2025)
- **AI:**
  • "Familiarize Yourself: You should familiarize yourself with the fundamentals of AI, including its benefits, limitations, and potential applications, as well as its social, cultural, and ethical implications.
  • Task-Specific Use: You should promote the use of specific AI tools for specific tasks in teaching and learning [and administration] and integrate authentic uses of AI given your discipline [and your work].
  • Keep Current: You should be aware of AI usage and its impact in relevant industry and community contexts [and on the work you do]." (University of Saskatchewan, 2025)
- **GenAI:** "It is important for students, faculty, and staff to develop foundational literacy about GenAI tools and platforms, to support responsible, ethical, and effective use. This includes information about functionality, possible opportunities and benefits for teaching and learning, as well as potential challenges such as how they can be used to commit academic misconduct, how they can violate privacy, intellectual property and Indigenous data sovereignty rights, and risks of reproducing and perpetuating bias and inequities." (University of British Columbia (#1), 2024)
- **GenAI:** "Develop and implement a digital literacy program that educates and empowers the whole College community to understand, use, and interact with generative AI systems. This program should cover:
  - The basics of generative AI and its potential impacts and implications.
  - Ethical and social issues raised by generative AI.
  - Skills and competencies needed to navigate generative AI systems.
  - Critical thinking and awareness about the sources, quality, and reliability of information generated by generative AI systems." (Sheridan College, 2024)
- **AI:** "Support students and staff to become AI literate; support students to use generative AI tools effectively and appropriately in their learning experience (King's College London)." (Commonwealth of Learning, 2024)
- **GenAI:** "Building digital literacy that promotes critical awareness of generative AI's capabilities and limitations, particularly regarding equity and inclusion goals." (Sheridan College, 2024)
- **AI:** "We provide support for AI literacy development ensuring faculty, staff and students have opportunity for effective and ongoing preparation to use AI ethically and appropriately in teaching and learning, research, and administration. USask users of AI have a responsibility to engage in learning about responsible, ethical and appropriate use in their context." (University of Saskatchewan, 2025)
- **GenAI:** "UBC will continue to provide opportunities to learn about capabilities and limitations of GenAI tools. Faculty, staff, and students should use those opportunities to develop basic GenAI literacy skills over time." (University of British Columbia (#1), 2024)
- **GenAI:** "Faculty need to equip students with the knowledge and skills needed to responsibly engage with generative AI tools. Develop modules that emphasize the ethical use of AI, including proper citation of AI-generated content. Incorporate interactive sessions where students can practice using AI tools effectively, acknowledging their usage, engaging in best practices, and avoiding potential pitfalls related to academic misconduct." (Concordia University, 2025)

- **GenAI:** "Foster discussions on ethical AI use within the student community. Engage them in conversations about potential biases in AI tools, the importance of acknowledging AI assistance, and the implications of misusing AI-generated content. Encourage students to reflect on the ethical considerations of relying on AI and making responsible choices." (Concordia University, 2025)
- **AI:** "Besides following your instructor's guidelines responsible use also involves some other considerations, which include:
    - Acknowledging AI's Limitations: AI tools can provide useful insights, but they can generate output that includes errors, false information, missing information, false citations and its output can also include generalities, biases or overly simplistic interpretations. This happens because AI models are trained on vast amounts of data that may contain these issues. Additionally, the use of AI-generated content raises concerns about the ownership of ideas and the potential for plagiarism. As such, it's important to fact-check and critically evaluate AI-generated information.
    - Using it to Support Learning: Focus on how using AI tools can help you understand course material and enhance your learning, instead of having the tools do the work for you. For example, ways that AI tools support learning include: explaining course concepts, brainstorming ideas, getting feedback on your ideas, generating study questions, among others. Ensure that submitted work is your own original work and not copied from an AI tool.
    - Avoiding Over-Reliance: Keep in mind that relying too heavily on these tools can inhibit your own development. Some ways to avoid over-reliance include:
        - Setting clear boundaries for when and how you use AI tools. For example, use them only for generating ideas after you've already done your own brainstorming
        - Practicing the skills required in your course without help from an AI tool. These skills can include writing, problem-solving, and critical thinking, among others
        - Prioritize engaging in other types of learning that do not include AI tools. For instance, make an effort to learn from your peers by engaging in discussions with classmates or joining study groups
    - Reflecting on your use to assess the role these tools play in your learning. Review whether they are enhancing your learning, and if not, adjust how you use them
    - Remaining Aware of Changes. GenAI technology is continually evolving, and so are instructor guidelines on student use. Keep yourself updated on your institution's policies and best practices for responsible AI use." (York University (#1), n.d.)
- **GenAI:** "Provide comprehensive support for faculty members about the integration of GenAI tools in their courses. Address the benefits, challenges, and ethical considerations associated with AI use. Offer workshops, resources, and articles to help instructors make informed decisions on how to effectively incorporate AI while maintaining academic integrity." (Concordia University, 2025)
- **AI:**
  "• Find Balance: You should guide learners in using AI tools and developing their own creative and critical thinking skills. Focus on uniquely human abilities in learning outcomes, instruction, and assessment.
  • Set Expectations: You should discuss expectations with learners about appropriate AI use and its impact on learning, including accountability for any use of AI output, and disclosing AI use.
  • Responsibility: You are responsible for assessing student work, feedback quality, and establishing student grades, although you can be supported by AI.
  • Consistency: You should collaborate within your program to apply concise and consistent expectations for use of AI." (University of Saskatchewan, 2025)
- **GenAI:** "Provide students with feedback on their use of GenAI, in addition to the feedback on the assessment itself. This will support development of GenAI literacy and skills, which will allow for

greater success the next time they use the tool and reduce the likelihood that they will use it incorrectly or in an unauthorized way inadvertently." (Durham College (#1), n.d.)

3.5.2 Critical Evaluation and Information Literacy

- **GenAI:** **"**Whenever engaging in coursework, instructors usually ask you to think critically about the information sources you are using including outputs from generative AI tools. Even more than scholarly information sources, you need to review the information for bias. Other areas for evaluation will include thinking about missing information, and verifying the information you find. [...]" (York University (#2), n.d.)
- "UBC Librarians can support students with information literacy, including teaching how to critically evaluate false or misleading outputs from GenAI and working with instructors to provide course-specific training for students in information literacy and other topics." (University of British Columbia (#1), 2024)
- **AI:** **"**Incorporate a preliminary summary of intended AI tool use before assignments and a reflective piece afterward. Encourage students to assess the role and impact of AI tools on their learning process and assignment outcomes. This time also allows students to have discussions about prompts and other productive uses of GenAI in their work. This reflective practice fosters a deeper understanding of AI's influence on their educational journey." (Concordia University, 2025)
- **GenAI:**
  - "We believe that individuals should be empowered to make informed decisions through discussions about GenAI. [...]
  - We emphasise the importance of engaging with GenAI critically, approaching it with curiosity.
  - We encourage everyone to make informed decisions about whether or not to use GenAI, when it may be appropriate to do so, and to continue to reflect on these decisions and the impact of them." (Scottish Artificial Intelligence in Tertiary Education Network, 2025)

3.5.3 Innovation and Adaptability

- **AI:** "All members of the USask community strive for responsible use of AI applications to enhance learning and discovery. We recognize that innovation in the use of AI involves making space for experimentation fuelled by creativity and curiosity and that there will be innovations, challenges, and mistakes along the way. Errors and insights that result from experimentation will be used as opportunities for growth." (University of Saskatchewan, 2025)
- **AI:** "UFV should ensure that AI in education and research is used with integrity, amplifies innovative practices, upholds academic freedom, and is responsive to changing needs." (University of the Fraser Valley, 2024)
- **AI:** **"**UFV acknowledges the rapidly changing landscape of AI technologies and supports adaptability and flexibility in using AI across the university." (University of the Fraser Valley, 2024)
- **AI:** "AI-based tools are just that - tools. Learning how to use these new tools to be a leading research university, advancing an inclusive and sustainable future, should be our priority." (Simon Fraser University, 2024)

3.5.4 Human-Centred AI Use

- **GenAI:** "We value the individual and collective humanity of those who use, develop, train and are impacted by GenAI.
  - We will ensure that our actions and decisions are evidence-based, and informed by compassion, equity, ethical and environmental responsibilities, and a commitment to the common good.
  - We acknowledge that GenAI can provide efficiencies in work and study. Where appropriate we will support staff and students to utilise these to achieve fulfilment in their work and studies.

    - We will introduce any changes at a scale and pace which limits the impact on wellbeing and with appropriate support and planning for longevity." (Scottish Artificial Intelligence in Tertiary Education Network, 2025)
- **GenAI:** "Institutional frameworks should place the well-being of the University community, the public, and the world more broadly at the centre of individual and institutional decisions about AI use. This means attending to the personal, environmental, social, and ethical impact of AI use." (AI Task Force - University of Toronto, 2025)

Return to the *AI Digital Literacy* guidelines section.

3.6 Equity, Diversity, and Inclusion

Guideline Examples

3.6.1 Embedding Equity, Diversity, and Inclusion Concepts in AI Practices

- **AI:** "AI for Equity, Diversity, Inclusion, and Decolonization (EDI-D)
  When using generative AI systems, we strive to promote equity, respect diversity, and support inclusion while acknowledging the technology's current limitations. This includes:
    - Actively examining generative AI outputs for potential biases and inequities, recognizing that these systems can reflect and amplify societal prejudices.
    - Working to make generative AI tools accessible while acknowledging varying effectiveness across different languages, cultures, and contexts. Incorporating EDI-D considerations into the framework, governance, review process, and digital literacy programs." (Sheridan College, 2024)
- **GenAI:** "Generative AI technologies should be accessible and beneficial to everyone in our community. We recognize that generative AI systems can perpetuate or amplify existing biases and inequities. Our guidelines aim to ensure generative AI use promotes rather than undermines inclusion, accessibility, and equitable outcomes for all members of the college community to ensure fair opportunities for learning, working, and participating in college activities." (Sheridan College, 2024)
- **GenAI:**
    - We recognise that we operate in a globally connected world with a diverse population.
    - We will ensure that any decision about development or use of GenAI appropriately identifies any potential impact on equity and will act to address this.
    - We will seek to ensure equity of opportunity, access, use and impact of GenAI.
    - We acknowledge the inherent issues with bias in some models of GenAI, and the harms caused by reproducing such bias, and will seek to challenge this." (Scottish Artificial Intelligence in Tertiary Education Network, 2025)
- **GenAI:** "Ensuring that GenAI applications are fair and equitable to all users regardless of their cultural or social background, mitigating biases and ensuring inclusivity." (Concordia University, 2025)
- **GenAI:** "Use of GenAI in teaching and learning should be aligned with and support UBC strategic plans and commitments, including those related to decolonization and Indigenous human rights, equity, accessibility, sustainability, and wellness." (University of British Columbia (#1), 2024)
- **AI:** "We commit to implementing AI through the engagement of diverse perspectives, lived experiences and thoughts with members of the college community and industry experts. This collaborative approach ensures a diverse range of insights and knowledge in the use of AI." (George Brown College, 2025)
- **AI:** "We commit to the responsible and ethical use of AI and to minimize adverse impacts on individuals by prioritizing dignity, autonomy, privacy, data protection, non-discrimination, equality,

and fairness. We will also continuously work to identify, address, and reduce bias to ensure fair and equitable outcomes for all." (George Brown College, 2025)

- **GenAI:** **"**We acknowledge the ethical complexity of GenAI and commit to using GenAI with integrity, and for the public good in keeping with the shared values of the Scottish tertiary education sector.
  - We will educate and seek to address any ethical issues created by the training and development of GenAI, particularly in terms of equity, copyright, intellectual property, privacy and data protection/governance; and will advocate for ethical future developments.
  - We will ensure that any engagement with or use of GenAI complies with our legal responsibilities." (Scottish Artificial Intelligence in Tertiary Education Network, 2025)
- **GenAI:** "Opportunities to enhance education: GenAI can provide significant value in both teaching and learning activities through informed, responsible, and ethical use that mitigates risks and potential harms." (University of British Columbia (#1), 2024)
- **AI:** **"**The university must promote intentional, transparent, and ethical use of AI tools among staff, faculty, and students, ensuring that AI applications align with the university's values and principles and adhere to ethical frameworks such as fairness, clarity, and accountability to "do no harm."" (University of the Fraser Valley, 2024)
- **GenAI:** "Educators should recognize, and address where feasible, inequitable access to GenAI tools. This can be for many reasons, including lack of accessibility for students with disabilities, cost (some tools have greater functionality for a price), internet bandwidth, geographical access (not all tools are available in all countries), language (many GenAI tools privilege English), and more." (University of British Columbia (#1), 2024)

Return to the *Embedding Equity, Diversity, and Inclusion Concepts in AI Practices* guidelines section.

3.6.2 Understanding and Addressing Bias

- **AI:** "UFV recognizes that AI tools have the potential to reproduce and reify dangerous stigmas or biases and cause individual or cultural harm.[...]" (University of the Fraser Valley, 2024)
- **AI:** **"**Because AI can produce content that is inaccurate and reflects bias inherent in its training data, USask users of AI take deliberate action to limit the amplification and/or reinforcement of social and academic inequalities in their use of content produced by AI." (University of Saskatchewan, 2025)
- **AI:**
  - "Carefully consider the prompts you are inputting into the AI to attempt to reduce biased perspectives and perpetuate existing biases
  - As possible, understand the data that a particular Generative AI tool was trained on to help better understand potentials for biases in content output
  - Vet the output for accuracy and presence of bias. Review, edit or discard outputs if necessary
  - Be aware of your biases by attending workshops, events, and engaging in reflective practices." (Kwantlen Polytechnic University)
- **AI:** **"**Human biases may skew the data that was used to train an AI tool, or the algorithms behind those tools, resulting in content that reflects or amplifies those biases. In addition to being aware of biases, the TSB [Canadian Treasury Board Secretariat] also suggests ensuring that before using an AI tool, you ensure it "complies with human rights, accessibility, and procedural and substantive fairness obligations." (McGill University, 2024)
- **GenAI:** "Biased training data and inputs can produce biased, discriminatory, inaccurate, or otherwise harmful outputs, with the potential to perpetuate systemic inequities. Those using GenAI in academic work should assess the risks and mitigate, to the best of their ability, the harmful effects of such bias." (University of British Columbia (#1), 2024)

- **GenAI:** "GenAI tools are trained on large amounts of data that reflect social and cultural biases and dominant norms and values. These biases, and even discriminatory content that gets past guardrails built into many GenAI tools, can appear in outputs. Use of GenAI tools therefore can reproduce and further entrench systemic inequities. Keep these considerations in mind when deciding whether or how to use GenAI tools in teaching and learning activities, and talk with students about these risks." (University of British Columbia (#1), 2024)
- **AI:** **"**Accessibility and fairness in AI tools should be actively considered, ensuring they don't perpetuate existing biases." (Western University, 2025)
- **AI:** "Administrative Guidelines
  Attend to Equity and Diversity: You should encourage searching for diverse knowledges and caution that AI outputs are subject to inequities." (University of Saskatchewan, 2025)

Return to the *Understanding and Addressing Bias* guidelines section.

Policy Examples

- **AI:** "**Bias/ stereotypes:** You are responsible for any inaccurate, biased, offensive, or otherwise unethical content you submit, regardless of whether it originally comes from you or a foundation model (British Columbia Institute of Technology).
  Articles showing bias in AI tools against minority groups abound. As academics, with deep knowledge of individual disciplines and well-honed analytical thinking skills, faculty are well suited to identifying hallucinations or bias, working with students to shape their interactions with GAI, and helping to create better experiences (Northwestern University)." (Commonwealth of Learning, 2024)
- **GenAI:** "2. Legal and reputational risks
  2.1 GenAI tools could provide fictitious answers, sometimes referred to as hallucinations. Users must review output from GenAI tools for accuracy to avoid placing Seneca at risk or harming institutional reputation.
  2.2 GenAI tools may incorporate inherent biases of the data sets that were used to train them that may not always align with Seneca's core values and or the institutional commitments to reconciliation, equity, diversity inclusion and sustainability.
  2.3 GenAI outputs can include systematic errors or favour certain groups, leading to unfair or discriminatory outcomes. Where GenAI is used to make decisions or provide analysis of information that may be subject to bias, outputs should be regularly reviewed by the employees/department using the tool to assess bias risk.
  2.4 To protect students, employees and partners from harm, and to protect Seneca from reputational damage, students, employees and contractors must use GenAI pursuant to Seneca's Respectful Workplace Policy and, and Information Technology Acceptable User policy, as well as other related Seneca policies as they apply.
  2.5 GenAI-created content that is inappropriate, discriminatory, or otherwise harmful must not be used for Seneca work or study purposes." (Seneca Polytechnic, 2024)
- **GenAI:** "AI ethics: Adapt teaching and assessment to incorporate the ethical use of generative AI and support equal access (King's College London). Students who use [generative AI] with their instructor's permission must carefully evaluate the output information for errors and be proactive against bias by using multiple prompts to get different perspectives (Simon Fraser University)." (Commonwealth of Learning, 2024)
- **AI:** "Gender: Approaches involving the use of AI systems should not discriminate against individuals or groups based on characteristics protected by law, such as race, gender, ethnicity, religion, disability, or socioeconomic status (Swansea University)." (Commonwealth of Learning, 2024)
- **GenAI:** "6. Unacceptable use of GenAI

6.1 It is a violation of Seneca's policy to: [...]
- use outputs that discriminate against individuals based on a protected ground under the Ontario Human Rights Code and the Respectful Workplace Policy.
- use GenAI applications to create text, audio or visual content for purposes of committing fraud or to misrepresent an individual's or group's identity." (Seneca Polytechnic, 2024)

Return to the *Equity, Diversity, and Inclusion* guidelines section.

3.7 Accessibility

Guideline Examples

- **AI:** "Some GenAI tools can enhance accessibility for learners with a range of disabilities. It is important to also recognize, however, that there may be varying levels of accessibility to GenAI tools, whether related to cost, inaccessible infrastructure (such as websites or applications), or for other reasons. Those using GenAI in teaching and learning should ensure equitable access to the best of their ability." (University of British Columbia (#1), 2024)
- **AI:** **"**AI applications that USask provides, endorses, and supports (e.g., to produce text and images, to provide tutorial supports, to process applications, etc.) are deployed in ways that facilitate equitable access for faculty, staff and student users. We identify and implement AI applications that all faculty, staff, and students can easily use." (University of Saskatchewan, 2025)
- **AI:** "The university will strive to ensure that generative AI tools are used in a manner that is accessible, ensuring all students have access to the AI platforms and tools they can use for their learning (University of Calgary)." (Commonwealth of Learning, 2024)

Return to the *Accessibility* guidelines section.

3.8 Information Governance and Regulatory Alignment

3.8.1 Indigenous Data Governance and Reconciliation

Guideline Examples

- **GenAI:** "Use of GenAI should respect Indigenous data sovereignty and community protocols for use and sharing of Indigenous knowledges, intellectual properties, and data. Harm from false information about Indigenous communities, cultures, knowledges, histories, and contexts should be avoided." (University of British Columbia (#1), 2024)
- **GenAI:** "Indigenous data sovereignty, protocols, and risks of harm
  There are diverse views of GenAI amongst Indigenous peoples and communities; the information and guidelines in this section should not be taken as representative of the views of all Indigenous people regarding GenAI.
  - Indigenous Strategic Plan: Use of GenAI tools should uphold UBC's commitments, goals, and actions in the current UBC Indigenous Strategic Plan [hyperlink removed]; ensuring our work supports these is the responsibility of all at UBC.
  - Indigenous data sovereignty & community protocols:
    - Indigenous peoples have the right to steward their data according to their own community protocols. GenAI poses a risk to Indigenous data sovereignty by reproducing Indigenous knowledges, information, and data without the express permissions and protocols of Indigenous communities.
    - There are several principles and practice guidelines related to Indigenous data sovereignty, including the First Nations OCAP principles (Ownership, Control, Access, and Possession), the National Inuit Strategy on Research the Principles of Ethical Métis

Research, and the Indigenous rights in data from the Global Indigenous Data Alliance [hyperlinks removed]. Please note that these resources have been created by Indigenous organizations but should not be taken as representative of the governing protocols of specific Indigenous communities.
        - GenAI tools that are trained on and that produce information that is owned by Indigenous peoples and communities violate Indigenous data sovereignty. In their very design and development, GenAI tools do not uphold the UN Declaration on the Rights of Indigenous Peoples [hyperlink removed] (including Articles 3 and 4, on the rights to self-determination and self-government), which has been adopted into Canadian federal law (2021) and BC provincial law (2019). In addition, UBC has committed to upholding UNDRIP through the Indigenous Strategic Plan (2020).
        - Using GenAI to generate learning materials may violate Indigenous data sovereignty, such as by inputting Indigenous works into a GenAI tool without consultation or consideration of how the data will be stored, used, and shared. Using content generated by GenAI that includes or is based on Indigenous data may also violate Indigenous data sovereignty.
    - Harmful outputs: GenAI tools can produce false, stereotyped, discriminatory and otherwise harmful information about Indigenous peoples and communities.
    - Critical and responsible use: Below are considerations to help address the risks involved with GenAI tools and Indigenous knowledges, information, and other data. Given the concerns noted above these risks cannot be alleviated entirely.
        - Learn about and follow principles related to Indigenous data sovereignty in any use of GenAI, such as those noted above. This includes:
            - Do not input into GenAI tools any data, knowledge, or creative works by Indigenous peoples or communities without their express permission.
            - Be aware that outputs from GenAI may share Indigenous knowledges outside the control or protocols of Indigenous communities. Instead of using and sharing information about Indigenous peoples and communities from GenAI tools, seek information from Indigenous sources.
        - Take responsibility for your use and/or sharing of materials about Indigenous peoples generated by GenAI, and for the possible harms that may result.
        - Do not rely on outputs from GenAI in efforts to include Indigenous content, knowledges, methodologies and approaches in teaching and learning.
        - Do not use GenAI tools to learn about Indigenous histories and knowledges.
            - There are many opportunities at UBC to learn, through resources, workshops, and events. Prioritize developing relationships with others as you learn and implement strategies for decolonizing teaching and learning, including participating in workshops and events led by Indigenous-focused units at UBC as well as public events led by Indigenous communities." (University of British Columbia (#2), n.d.)
- **GenAI:**
    - "Understanding that generative AI systems are trained primarily on Western knowledge systems and taking steps to center Indigenous voices and knowledge when using generative AI in Indigenous contexts.
    - Developing practices that respect Indigenous knowledge and rights, while recognizing generative AI's current limitations in understanding Indigenous worldviews epistemologies" (Sheridan College, 2024)
- **AI:** "We respect diverse local and Indigenous knowledges in our use of AI by drawing on individuals with varied cultural, disciplinary, and experiential backgrounds to inform our understanding and shape our approach. We emphasize authentic collaboration amongst individuals with diverse

perspectives in decision making related to AI infrastructure and use." (University of Saskatchewan, 2025)

Policy Example

- **GenAI:** "Protection of personal and proprietary data and privacy rights is paramount. The use of generative AI must honor Indigenous data sovereignty and adhere to community protocols for the use and sharing of Indigenous knowledge, intellectual property, and data. It is essential to prevent harm caused by false information about Indigenous communities, cultures, knowledge, histories, and contexts. The Sheridan community must understand the data implications of generative AI use and implement appropriate safeguards. This includes using institutionally approved tools with proper privacy protections, being mindful of what data is shared with generative AI systems and adhering to agreed upon use (or not) of generative AI with external partners. [...]" (Sheridan College, 2024)

Return to the *Indigenous Data Governance and Reconciliation* guidelines section.

3.8.2 Privacy, Security and Data Protection

Guideline Examples

- **AI:** **"**Personal data should be adequately protected, and AI should not be used to infringe upon individuals' privacy rights." (Western University, 2025)
- **AI:** "We will comply with privacy laws and regulations protecting data, including sensitive, confidential, and personal information in AI applications to safeguard data against unauthorized access or breaches." (George Brown College, 2025)
- **AI:** "AI use at USask will uphold rigorous privacy and security standards. We ensure steadfast compliance with legal and ethical frameworks in the AI applications USask provides, endorses and supports." (University of Saskatchewan, 2025)
- **AI:** **"**UFV must require AI to be built on a solid foundation of organized, accessible, and trusted data. The deployment of AI technologies must safeguard institutional and personal information, respecting the confidentiality and rights of all individuals involved and in accordance with applicable provincial or federal legislation or relevant industry certifications or standards." (University of the Fraser Valley, 2024)
- **GenAI:** **"**Safeguarding the personal and sensitive information of educators and learners, ensuring transparent and consensual data collection and processing, and prioritizing privacy in the creation and use of AI-generated instructional content." (Concordia University, 2025)
- **GenAI:** "Use of GenAI in teaching and learning should protect privacy and confidentiality of personal and other sensitive information." (University of British Columbia (#1), 2024)
- **AI:** "We are committed to safeguarding the privacy and security of student work (University of Calgary)" (Commonwealth of Learning, 2024)
- **AI:**
    - "Be knowledgeable about the data collection practices of AI tools and how their data will be used.
    - Implement robust data protection measures to safeguard sensitive and personal data.
    - Be mindful of the potential for bias in AI algorithms and take steps to mitigate this and review outputs for bias and adjust accordingly.
    - Stay informed about the latest developments in institutional, provincial, and Canadian data protection regulations and ensure that your use of AI tools complies with these regulations.
    - Be mindful of their digital footprint and the potential privacy implications of AI." (Kwantlen Polytechnic University)
- **AI:** "Besides following your instructor's guidelines responsible use also involves some other considerations, which include: [...]

    - Protecting Personal Information: Using AI tools may involve sharing sensitive data, which raises concerns about security and privacy, particularly regarding how data is stored, processed, and potentially shared. Be cautious when sharing personal information, and ensure you fully understand the privacy policies of the tools you use." (York University (#1), n.d.)
- **GenAI:** "Instructors are actively discouraged from adopting a third-party tool that has not been cleared for privacy and security by the university." (Carleton University (#2), 2024)
- **GenAI:** "Protect Yourself: Choose tools that are USask approved for your privacy and security rather than other GenAI tools.
    - Safeguard your privacy and security. Ensure you use a unique username and password and avoid reusing your [...] password.
    - Avoid submitting content that is not your own into any AI tool that uses inputs for training purposes or to improve performance. When using AI tools, you are responsible for the content you submit and complying with all applicable laws and regulations. It is strongly recommended that you do not input personal information or confidential data into an AI tool." (University of Saskatchewan, 2025)
- **GenAI:** "If using generative artificial intelligence in courses or for teaching and learning activities, educators and students should use institutionally supported tools that have a completed Privacy and Algorithmic Impact Assessment. [...]
  In selecting third-party technology tools educators must avoid those that sell student data to companies building large language models, as well as companies that use student data to train AI models or to improve services and products; educators should review user agreements and consult with the Office of Legal Services or the Privacy Office if unsure." (McMaster University, 2024)
- **GenAI:** "Compliance with regulations, particularly those related to data protection and privacy, is paramount. Administrators must ensure that generative AI systems are used in a way that complies with all relevant laws and regulations. This includes:
    1. Conducting regular audits to ensure compliance.
    2. Implementing robust data protection measures.
    3. Providing staff with training on data privacy and security best practices.
    4. Developing an Algorithmic Impact Assessment tool and capability to evaluate and assess new generative AI tools. [...]" (Sheridan College, 2024)
- **AI:** "You should prioritize using AI tools approved by USask to protect equity, safety, and security. When functionality needs for your course [and your work] are better met by unapproved tools, you should recommend new tools to be reviewed [and/or should work with ICT to determine next steps]." (University of Saskatchewan, 2025)
- **AI:** "There are risks associated (e.g., academic integrity, privacy and security, intellectual property rights, reliability, inequities). Understanding and using the tools ourselves will help us manage those risks." (Simon Fraser University, 2024)
- **GenAI:**
    - "Take appropriate safety precautions before completing activities that have the risk of causing unintended physical, emotional, or other forms of harm
    - Implement rigorous testing and validation procedures for Generative AI outputs, particularly in disciplines that rely on precise calculations
    - Educate yourself about the potential privacy and security risks associated with using Generative AI and ask questions (i.e., IT, T&L Commons, TLC [hyperlinks removed]) when unsure and/or for more information." (Kwantlen Polytechnic University)

Policy Examples

- **AI:** "Data privacy: [...] Adhere to all applicable data privacy laws and regulations while handling and storing data related to AI technologies, ensuring the confidentiality and security of sensitive information (University of Johannesburg)." (Commonwealth of Learning, 2024)
- **GenAI:** "1. Protecting Seneca's data and IT systems
  1.1 To maintain the security of Seneca's data and IT systems, students and employees are prohibited from attempting to gain access to unapproved GenAI applications when using Seneca systems or networks, conducting business on behalf of Seneca, or when using the institution's data.
  1.2 To maintain the confidentiality of Seneca's sensitive or confidential information, including but not limited to student and employee personal information, and Seneca's intellectual property and copyrighted material, students, employees, and contractors shall only input such information into GenAI systems that Seneca has approved for use, in accordance with other Seneca privacy and confidentiality policies.
  1.3 Students should contact their professors, and employees and contractors should contact their supervisors or project leads, with any questions regarding sensitive or confidential information." (Seneca Polytechnic, 2024)
- **GenAI:** "Third party risks
  4.1 GenAI usage must be in accordance with this policy to mitigate the risk of sensitive and confidential information being leaked and/or misrepresented through unapproved GenAI applications. Any such unintended disclosures pose risk of violation of Seneca's contractual obligations with business partners and/or legal parameters." (Seneca Polytechnic, 2024)
- **GenAI:** "It's important to know how a generative AI tool will use your data before you consider using the tool. [...] When possible, you can further mitigate potential privacy concerns by removing personally identifying information (e.g., names, email addresses, phone numbers. For example, when writing a prompt to draft an email to Joe Smith, replace "Joe Smith" with "XYZ." In short, do not assume that an AI tool is safe to use just because it's widely available (or even free). In fact, unless formally reviewed and approved by McGill, it is prohibited to use any generative AI tool for McGill-related purposes due to the risk of exposing personal, confidential and university sensitive information to the Internet." (McGill University, 2024)

Return to the *Privacy, Security and Data Protection* guidelines section.

3.8.3 Copyright and Intellectual Property

Guideline Examples

- **GenAI:** "Those using GenAI in teaching and learning should respect intellectual property rights in material they input into the tools, and in how they use outputs." (University of British Columbia (#1), 2024)
- **AI:** "You should not input students' intellectual property into AI tools. You should avoid submitting content that is not their own into any AI tool that uses inputs for training purposes or to improve performance. When using AI tools, you are responsible for the content you submit and complying with all applicable laws, research ethics, and regulations." (University of Saskatchewan, 2025)
- **GenAI:**
  - "Review RS5 - Intellectual Property policy and Intellectual Property procedure [hyperlinks removed]
  - Stay informed about the latest developments in intellectual property law as it relates to Generative AI, contact the Office of Research and Scholarship [hyperlink removed] at KPU with specific questions or concerns
  - Be mindful of the data you use to train Generative AI models. Avoid using copyrighted materials without permission, and respect the terms of use for any datasets you use

- If you're involved in developing Generative AI models, consider how you can protect your intellectual property. [...]
- Be knowledgeable about the potential intellectual property issues associated with Generative AI-produced content." (Kwantlen Polytechnic University)

- **AI:** "Administrative Guidelines
  [...] Protect Intellectual Property: Avoid submitting content that is not your own into any AI tool that uses inputs for training purposes or to improve performance. When using AI tools, you are responsible for the content you submit and complying with all applicable laws and regulations. It is strongly recommended that you do not input personal information or confidential data into an AI tool." (University of Saskatchewan, 2025)
- **GenAI:** "GenAI tools are often developed using large datasets, which might include copyrighted material. This could influence the AI's outputs, occasionally resulting in the inclusion of copyrighted works. When utilizing GenAI outputs, be aware of the possibility that these may mirror existing copyrighted works, potentially leading to inadvertent infringement." (University of British Columbia (#1), 2024)
- **GenAI:** "[...] Note that copyright ownership of outputs produced by generative AI is currently unsettled in law. Instructors considering using these tools should:
  - Understand that while they can create content with these tools, they may not own or hold copyright over the generated works.
  - Avoid inputting confidential information or intellectual property they do not have rights to use (e.g., student work or questions without permission). Content entered may become part of the tool's dataset and could resurface in response to other prompts [...].

  Review each tool's terms of service, which govern the use and ownership of inputs and outputs. Note that these terms can change without notice." (University of Toronto, 2024)
- **GenAI:** "Legal questions of intellectual property (such as copyright and privacy) continue to be evaluated by provincial and federal courts. Until such questions are resolved, employees should not use generative AI created content for proprietary work and all McMaster policies continue to remain in effect." (McMaster University, 2024)
- **GenAI:** "Copyright:
  - Use KPU LibGuides [hyperlink removed] for citations
  - Be aware of copyright laws and respect them when using Generative AI tools. This includes not using these tools to generate content that infringes on existing copyrights
  - Always cite your sources when using Generative AI-produced content that is based on or resembles copyrighted works (Levendowski, 2018)
  - Be transparent about the use of AI in generating content and the potential copyright issues associated with it
  - Be mindful of the data you feed into Generative AI models. Avoid using copyrighted materials as training data without permission
  - Understand that ownership of Generative AI-produced works can be a complex issue. [...]
  - Respect the moral rights of authors when using Generative AI-produced content. This includes not using Generative AI to produce content that could harm the reputation or integrity of the original creators (Samuelson, 2018)" (Kwantlen Polytechnic University)

Policy Examples

- **GenAI:** "6. Unacceptable use of GenAI
  6.1 It is a violation of Seneca's policy to: [...]
  - enter content that contains Seneca's or third parties' intellectual property and copyrighted materials into unapproved GenAI applications

    - enter personal information about students, employees, or third parties into unapproved GenAI applications.
    - input de-identified personal information into unapproved GenAI applications to seek responses that are then used to make decisions about a specific individual or group. […]" (Seneca Polytechnic, 2024)
- **AI:** "Copyright and intellectual property: Intellectual property rights related to work generated wholly or in part by artificial intelligence will be clarified and defined within the university's IP Policies (Swansea University).
  The use of AI technologies will be guided by respect for intellectual property rights. Authors' copyrights will be safeguarded, and attribution will be given appropriately for any AI-generated content (University of Johannesburg)." (Commonwealth of Learning, 2024)
- **GenAI:** "3. Copyright
  3.1 GenAI outputs can contain copyrighted information or others' intellectual property. While ownership in many of these cases is unclear, students, employees and contractors should refrain from using any GenAI output that contains material (either internal or external) believed to be under copyright protection.
  3.2 To ensure transparency with students, employees and contractors and protect Seneca from claims against copyright infringement and/or theft of intellectual property, all GenAI generated content must be reviewed by the individual using the GenAI, and declaration of use and/or citation [hyperlink removed] included when being used for work purposes." (Seneca Polytechnic, 2024)

Return to the *Copyright and Intellectual Property* guidelines section.

3.9 Sustainability

Guideline Examples

- **GenAI:** "Training and using GenAI, depending on the models used, can lead to consumption of large amounts of energy and water. To support UBC's commitments to sustainability and addressing the climate emergency, consider only using GenAI when doing so will have a significant benefit to teaching and learning activities, limiting use where it will be less impactful." (University of British Columbia (#1), 2024)
- **GenAI:** **"**We recognise that the development of GenAI has emerged in a time of climate crisis and that all technologies, including GenAI, have an environmental impact.
    - We will educate ourselves and others about the evolving environmental impact of the development and use of GenAI.
    - We will make decisions informed by our environmental responsibilities, the importance of sustainable development and taking account of the most effective and efficient practices." (Scottish Artificial Intelligence in Tertiary Education Network, 2025)

Return to the *Sustainability* guidelines section.

3.10 Governance and Operations

Guideline Examples

- **GenAI:** "Administrators should evaluate the strategic risks and benefits of generative AI. This includes understanding how generative AI can support institutional goals, such as improving educational outcomes, enhancing operational efficiency, and fostering innovation. Additionally, it is essential to identify potential risks, such as ethical concerns, data privacy issues, and biases in generative AI algorithms." (Sheridan College, 2024)

- **AI:** "Administrative Guidelines
  [...] *Consider Implications:* You should consider the implications of using an AI tool before engaging. You should be able to explain how the benefits are outweighed by the costs of use (monetary, environmental, etc.) ." (University of Saskatchewan, 2025)
- **GenAI:** "Clearly defining and communicating the roles and responsibilities of staff in managing generative AI systems is essential. Administrators should:
  - Assign specific roles for overseeing generative AI implementation and maintenance.
  - Ensure that all staff members understand their responsibilities in maintaining IT security.
  - Provide ongoing training and support to staff to keep them updated on the latest generative AI technologies and best practices.
  - Ensure staff understand the principles for how to use generative AI." (Sheridan College, 2024)
- **AI:** "Administrative Guidelines
  [...] *Find Balance:* Managers should guide their staff in using AI tools as complementary to their own skills and expertise.
  Set Expectations: Managers should discuss expectations with staff about appropriate AI use and its impact on the work environment, including accountability for any use of AI output, and disclosing AI use as needed.
  Focus on Consistency: Staff should collaborate within their units to apply concise and consistent expectations for the use of AI." (University of Saskatchewan, 2025)
- **AI:** "We will review and approve AI applications for institutional processes to ensure they align with the college's strategic goals and values." (George Brown College, 2025)

Policy Examples

- **GenAI:** "5. Obligations when using approved GenAI tools
  - 5.1 When using or developing GenAI content or tools, all students, employees and contractors are expected to: comply with applicable laws, regulations, and related Seneca policies.
  - reference output that was used for work or academic purposes to the GenAI application that created it through a label, footnote or other means visible to the reader, viewer or listener.
  - maintain a record of when GenAI has been used to produce content for work purposes (beyond basic administrative tasks) and be prepared to share records with their supervisor, professor, or other authorized personnel upon request.
  - review output of GenAI applications to make sure it meets Seneca's ethical standards and principles of reconciliation, equity, diversity, inclusion and sustainability.

  6. Unacceptable use of GenAI
  6.1 It is a violation of Seneca's policy to:
  - use Seneca credentials to log into publicly available GenAI applications.
  - install unapproved Application Programming Interfaces (APIs), plug-ins, connectors or software related to GenAI systems.
  - use outputs generated from unauthorized GenAI applications for work purposes, conducted on behalf of Seneca (e.g., implementing code that has been generated by an unapproved GenAI into a Seneca system). [...]

Return to the *Governance and Operations* guidelines section.

Appendix B: Feedback

Your input is valued to ensure this informational resource remains relevant, accurate, and useful. Your feedback plays a key role in keeping this resource up to date.

You can contribute in the following ways:

- **Email:** Digital Policy and Business Transformation Branch, Ministry of Post-Secondary Education and Future Skills with your questions, thoughts, or feedback to PSFS.DPP@gov.bc.ca.
- **User Survey:** Provide feedback through our Microsoft Forms Survey (access via QR code).

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