ATENEO DE MANILA UNIVERSITY

# GUIDELINES ON THE RESPONSIBLE USE OF GENERATIVE ARTIFICIAL INTELLIGENCE (GenAI) IN HIGHER EDUCATION

Approved by the School Council

18 November 2024

Presented to the President's Council

27 November 2024

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# I. INTRODUCTION

## A. Purpose

Generative AI and AI-assisted technologies provide many opportunities for enhancing and augmenting the processes of research and creative work and higher education teaching and learning, but it also presents pitfalls that distort or misrepresent these processes in ways that are not yet fully understood. This policy document offers a general framework in support of the responsible use of these technologies, in a manner consistent with ethical standards, the requirements of applicable law, and the mission and vision of the Ateneo de Manila University. Specific portions of this document will be updated as AI technologies and general practice evolve.

## B. Definition

Generative AI refers to a class of artificial intelligence systems that rely on machine learning, large language models (LLMs), and other advanced data manipulation tools to mimic human creativity and produce content, such as text, images, audio, video, or code, in response to prompts by a user. Generative AI produces novel content based on patterns learned from large datasets.

## C. Ignatian Pedagogy and Mission

In the context of the stated mission of the Ateneo de Manila to form Christ-centered persons of conscience, competence, compassion, and commitment, and recognizing that our graduates will encounter a world where GenAI increasingly becomes an everyday tool, the Higher Education cluster acknowledges the need to assist students deepen their AI literacy, taking advantage of its opportunities while recognizing its risks (competence) and equipping them to use GenAI ethically and responsibly (conscience) in the service of others for the greater good (compassionate commitment). In a similar vein, the University shall endeavor to develop and deepen our educators' skills in AI literacy so that they will have the necessary competence to assist and guide students in the responsible use of GenAI.

### D. General Principles

The values of integrity, transparency, honesty, accountability, and equity must be upheld in the use of GenAI and AI-assisted technologies. Ethical standards and legal requirements must also be upheld at all times. The use of GenAI should not infringe upon the right to data privacy and the intellectual property rights of others.

### E. Scope

The policy document applies to all members of the Ateneo de Manila University Higher Education cluster. It covers the creation and generation of textual, visual, and other content in the academic environment—research and written work, creative projects, and tool development—that rely on GenAI technologies.

## II. ON THE USE OF GenAI IN TEACHING AND LEARNING

In addressing the challenges of GenAI, Schools, Departments/Programs, and Instructors are urged to:

- "Intensify our promotion of Ignatian Pedagogy, which precisely challenges educators to be deliberate in designing the learning process by offering students opportunities to undergo the learning Experiences, Reflection, and Action themselves." Since reflection is an integral component of Ignatian pedagogy, instructors should consider requiring a metacognitive reflection as part of the final assessment of a course (GenAI Task Force Report, p. 12).
- Include the thinking and learning process that is specific to the discipline in the course learning outcomes and assessments and incorporate the use of GenAI to promote such learning (GenAI Task Force Report, p. 11). GenAI technologies should be used "to enhance learning," or "to augment human capabilities rather than replace them." Thus, the use of GenAI should be prohibited or restricted if its use *retards* and *replaces* the critical thinking, problem-solving, analytical, and skills acquisition processes that are essential to the course learning outcomes. Students should not be deprived of opportunities outside of a reliance on GenAI to develop cognitive abilities and social skills, and the attitudes and discipline that go along with these abilities and skills, particularly though empirical practices in the real world.

## A. Ethical Use

*Instructors and Students should*:

1. Ensure that, in using GenAI technologies, the promotion of human dignity and the common good are upheld.
2. Ensure that the use of GenAI technologies does not result in harm to others.
3. Adopt a zero tolerance position toward the use of GenAI for misinformation.
4. Verify the information and sources generated by GenAI technologies for accuracy and hidden bias.
5. Declare the use of GenAI in any work, through a statement such as "This work [*specify: paper, artwork, or other output*] used GenAI for the following components: [*Choose from the following*] brainstorming, outlining, sentence generation, study design, editing, or [*describe other uses not found in this list*]. The following GenAI trechnologies were used [*provide a list of GenAI technologies used*]." Alternatively, if GenAI was not used, one can declare, "This did not use GenAI in any aspect of the work."

## B. Course Policy on GenAI

*1. Students*

11. Students should comply with their Instructors' GenAI policy for each of their enrolled courses, as stated in the syllabus.

*2. Instructors*

2.2.1 Instructors should include their GenAI Use Policy in their syllabus, based on the policy of their School/Department/Program. The syllabus should include:

2.2.2 The extent to which the use of GenAI is permitted

2.2.2 Clear and unambiguous instructions on GenAI use for assignments and assessments

2.2.3 Clear rubrics for assessing originality

2.2.4 Instructions on proper attribution, including citation guidelines

2.3 What Instructors require of Students in terms of GenAI use should be observed by Instructors as well.

2.4 Instructors should engage their students in a discussion on the benefits and limits of GenAI and how their own education can be compromised "if we delegate our thinking and learning to the machine." The output of this discussion can be "a social contract that encourages students to use GenAI only as a learning tool" (GenAI Task Force, pp. 8-9).

## C. Equitable and Secure Access

1. The University shall abide by relevant laws and regulations, such as, but not limited to, the Intellectual Property Code of the Philippines (Republic Act 8293), when considering risk and security issues in using GenAI technologies.
2. The University shall endeavor to ensure that students enjoy equal access to GenAI as a learning tool.
3. If used for academic work, students and instructors should be critical and discerning about what safe GenAI technologies to use. The University shall provide AI literacy education for faculty, students, and staff.

## D. Academic Integrity

*1. Students*

1.1 The use of GenAI is equivalent to relying on another person to complete tasks/requirements/assessments (GenAI Task Force, p. 8). Therefore, proper attribution of its use is required.

1.2 The verbatim lifting of GenAI-generated text into one's written work and passing it off as purely one's own constitutes plagiarism.

1.3 Plagiarism and the non-attribution of the use of GenAI will be treated as provided for in the Code of Student Conduct.

1.4 For final[1] course assessments, Students should submit a Certification of Authorship or Declaration of Originality.[2]

[1] An option is to require a certification of authorship for all major assessments, defined as any assessment where the mark constitutes at least 20% of the final grade.

[2] Please see the Declaration of Originality form for Graduate Education.

*2. Instructors*

2.1 Proper attribution is also required of Instructors when using GenAI technologies for course content creation, preparation of class activities and assessments, and providing individualized feedback on student work.

2.2 The verbatim lifting of GenAI-generated text into one's written work and passing it off as purely one's own constitutes plagiarism.

2.4 Schools, Departments/programs and/or Course Instructors may use GenAI technologies but critically and with proper discernment, in coordination with the guidance of the OVP for Digital Information Technology Services, to ensure the integrity of the course-level and program-level assessments such as lockdown browsers and AI-assisted proctoring software, as deemed appropriate. Instructors should clearly discuss the use of these software with their students at the beginning of the semester.

**E. Using Others' Work with AI**

*1. Students*

1.1 Students must obtain the *documented* permission of their Instructors before putting their Instructors' work into any AI-generative tool. The Instructors' work includes teaching materials, correspondence, feedback, and the like.

2. *Instructors*

2.1 Instructors should obtain their students' *documented* permission before uploading their students' work into a GenAI tool for any reason, such as to create effective feedback.

## III. ON THE USE OF GenAI IN RESEARCH AND CREATIVE WORK

### A. Transparency in the Use of GenAI

1. Before commencing any research or creative work that involves AI, the intended use of GenAI and AI-assisted technologies in specific aspects of the work must be disclosed to all relevant parties, such as capstone project, thesis, and dissertation advisers; coinvestigators; field experts; funders; and entities commissioning research and creative work, including training

programs. Researchers are enjoined to disclose the use of GenAI to the University Research Integrity Office, which is the custodian of research integrity in the University, whether or not human participants are involved in the research and creative work process.

2. The disclosure statement should identify, to the extent possible, the exact GenAI or AI-assisted tools, models, and versions that will be used in the research or creative work process. The disclosure statement should also identify the major areas in which human creativity and innovation are critical in the research or creative work process.

3. At the conclusion of the research or creative process, the actual use of GenAI should be clearly spelled out in the project output. If relevant, the inputs (prompts) and the output may be specified and made available to others.

**B. Ultimate Responsibility for Research and Creative Work**

1. The researcher/creator has the ultimate responsibility in the use of AI-generated data or analyses. AI systems are neither authors nor co-authors and, as such, cannot be held liable for errors in content, analysis, and interpretation.

2. In this light, the researcher/creator must maintain a critical approach to the output produced by GenAI and AI-assisted technologies, fully aware that such content may contain misinformation, inaccuracies, and biases and may cause unintentional harm. Such content may paraphrase from other sources, which might raise issues about plagiarism and respect for intellectual property rights.

3. Thus, the researcher/creator ought to always critically evaluate the information obtained from generative AI. If content must be obtained using GenAI or AI-assisted technologies, it must be validated using reliable sources.

4. The researcher/creator must also not rely exclusively on GenAI and AI-assisted technologies in making decisions concerning the research and creative work.

5. Content from such technologies may be used to inform research and creative work, but ultimate decisions about different aspects of the research or creative work must be made by the researcher/creator based on additional factors and evidence and the broader context.

6. The researcher/creator must continuously keep abreast with how to use GenAI and AI-assisted technologies, which are evolving very quickly.

## C. Data Privacy, Confidentiality, and Intellectual Property

### 1. Data Collection

1.1 The collection and use of data must be consistent with national laws, including the Data Privacy Act of 2012 if the data are classified as personal data.

1.2 A study that involves the collection of data from human participants using AI and AI-assisted technologies must obtain, among others, ethics clearance from the University Research Ethics Committee (UREC) before it can proceed. The human participants must be fully apprised of the use of AI and AI-assisted technologies in the study in which they are being asked to participate, such knowledge thereby becoming one of the conditions for their provision of informed consent.

### 2. Data Analysis

2.1 Researchers/creators need to be mindful that generated or uploaded input (text, data, prompts, images, and so on), even for the purpose of checking grammar, can be used for purposes other than what they

had intended, such as the training of AI models. Thus, researchers need to be intentional in protecting data that contain sensitive information, are proprietary or confidential, are protected by intellectual property rights, or are subject to specific legal or ethical requirements. These types of data can only be used in conjunction with AI technologies that are safe to use.

2.2 Except those that are already in the public domain, research data must not be entered into externally sourced generative AI tools without implementing data security measures, such as encryption and anonymization.

2.3 Any data processed using AI or AI-assisted technologies must be rigorously verified for accuracy and integrity.

**D. Manuscript Preparation**

The preparation of manuscripts must abide by high ethical standards of integrity.

1. **Authorship and Originality:** Researchers/creators must adhere to the University's Policy and Guidelines on Authorship and Co-authorship and any other guidelines that the publication outlet may have concerning authorship and originality, especially regarding content created with AI assistance.

2. **Disclosure of AI Utilization**: Following the University's Policy and Guidelines on Authorship and Co-authorship, researchers/creators must declare the extent of the use of AI and AI-assisted technologies in the research and writing process. Whenever AI tools are used directly or indirectly in the text, these should be properly cited; for one style of citation, see https://apastyle.apa.org/blog/how-to-cite-chatgpt.

3. **Review for Biases or Inaccuracies**: Researchers/creators must carefully review and rectify any AI-generated content for potential biases or inaccuracies.

### E. Peer Review

If peer reviewers use GenAI and AI-assisted technologies in evaluating manuscripts, they should never be used in a manner that breaches confidentiality and integrity standards. However, the journal publisher may utilize Turnitin to detect plagiarism and AI writing and AI paraphrasing.

### F. Preparation of Grant Proposals

Any proposal for a grant application for both internal and external grants must be based on original work. If the proposal was prepared with the use of AI or AI-assisted technologies, this fact must be declared, together with specific descriptions of how these technologies were utilized in preparing the grant proposal.

## IV. SPECIFIC GUIDELINES OF SCHOOLS, DEPARTMENTS, AND OTHER UNITS

Schools, departments, and other units in the Higher Education cluster may produce their own guidelines that are consistent with this general document in order to respond to the specific needs of their academic disciplines and research and creative practices.

## V. ACCOUNTABILITY AND GRIEVANCE

For students, violations of the guidelines set out in this document will be dealt with according to existing procedures on the handling of misconduct that are found in the different units of the Higher Education cluster. For faculty, professionals, and staff, the university process in handling complaints and misconduct will be followed.

However, the Higher Education academic community is reminded that it should not depend fully on GenAI detection technologies and systems when extracting human accountability, especially when making high-stakes decisions.

## VI. UPDATING AND REVISION

This document shall be reviewed and updated regularly, every six to twelve months, and as needed.

## VI. REFERENCES


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