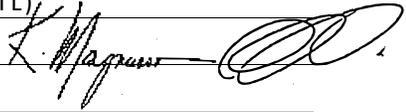


## MEMORANDUM

<b>ATTENTION:</b>	Senate
<b>FROM:</b>	Kris Magnusson, Vice-Provost and Associate Vice-President, Learning & Teaching Paul Kingsbury, Special Advisor to the Vice-Provost and Associate Vice-President, Learning & Teaching Senate Committee on University Teaching and Learning (SCUTL)
<b>RE:</b>	Generative Artificial Intelligence Policy Motion 
<b>DATE:</b>	May 23, 2024

**Motion:**

That Senate initiates a process to develop policy regarding the use of generative artificial intelligence by instructors and students in teaching and learning at Simon Fraser University.

**Overview:**

With the emergence of ChatGPT (one of many generative artificial intelligence (GenAI) tools) in late 2022, the possibilities, limitations, and perils of GenAI for teaching and learning have become a concern for students and instructors at Simon Fraser University.

At present, the university's Academic Integrity Coordinator, Arlette Stewart, has written guidance for students regarding the appropriate use of [GenAI in their coursework](#). The Centre for Educational Excellence has also developed resources for [teaching with ChatGPT](#) and has offered faculty boilerplate text to include on their syllabi outlining if and how GenAI is permitted in their courses. While these resources are very helpful, the absence of university-level policy on the use of GenAI is creating confusion for both students and instructors, including inconsistencies in terms of student expectations and data privacy considerations, and inequities for students.

**Areas of concern:**

- Student privacy is a concern when they are required to use these tools for coursework or when uploading their assignments into an AI assessment tool.
- Most GenAI tools rely on user input to train the tool which raises questions of student intellectual property rights.
- Inequities given that paid versions of GenAI may provide more support than free versions. Not all students have the same access and skills to use GenAI tools.
- There are concerns about the reliability of GenAI and its tendency to produce biased, erroneous, or otherwise unjustified responses to user prompts. Not all instructors have the expertise to guide students on appropriate usage.
- Lack of oversight with regard to GenAI-enabled technologies.
- Different expectations by instructors of when and how students can engage with GenAI.
- When would using GenAI be considered a violation of academic integrity?

In addition to developing a university-wide policy or position statement, related processes and resources should be developed to effectively respond to the rapidly changing GenAI landscape. These may include:

- Training resources for instructors with varying levels of expertise in the use of GenAI in the classroom.
- Training resources for students on SFU policy regarding GenAI and acceptable uses of it.
- Oversight for the introduction of GenAI-enabled technologies.
- A governance structure to guide decisions and policy amendments.

### **Guidance for Senate:**

SCUTL's GenAI Policy Motion (approved February 14) recognizes the growing importance of GenAI in teaching and learning. The Motion was distributed for feedback to an Academic Integrity Committee (Chaired by Dr. Peter Hall (AVPA)), the Senate Committee on Undergraduate Studies (SCUS) for approval, and the Senate Graduate Studies Committee (SGSC) for information.

SGSC was supportive of the larger university committee's work on the topic. SGSC wants to require all students to develop a transparency statement for their theses and to have committees agree on how students may use GenAI in their theses. SGSC notes that there are challenges with regards to the speed of change and the lack of training available for students and supervisors.

SCUS was also supportive of SCUTL's motion and recommended that SCUTL propose a pan-university working group to investigate artificial intelligence usage by instructors and students and develop associated policy, effective Spring 2025. The SCUS motion incorporated the suggestion that "generative" be dropped from the Motion wording because of the rapidly changing nature of AI and likely obsolescence of the term in the future. In addition, SCUS also made the following two suggestions. First, that the motion incorporates "guidelines" as well as "policy" given that guidelines can be formulated more rapidly than policy. Second, that SCUTL provide guidance on suitable membership for the pan-university working group.

SCUS' feedback was shared at the May 8 SCUTL meeting. In response, SCUTL decided not to revise its original motion or document guidelines because it felt Senate should initiate a process as soon as possible.

Should Senate approve the motion, we recommend that the Office of the Associate Vice-President, Learning and Teaching (AVPLT) be given the mandate to create a pan-university working group (Chaired by the AVPLT) to consider and develop policy, guidelines and/or governance structures. Previous discussions suggest that committee members may include those who are already well-versed in GenAI, and be drawn from the following groups: instructors, undergraduate and graduate students, Academic Integrity, the Library, Centre for Educational Excellence, and IT services. We also welcome Senate's further guidance or suggestions for committee representation.