

Artificial Intelligence Academic Framework

V1 | October 2024

Generative artificial intelligence (AI) creates new content including text, images, computer code, and more in response to user prompts. Many of these AI tools continuously adapt based on user inputs. AI can enhance teaching and job readiness through the ability to use large amounts of data and respond to complex queries. It can produce biased or inaccurate responses, so users need to apply judgement in order to use AI effectively. This framework provides guidance for implementation and use of AI models within teaching and learning at Fanshawe College to support ethical and effective use. A literature review is included (Appendix A).

OVERALL DIRECTION

Fanshawe College embraces use of Artificial Intelligence for academic purposes based on three pillars:

1. **Transparent and responsible use** with adherence to **privacy considerations**.
2. The use of AI to create **engaging** and **job-ready** experiences.
3. A steering committee which provides continuous **exploration** and **collaboration**.

OVERALL RECOMMENDATIONS

1. All Academic use of AI should embrace the three core pillars.
2. Faculty and student resources should be evaluated to support for training/technical and curriculum use of artificial intelligence.
3. Steering Committee provide Academic guidance, training, and resources to support ethical and effective use of AI should be established.
4. An accompanying corporate AI framework is needed due to the impact of AI on the workforce.

Privacy and cybersecurity considerations apply in all situations.





This framework was developed by a broad cross-section of the Fanshawe community (Appendix B) and provides background and recommendations in 8 areas. With the frequent and rapid evolution of AI technologies, this framework is being provided as a set of guidelines beginning in 2024/2025 will need to be revisited annually as AI technologies evolve.

ELEMENTS OF THE FRAMEWORK

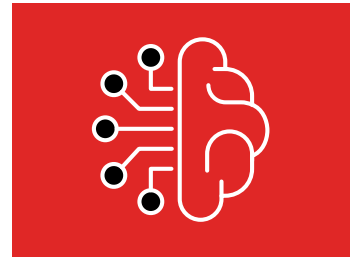
- **Background**
- **Use Cases in Teaching and Industry**
- **Curriculum and Assessment**
- **Technology Tools**
- **Faculty and Student Literacy**
- **Academic Integrity, Ethics, and Copyright**
- **Research**
- **Privacy and Cybersecurity**

Industry and Faculty Use Cases

In 2024, an overall assessment of use cases in industry and curriculum was conducted. Industry employer partners have informed us that they are embracing AI widely, and often are using AI to replace entry level and other job functions.

Use cases in teaching fall into 5 categories: Student engagement, student success and identifying at-risk students, expediting faculty administrative tasks, personalized learning, and AI-enabled educational technology (Appendix C).

Fanshawe use cases have been explored in almost every employer sector Fanshawe partners with – Business and Finance, Retail, Health, Automotive and Engineering, Legal, Design, and many more (Appendix D). 2024 PACs are informing us that they are adopting AI technology widely and expect Fanshawe to provide preparation for employment relating to AI usage.

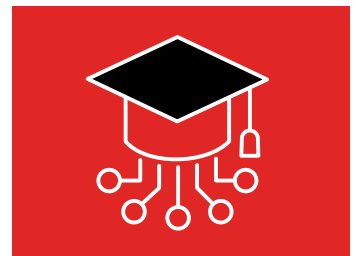


Recommendations from Use Cases

1. Fanshawe should encourage and support faculty and staff in developing AI approaches for the classroom and student success.
2. Students should have an opportunity to engage with AI tools at all levels of their program.
3. Fanshawe needs to recognize and continuously seek feedback supporting AI as a key employer requirement in most fields.

Curriculum and Assessment

A balanced approach to AI use in teaching and learning is recommended, one that evaluates both the appropriateness and integrity of AI use in education. An overall ban on AI use is impractical as it fails to prepare students for the labour market where AI use is increasingly prevalent. We recommend a contextual approach to AI use in teaching and learning which considers whether the use of AI is appropriate, ethical, and recommended based on the core learning outcomes we want our students to achieve.



Recommendations for Curriculum and Assessment

1. AI in curriculum should enhance learning outcomes and student engagement.
2. Faculty need to provide clear and transparent guidance around use of AI in their course – an approach which delineates limited, partial, or full use should be provided (see appendix).
3. Assessments should clarify whether the use of AI is permitted and how its use should be acknowledged.
4. AI must not be used for assigning grades although some grading aids may be used with approval.
5. Faculty need to be aware of cases where AI may be generating inaccurate or biased work.

Teaching and Learning Tools

Many teaching and learning tools currently employ AI and Fanshawe may or may not be aware of the full extent of that use. Fanshawe has a process for evaluating new tools (Appendix E).

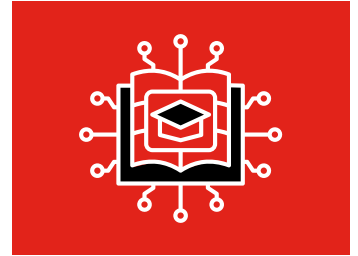


Recommendations for Teaching and Learning Tools

1. Develop a process for evaluating and implementing AI-enabled technology tools using the current Ed Tech pilot site.
2. For fall 2024, adopt a college-wide approach for Copilot, launch Zoom AI Companion, and determine a set of parameters to launch Grammarly Go as an AI tool for students.

Faculty and Student Literacy and Training

There are a variety of levels of use and understanding of AI with faculty, staff, and students. Training and familiarization needs to occur within the college at the overall campus, faculty, department, and school levels. A combination of sessions and just-in-time resources would be preferred. A comprehensive resource guide needs to be provided to assist with a variety of questions and skills, and development is underway. There are many excellent examples that can be drawn from UBC, U of T, and many other post-secondary institutions. A list of proposed training resources and topics is included in Appendix E.



Recommendations for Literacy and Training

1. Fanshawe requires an ongoing approach to faculty and student AI literacy training for beginner, intermediate, and advanced users.
2. A variety of tools, timing, and modalities should be utilized including group and school sessions, resource guides, OER, and just-in-time resources.
3. The FSU should be involved in input on development of student tools and literacy sessions.
4. Training should include issues relating to policy, ethics, privacy and cybersecurity.
5. Seconded or other human resources will be required.

Academic Integrity, Ethics and Copyright

The initial issues around AI centered on academic integrity. As AI becomes more integrated into education, it's crucial for faculty to differentiate between assignments that require original work and those where AI can be used to enhance outcomes. There has to be recognition of cases where students will utilize AI in a manner that can result in academic offences. Copyright is another issue where there is the possibility of copyrighted material being generated as a result of AI usage. Issues around copyright are documented in Appendix G. Resources regarding Academic Integrity and AI are included in Appendix H.

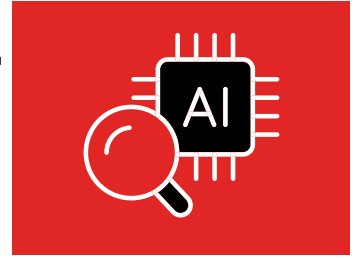


Recommendations for Academic Integrity, Ethics and Copyright

1. It is essential that faculty provide clarity for allowable use of AI in all course activities.
2. The recommended version of AI for the classroom (Copilot) should be used to avoid use of student or copyrighted material generated from AI.
3. Students should be required to cite use of AI in all submitted work.
4. Academic staff have an individual responsibility to review their assessments to mitigate inappropriate use of AI and to participate in training around AI and Academic Integrity.
5. Fanshawe uses the Turnitin AI detector, with the expectation that faculty apply its findings with discretion and professional judgement. Use of unauthorized detection tools is not allowed and no student work should be uploaded to an alternative detection tool.

Research

Researchers are encouraged to experiment with AI tools within the boundaries of ethical and responsible use. There are many areas of research where AI can be a useful tool such as: knowledge dissemination, proposal writing, application review, and research activities. A set of guidelines for AI use in Research at Fanshawe has been developed and is available (in Appendix I).



Recommendations for Research

1. AI is allowed in all areas of academic research within proposed college guidelines.
2. The proposed research guidelines mirror the overall principles for AI academic use.
3. Human oversight of the research is mandatory, and the researcher needs to ensure the accuracy and appropriateness of AI generated results.
4. Clear documentation, permissions, and disclosure are required.

Privacy and Cybersecurity

There are a variety of privacy and cybersecurity concerns around AI. Many of them should rest in a corporate framework around use of sharing of data in general – student data, financial data, employee information, health data, etc. For purposes of the academic framework, the issues are primarily around use of student academic work and information. The educational versions of Copilot that do not use open large language models or share student or faculty work is recommended for use in teaching and other academic activities.



Recommendations for Privacy and Cybersecurity

1. Adherence to privacy and cybersecurity guidelines is required in all AI use.
2. Fanshawe should use an authorized education AI provider in the classroom that does not share student data.
3. Fanshawe needs to make use of AI providers that do not share student data.
4. AI should be in compliance with Ontario Bill 194 regarding cybersecurity and AI usage in the public sector.



Additional Resources

- Appendix A – Literature Review*
- Appendix B – Framework Team, 2024*
- Appendix C – Declaration Statements for Faculty Regarding Use*
- Appendix D – Faculty and Industry Use Cases*
- Appendix E – Technology Use Evaluation Guidelines*
- Appendix F – Training Resources and Topics*
- Appendix G – Copyright Guidelines for AI*
- Appendix H – Resources for Academic Integrity*
- Appendix I – Research Guidelines responsible use.*