

GenAI Policy: Information for Students

UBC Sauder School of Business

Purpose

This guide is designed to inform students how Generative Artificial Intelligence Tools (GenAI) can be used by UBC Sauder students as they pursue their education. This guide is meant to supplement the Academic Misconduct information and policies noted in the [UBC Calendar](#).

Definitions

Generative Artificial Intelligence refers to artificial intelligence algorithms, systems, and tools that can edit, generate, create, and paraphrase text, images, sounds and videos in response to prompts/inputs from a user. GenAI is unique in its ability to review patterns in data to create new, original, and unique content. A commonly cited example of GenAI is OpenAI's ChatGPT Model.

However, while Large Language Models (ChatGPT, Gemini, Copilot, etc.) are the most commonly referenced types of GenAI, many programs and systems now include GenAI tools as part of their basic functionality (including programs and services like Canva, Notion, Google Search, and Grammarly). These tools are also considered GenAI.

Possible GenAI Policies

Instructors will clearly note in their syllabus when and how students are permitted to use GenAI in their assessments and assignments. More information on these policies are noted below:

- **Permitted, with Attribution**

Instructors may choose to integrate or permit GenAI tools to further engage students in their learning and to build skills. Students should be sure to retain all GenAI prompts and responses and may be asked to provide these to their instructor. Students should also ensure that they are using GenAI tools with ethics and integrity in mind, including using these tools according to their instructor's guidelines. Students are expected to attribute and/or cite the use of GenAI tools according to their instructor's instructions. Students with questions about the permitted use of GenAI tools should contact their instructor for clarification.

- **Prohibited, in Controlled Environment**

Instructors may choose a prohibited policy if they believe that students need to show basic skills and understanding, in which GenAI tools may bypass important demonstration of learning. In these cases, instructors will provide a controlled environment to complete the assessment (i.e. an exam using lockdown browser, pen and paper classroom activity). Any detected use of GenAI tools will be considered an academic integrity violation and will be investigated.

- A. **Required, as Part of an Assessment**

Instructors may develop assessments that require the use of GenAI tools. Instructors will provide instructions describing how GenAI is expected to be used (including instructions regarding attribution/citation, if applicable).

Student Reflections on Artificial Intelligence

GenAI has a lot of potential to both expand and hinder student learning. When looking at an assignment that permits GenAI, we encourage students to consider the following questions:

- What is the purpose of this assignment? What skills and knowledge am I demonstrating? Practicing? Building? How will I use these skills and knowledge in my future education? Career? Personal life?
- What types of GenAI use would *hinder* my ability to gain, communicate, or demonstrate skills or knowledge? What would this look like? How could it impact my future?
- What types of GenAI use would *help* my ability to gain, communicate, or demonstrate skills or knowledge? What would this look like? How could it impact my future?
- What is the instructor saying? Why might have they chosen a specific GenAI policy for coursework?

Things to Consider When Using GenAI

Misleading or Incorrect Information

GenAI commonly has issues presenting misleading or incorrect information. GenAI output:

- May contain bias, inflammatory information, or reinforcement of stereotypes
- May reference/cite sources that do not exist
- May create/present information that is incorrect or that is not factual
- May not be able to understand or fully answer a prompt, resulting in inaccurate outputs

It is the responsibility of the user to verify any information provided by GenAI tools. Students should employ critical thinking skills and should not assume the accuracy of GenAI output.

Confidentiality and Intellectual Property

Some information is considered confidential information or is protected by Canadian copyright. Students should be cautious about sharing such information with GenAI tools. If students are ever unsure whether they should share data with GenAI tools or not, they are highly recommended to check with their instructor and/or program office (OSAS, RHL, BCC). Examples of these types of information include (but are not limited to):

- Confidential student information (names, student numbers, course information, experience reports, peer reviews, peer feedback, peer academic work, etc.)
- Feedback provided from instructors, advisors, consultants, university staff, etc.
- Instructor-created materials (instructor slides, problems, feedback guides, solutions, cases, multiple choice questions, eBooks, etc.)
- University-created materials (guidebooks, guidelines, policy, procedures, website content protected by login/passwords, etc.)
- Other university copyrighted materials

Inputting information into GenAI tools may result in the sharing of this information with third parties, which may infringe corporate/legal rules and regulations, including intellectual property rights. This can result in enforcement action, including court actions and the awarding of monetary compensation to the intellectual property holders.

Note: *If students are entering instructor-created materials, students are expected to check with their instructor to make sure that they permit their work to be inputted into GenAI tools.*

Common Gray Areas

As this technology rapidly develops and continues to be integrated into more academic and non-academic tools, we recognize that there may be areas of confusion for students about what is permitted and what is not. Below are some common issues seen by the Academic Integrity Office which have caused confusion for students. If students are unsure about a specific assessment or course policy, they are *highly encouraged to contact their instructor for clarification*.

- **GenAI Tools Built into Programs and Systems**

As noted already, many GenAI tools have been fully integrated into various other programs, tools, and services (ex. Notion, Canva, Grammarly, etc.). Students should be aware that these are still GenAI tools, and are therefore included in the same GenAI policies as more overt GenAI tools such as ChatGPT. Students are expected to ensure these programs still adhere to their course GenAI policies.

- **Overreliance on Grammar and Translation Tools**

Students are often not aware that many translation and grammar tools available on the internet (Grammarly, Quillbot, DeepL, Bing Microsoft Translator, etc.) now utilize GenAI technology, and therefore their output is also considered GenAI. As with other GenAI use, students are expected to ensure that their use of these programs still adheres to their course GenAI policies.

- **Fact-Checking GenAI Output**

GenAI tools are very susceptible to false output, also known as “hallucinations”. Hallucinations are often very convincing and difficult to spot. Students are expected to carefully review all the work they submit and to verify information provided by GenAI tools.

- **Prep vs. Submitted Work**

Some students have experienced confusion regarding using GenAI to prepare for an assessment where GenAI is not permitted (ex. using GenAI to prepare notes for a closed-book GenAI-prohibited assessment, and then copying those notes into the closed-book assessment). We emphasize caution with closed-book assessments, and students should ask for clarification if there is ever confusion with assessment instructions and regulations.

- **GenAI: Not Present in the Classroom**

Remember – GenAI is not present in the classroom and cannot speak to what is being taught and what specific practices or outcomes students are being asked to produce. A student who turns to GenAI tools for a concept taught during a class they missed may find that they are being suddenly taught concepts at a Grade 10 level, a PhD level that they are unable to grasp, or a method that will not help the student as the course progresses. Students should prioritize connecting with their instructor or TA if they do not understand a course concept or skill being taught.

On the most basic level, students will be expected to discuss and speak in detail about their work if asked. They should be prepared to answer questions about their work, show how they came to their own conclusions, and explain their thought process. If students are unable to speak to their work, it is likely to be considered an academic integrity issue.

Citation

Students who use GenAI tools should be aware that these tools may plagiarize content and present it as original work. Students must be aware that they are accountable for any work that they submit, and submitting plagiarized work generated by GenAI tools would be considered an academic integrity violation by the student. Information on how to cite GenAI tools can be found [HERE](#). Instructors may also ask students to declare their GenAI use as part of this citation process. An example declaration form can be found [HERE](#).

Any information generated by GenAI tools should be verified and referenced to the original source to confirm the authenticity and accuracy of the generated material.

Appropriate Use of GenAI

Below are some examples of appropriate use of GenAI tools (if permitted by your instructor):

- **Initial Research**
Using GenAI tools as a research tool, in addition to a student's knowledge, critical thinking skills, and professional judgment.
- **Idea Refinement**
GenAI can assist with brainstorming, clarifying thoughts, and effectively structuring ideas. Students should always remember to evaluate, refine, and supplement information from GenAI with their own ideas, knowledge, and skills.
- **Summarizing Content**
GenAI tools can help summarize information given to students for review, however, students should be aware that these tools may overlook important information when attempting to summarize.
- **Concept Clarification**
If students are struggling with a course concept, GenAI tools may be able to explain concepts in simpler/different ways in order to increase student understanding. It should be noted that these tools may lack expertise and accuracy and therefore this should only be considered a supplementary tool for students which does not supersede instructor and course materials.
- **Spelling and Grammar Checking**
GenAI tools can help to evaluate the spelling and grammar of student text and provide suggestions for improvements. However, we caution students against entering original text and asking GenAI to re-write it on their behalf, or relying on GenAI tools to correct grammar on large portions of work.

Review and Future Considerations

UBC Sauder School of Business will continue to monitor information and news regarding GenAI tools and their application in academic settings, and may continue to update this policy from time to time.

Students are encouraged to contact academicintegrity@sauder.ubc.ca to provide suggestions, comments, and input on this policy.

This guide was adapted from:

Chartered Professional Accountants. (2023). *Academic integrity and the use of artificial intelligence (ai)*. <https://www.cpawsb.ca/current-learners/learning-standards/academic-integrity/>