

Generative Artificial Intelligence (AI) tools have broad applications across society, including for institutions of higher education. The [Subcommittee on Teaching and Learning \(STL\)](#) of McGill's Academic Policy Committee (APC) established a working group in January of 2023 to develop an approach regarding Generative AI and its impacts on Teaching and Learning. Their final report, available [online](#), was discussed at APC on 26 October 2023, and the recommendations were endorsed by McGill's Senate on 15 November 2023. The five principles emerging from the report are reproduced below. These provide a framework for ongoing conversations about Generative AI at the University in the context of teaching and learning, and can be used as a guide for instructors, students, and staff, and also for Faculties when they consider their own internal guidelines. Some of the principles contain within them areas of ongoing focus and attention, notably around the importance of education and awareness. Members of the community can also consult the [Teaching and Learning Knowledge base](#) for additional information about Generative AI.

McGill's Principles for the use of Generative AI Tools in Teaching and Learning:

First principle: The University community will be educated about what generative AI tools are, how they work, and the opportunities and challenges they entail. Educational programming will be developed and delivered centrally and be provided for staff, students (beginning in their first year), and instructors, as well as at the Faculty level. The educational offerings may take the form of self-paced modules, for-credit courses, or other modalities. The educational options will ensure that students and instructors are able to:

- explain the ethical implications of the use or non-use of such tools,
- identify when the use of generative AI tools is appropriate,
- identify the biases and normative tendencies inherent in generative AI tools,
- identify the affordances offered by generative AI tools,
- respect intellectual property, academic integrity, and privacy considerations if using the tools.

Second principle: University leadership and instructors should ensure that when used, generative AI tools play a positive role in the accomplishment of the academic mission. The academic leadership should ensure that conditions are in place for the development of guidelines and resources to support instructors with addressing generative AI in their teaching. Instructors should avail themselves of these guidelines and resources. As the appropriateness and nature of use will vary according to the discipline and course level, Faculties will provide specific guidelines for their instructors.

The leadership responsibility extends to the development of guidelines for use in other contexts such as research and administrative uses. For example, questions related to the use by faculty of generative AI tools for the drafting of teaching portfolios, reference letters for students, and research proposals will need consideration by the appropriate offices.

Third principle: As with all approved learning technologies, instructors have autonomy to decide whether they will use an approved generative AI tool for their teaching and assessments. The quality of the learning experience is the most important consideration when choosing to use generative AI tools. Potential benefits for instructors are also important considerations if the use of such tools lightens the instructor workload without negatively impacting the student experience.

Fourth principle: Instructors remain responsible for comporting themselves according to the highest standards of academic integrity in their use of generative AI tools. Instructors maintain responsibility and accountability for all of their instructional materials whether independently created, third-party generated, supported by generative AI tools, or derived from other resources. Instructors must be explicit in course outlines about the expectations for use of generative AI tools and may set limits on their use in assessment tasks.

Fifth principle: Students remain responsible for maintaining academic rigour. This involves both verifying the accuracy of information generated and acknowledging the use of generative AI tools, if applicable. Students are responsible for informing themselves about and complying with instructors' explicit expectations and must respect limits established about the use of generative AI tools in assessment tasks.