

## Guiding Al at LUMS A Reflective Framework for Faculty, Staff, and Students

Presents draft recommendations 1.0 of the AI Policy Committee

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LUMS views AI as fundamentally disruptive to the university's core missions of knowledge production and learning. LUMS AI framework recommends a thoughtful institutional response that prioritizes genuine human expertise development over technological shortcuts. It advocates for process-based learning assessments that make student thinking visible while allowing flexible AI integration that complements rather than replaces intellectual effort. Our approach emphasizes conservative implementation with robust safeguards for academic integrity, data privacy, and equity, ensuring AI serves educational goals rather than undermining the development of critical thinking and authentic expertise. In this document, we outline the fundamental challenges that AI poses to university functions and offer guidelines to help navigate these unprecedented challenges. Our recommendations have been developed with LUMS's specific context, resources, and educational mission in mind, but they are also more broadly applicable.

#### The Challenge of AI in Higher Education

We begin by examining how AI fundamentally disrupts the university's core missions of knowledge production and learning. Large language models now generate sophisticated academic content indistinguishable from human work, simulate expert reasoning across disciplines, and short-circuit essential learning processes that disrupt the development of expertise in students. This technological shift doesn't merely change how academic work is produced; it challenges the very foundations of how we create, validate, and transmit knowledge. As AI increasingly performs tasks once considered uniquely human, universities face an existential question: What is the distinctive value of human expertise and education in an era when knowledge production can be automated? These changes extend beyond academia to affect how society accesses and evaluates information, making this challenge urgent for both higher education and a democratic society.

#### Guidelines for Faculty, Students, and Staff

**Faculty:** The guidelines offer practical questions to help instructors understand how AI might affect their teaching. The guidelines are designed as a series of questions that faculty can use to recalibrate their classes and adapt their teaching and assessment methods to ensure that AI does not undermine learning. In sum, the guidelines encourage *process-based learning assessments* instead of final product-based evaluation.

**Students:** The guidelines urge students to prioritize independent thinking and genuine learning over AI shortcuts. It encourages ethical AI usage, where students are encouraged to ensure that AI supports and complements learning processes rather than replacing intellectual effort. Transparency in AI usage, citation practices, and academic integrity expectations is also outlined.

**Staff:** University staff play a vital role in supporting faculty and students as AI becomes increasingly integrated into academic and administrative workflows. The document highlights the need for AI literacy, ethical considerations in AI usage (including data privacy), and the responsible integration of AI tools to improve efficiency without compromising institutional integrity.

#### Teaching and Learning Policy in the AI Era

Finally, the document outlines AI course policies for faculty to integrate into their course syllabi. It offers three policy options:

- 1. A maximally restrictive approach prohibiting AI use
- 2. An AI-encouraged approach that allows AI with proper citation
- 3. A mixed approach that permits AI for specific tasks while restricting its use in core learning activities.

This ensures that AI policies align with diverse teaching objectives while maintaining academic rigor.

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## Introduction: Al and the University's Mission

### The Challenge of Al

The challenge with AI and the university is far bigger than assessment and evaluation. It goes right to the heart of the questions of knowledge production and learning, the core purposes of higher education, in other words. Large language models (LLMs), AI systems trained on vast amounts of content that can generate human-like content, have disrupted traditional assumptions about writing and knowledge creation. Now, knowledge can be "produced" via simple prompts, drawing on information bases that exceed human capacity to read and assimilate. This represents a fundamental transformation in how knowledge is created and communicated, posing profound questions about the university's traditional role in society.

## **University's Core Functions**

Universities serve a critical dual role in knowledge-based human endeavor:

- 1. Knowledge production
- 2. Learning (the development of expertise in existing knowledge domains)

The knowledge work done at universities informs virtually every aspect of modern societal infrastructure: healthcare, economic activity, governance, legal systems, environment, culture, democracy, technology, policymaking, international relations, education, and public discourse.

The social value of the university extends beyond knowledge production and training knowledge producers. Its distinct contribution stems from how this knowledge creation is guided by human values: empathy, curiosity, ethical considerations, including social justice, intellectual freedom, and civic responsibility.

In short, when it fulfils these roles, the university becomes indispensable to the present and future health of modern society.

## **Al's Disruption to Core University Functions**

Below is a broadstroke summary of how AI models have disrupted the core functions of the university. Areas affected are underlined:

- Knowledge synthesis and disciplinary mimicry: LLMs can instantaneously produce comprehensive literature reviews and discipline-specific writing that convincingly adopts academic conventions and specialized vocabulary, bypassing the deep engagement that <u>builds scholarly</u> <u>understanding</u>. These systems can analyze and generate text, images, data visualizations, code, and mathematical proofs across disciplines, encroaching on domains previously requiring years of specialized training.
- Authoritative reasoning simulation: LLMs can work through complex logical structures, creating an illusion of thoughtful analysis and epistemic responsibility while <u>lacking genuine understanding</u> of the underlying principles involved.
- **Student learning is compromised**: Students' reliance on these models could <u>prevent them from</u> <u>acquiring technical skills and understanding</u>. <u>Independent thinking</u> and <u>critical analysis</u> are

impeded in other areas of learning due to high reliance on generative AI. This reliance includes students' everyday use of AI to complete class assignments and prepare for class participation in addition to their use of AI to complete take-home assignments.

- Academic assessment circumvention: Students increasingly submit AI-generated assignments across formats (essays, lab reports, creative works, code), <u>undermining evaluation measures and learning processes</u> these assessments were designed to facilitate.
- Scholarly publishing infiltration: Researchers are using AI to generate literature reviews, methodology sections, discussion interpretations, and even peer reviews, introducing content of questionable reliability into knowledge repositories society depends upon.
- Expertise and instruction simulation: Commercial services now offer AI-powered "expert consultation" and course material generation, undermining both the value of <u>genuine academic</u> <u>expertise and the integrity of educational materials</u>.

## Challenges to Students' Learning (and Society at Large)

The immediate danger facing society, particularly students, is their *inability to distinguish between AI-generated knowledge and human-generated knowledge, and more critically, their failure to recognize why this distinction matters.* The key aspect here is that *human knowledge endeavor is tied to the development of expertise*, which is essential in and of itself, while also critical for working effectively with AI systems and understanding their limitations.

When students cede control to AI-generated output, they fail in their fundamental function of learning and understanding. This area requires special attention in contexts like Pakistan's where universities primarily serve teaching and learning functions.

When we consume AI-generated content or use AI to generate answers or complete assignments, we miss crucial opportunities to cultivate analytical thinking skills that are prerequisites for human judgment, which depends on understanding human contexts, limitations, and intentions.

A second major challenge is the university's need to grapple with the consequences of AI hallucinations, where AI systems confidently present fabricated information as if it were factual, resulting in:

- Factually incorrect claims
- Sophisticated-seeming misinformation
- Increasingly blurred boundaries between reliable and unreliable knowledge sources

Al systems can potentially open floodgates to misleading content and fabricated facts while making unverifiable and dubious information appear impressively authentic. How the university positions itself amid this inundation of information of questionable authenticity and motive is a critical question that higher education has to contend with urgently. This challenge extends beyond academia to significantly impact democratic civic and individual life.

The university, an institution that values itself primarily for developing methods to create verifiable knowledge claims, must consider how to navigate these floods of potentially false or artificially generated information.

If current educational paradigms are undermined by AI systems in ways that impede the development of genuine expertise, we face critical long-term questions about the future health of society that depends on knowledge creation. Without offering definitive answers, we believe the following questions will require ongoing consideration:

- How does AI alter the mission of the university when AI models can claim expertise across vast knowledge domains?
- What areas of expertise should become the focus of university teaching and learning policies?
- How can universities enhance their central mission of cultivating critical thinking while using Al systems as tools to complement human expertise?

### **Equity Considerations**

Beyond the epistemological crises, AI poses a very real risk in amplifying existing inequalities. Differences in economic resources, for instance, may allow some students exclusive access to advanced or premium AI functionalities, while differing levels of linguistic proficiency can significantly affect one's ability to interact effectively with these tools. Such disparities risk exacerbating educational inequities and reinforcing broader socio-economic divides.

### **LUMS AI Guidelines**

These guidelines aim to guide responsible teaching and research while serving as an urgent invitation to reflect on the primary roles of knowledge producers, creators, and learners.

The guidelines will focus on the following areas:

- Helping to clarify, create, and refine learning experiences that develop genuine expertise.
- Maintaining academic integrity.
- Advising on equitable access and opportunity across our diverse student population.
- Suggesting approaches to make AI available to staff and administrative workflows.

The remainder of this document is structured as follows:

- 1. *Faculty, Student, and Staff Guidelines*: practical considerations for refining teaching, learning, and evaluation strategies in light of generative AI.
- 2. *Institutional and Disciplinary Guidelines*: a framework for each unit to articulate discipline-specific AI-fenced competencies, permitted uses, assessment safeguards, and review cycles.
- 1. *Course-Level Policy Templates*: concise statements for inclusion in syllabi to set clear expectations about AI use in a given class.

# Faculty Guidelines: Eight Key Questions for Adapting Courses for Al

The following questions are designed to help faculty rethink course design and assessment methods in response to the available AI tools. These questions aim to help evolve teaching practices without requiring extensive AI expertise. The goal is to thoughtfully adapt courses to emphasize the uniquely human aspects of learning that remain essential to university education.

In summary, courses need to be redesigned to focus on two areas:

- 1. Learning and research as processes of building mental frameworks (not just information delivery)
- 2. Embracing effortful practice that develops students' ability to master complex material

### Identifying Essential Human Learning

1. What key learning activities in your course require sustained mental effort that develop important cognitive skills?

**Purpose:** This question helps identify the learning processes where AI shortcuts would undermine essential skill development.

#### Examples:

- The process of wrestling with primary sources (where students directly interpret original texts or data rather than relying on summaries)
- Solving complex problems step-by-step (where each stage builds conceptual understanding rather than following mechanical procedures)
- Engaging in structured debate (where students must respond to counterarguments and refine thinking through genuine intellectual exchange)

## 2. What intellectual skills taught in your course rely on distinctly human qualities that AI cannot replicate?

Purpose: Identify the cognitive processes that represent the highest forms of disciplinary thinking.

**Considerations:** Consider the qualities of mind and creativity that set experts in your field apart, and assess whether an algorithm could truly mimic them. Create learning experiences that require students to exercise uniquely human capacities: emotional intelligence, moral reasoning, cultural sensitivity, and the ability to navigate ambiguity with wisdom.

#### Examples:

 In the humanities, a scholar's insight often comes from personal reflection, cultural and historical awareness, or original interpretation – capabilities beyond the reach of AI (for example, a literature student recognizing subtle irony in a novel based on cultural context, or a philosophy student drawing on personal experience to illustrate a theory). • In STEM fields, human innovation might appear in deciding which problems are worth solving, noticing when a result "doesn't feel right" despite being technically correct, or designing an experiment that accounts for ethical and safety considerations.

## 3. Which professional skills taught in your courses might appear to be replicated by AI but actually require human judgment and experience?

**Purpose:** Distinguish between surface-level outputs that AI can generate and the deeper professional judgment that comes from experience.

**Approach:** Make it explicit to students: "Yes, an AI can do X, but only a trained professional can do Y" where Y involves the insight, accountability, creativity, or empathy that come with human expertise.

#### Examples:

- While an AI can generate a piece of code, a seasoned software engineer or analyst applies domain expertise to verify if the solution makes sense in context and to handle edge cases or anomalies.
- In fields like medicine, AI might suggest a likely diagnosis, but a doctor must integrate patient history, physical exam nuances, and ethical considerations before making a decision.

### **Evaluating Current Grading Components**

## 4. Which assignments in your current course would be most vulnerable to Al-generated submissions?

Purpose: Identify assignments that could be completed primarily through AI text generation.

#### Alternatives to Consider:

- Assessments conducted in controlled environments (in-person oral and written exams) where students don't have access to AI tools.
- Assignments that encourage grappling with original source materials.
- Assessments that require students to demonstrate their thinking process, not just present finished conclusions.

## 5. Which class components are now easily handled by AI? How might this free up time for more valuable learning experiences?

**Purpose:** Distinguish between foundational skills that students truly need to practice themselves and routine tasks where AI assistance could enhance efficiency.

**Evaluation Approach:** If an assignment can be answered by a quick query to an AI chatbot, it's a sign that students might bypass valuable learning in the process of completing it.

#### **Considerations:**

- Identify where AI might handle lower-order tasks to allow more classroom time for higher-order thinking.
- Evaluate which lower-order tasks serve as prerequisites for higher-order thinking and must be mastered by students themselves.

• Assess whether assignments genuinely measure the skills and knowledge you want students to develop.

## **Redesigning for AI Resilience**

## 6. How might your assignments and evaluations better focus on the learning journey of the student rather than just the final product?

Purpose: Make the process of learning visible and integral to the assessment strategy.

**Evaluation Approach:** Instead of evaluating only a polished final essay or problem set, consider structuring assignments to include checkpoints that track students' progress. Consider how you might revise assignments to evaluate the thinking process of your students.

#### Examples:

- Requiring research documentation where students document their ongoing thought process, false starts, and evolving questions.
- Scaffolded assignments with multiple checkpoints (breaking larger projects into sequential stages with feedback at each phase).
- In-class components that demonstrate understanding.
- Reflection on methodology choices where students articulate why they selected particular approaches and what alternatives they considered.

## 7. What modified or new assessment approaches could better evaluate authentic student learning?

Purpose: Create assessments that demonstrate real understanding beyond what AI can simulate.

#### **Options to Consider:**

- In-class components that require spontaneous thinking.
- Assignments connecting the course material to personal experiences.
- Oral examinations or presentations on the process.
- Applied projects with real-world stakeholders.

### **Student Learning in an AI Context**

## 8. How might you help students understand the difference between Al-assisted work and developing genuine expertise in your field?

Purpose: Guide students in using AI appropriately while recognizing its limits.

#### Approaches:

- Create assignments that explicitly compare AI outputs with expert work.
- Develop AI-critical assignments where students critique or improve upon AI-generated content.
- Foster discussions about what constitutes expertise in your field and how it differs from AI capabilities.

## **Student Guidelines: Using AI in Your Academic Work**

This guide presents key questions to help you use AI ethically in your studies. AI can be a powerful tool when used to complement (not replace) your learning. Remember that genuine understanding comes from your own intellectual engagement with the course material. Always follow your instructor's specific AI policies, cite AI assistance when used, and focus on developing skills that extend beyond what AI can provide.

### **Prioritizing Independent Thinking**

#### 1. Is AI replacing my own critical thinking or effort?

Generative AI can produce answers or text instantly, but learning at the university is about developing your own understanding. If you find yourself using AI to do the heavy lifting on assignments, pause and reflect. Are you using it as a shortcut to avoid hard thinking? Research suggests that over-reliance on tools like ChatGPT can actually inhibit learning, as students may use it as a "crutch" and fail to build their own problem-solving skills that you will be required to demonstrate in real-world scenarios.

**Best Practice:** Always write your first draft before you approach AI for assistance. Try solving a problem on your own before asking AI, or use AI's answer only to compare with your own reasoning.

#### 2. How can I ensure I'm learning, not just getting answers?

Focus on the learning process rather than just the solution. If you use AI for help, examine its steps and reasoning. Ask yourself: Do I understand why this answer makes sense? Use AI to help understand the process and stages of arriving at the answer better and more deeply, instead of using it to get the answer. Remember, an AI's explanation cannot replace the insight you gain from wrestling with a problem yourself or debating ideas with others. And your understanding will be built by your struggle.

#### 3. Am I balancing AI assistance with real-world collaboration and engagement?

Use AI tools to supplement, not replace, discussions: for instance, get some ideas from an AI, but then talk them over in your study group or class forum. This ensures you still practice communication, teamwork, and human interaction, all skills AI can't provide.

### **Clarifying AI Use and Academic Integrity**

#### 4. What are the boundaries for using AI in my coursework?

Each class will have a policy for AI use. Make sure you understand your instructor's specific policies; for example, some professors might allow AI for brainstorming or practice exercises, while others prohibit it for graded work. When in doubt, ask your professor for clarification. Using AI where it's not allowed (such as having it write an essay you submit as your own) is considered academic dishonesty.

#### 5. Am I crediting AI assistance where required?

Failing to cite AI-generated content in your work can be a form of plagiarism. Professional organizations are beginning to issue citation formats for AI (e.g. MLA and APA have guidance on citing ChatGPT). Being transparent about AI contributions shows honesty and maintains trust in your academic work.

#### 6. How do I uphold academic integrity while using AI?

Al is not an author. Its knowledge is not one hundred percent reliable. Do not present Al's work as your own. Use AI to assist your learning (like checking your reasoning or generating practice questions), but ensure the final ideas and wording are yours. For instance, it might be fine to have an AI quiz you on a topic, but it is not okay to submit AI-written exam answers. Always double-check your institution's honor code, and when in doubt, err on the side of caution by doing more on your own.

## **Responsible and Critical Use of AI Tools**

#### 7. Do I double-check information I get from AI?

Generative AI models can sound confident, but they make mistakes. Always verify any factual information an AI gives you by checking reliable sources. AI can "hallucinate" fake references or incorrect facts. The responsibility for accuracy is ultimately yours, so treat AI outputs as leads or drafts, not unquestionable truths. If ChatGPT summarizes an article, it's your responsibility to read the original to be sure it's correct. If it provides a quick answer, cross-check in your textbook or library database.

#### 8. How will using (or not using) AI now affect my long-term growth?

Consider the bigger picture. You are not just working for a grade, but preparing yourself for your future career and life. If you lean on AI for every answer today, will you struggle with tasks that require originality or tough problem-solving later on? Be intentional in your use of your limited time at the university to develop your own expertise. AI is a powerful tool, but your task is to cultivate your own talent and maximize your learning. Cultivating patience, curiosity, and resilience in learning will serve you long after graduation.

### **Developing Skills Beyond AI**

#### 9. What can I do that AI can't, and am I focusing enough on those skills?

Reflect on the uniquely human skills your field values; maybe it's the ability to make ethical judgments in ambiguous situations, to understand context and subtext in literature, or to design an original experiment. These are areas where your insight outshines any AI. Discuss with your professors learning strategies to focus in areas where AI doesn't have strengths. Focusing on higher-order skills such as critical thinking, creativity, empathy, and ethical reasoning ensures you're not merely absorbing information but actively contributing ideas and values beyond the reach of AI.

#### 10. How can I use AI to augment my learning rather than undermine it?

When used thoughtfully, AI can expand what you're capable of. You might use a tool to simulate data for a project so you can practice analysis on a bigger scale, or to get instant feedback on your writing style. These uses can accelerate your learning if you remain in control of the process. Always loop back to reflection: ask yourself what you learned from the AI's input, and how you might approach the task without AI. By treating the AI as a partner, you can explore new ideas and take your learning further, all while ensuring you remain the driving force behind your education.

## **Staff Guidelines**

### Introduction for Administrative and Support Staff

University staff across all departments face unique challenges and opportunities as AI becomes integrated into academic environments. From administrative assistants and librarians to IT support and advisors, AI literacy is becoming an important professional skill. This guide offers structured reflection questions to help you integrate AI into your workflows effectively and ethically while supporting LUMS's educational mission.

For LUMS, we recommend a conservative approach to integrating AI in staff workflows. Staff should receive targeted training to understand critical issues with AI, such as data safety, privacy, and areas where AI can appear competent but may introduce surface-level, misleading, or incorrect results. Training should precede unrestricted tool access and be embedded within specific, role-relevant workflows to ensure careful adoption.

### **Building AI Literacy and Skills**

#### 1. How am I expanding my understanding of generative AI?

**For all staff roles:** Explore training resources provided by the university (for example, LLI or LUMSx workshops or LinkedIn Learning courses on AI basics and prompt engineering) and stay updated through workshops or webinars. AI literacy is the new digital literacy. Investing in it now will pay off as these tools become more commonplace in university operations and beyond.

#### 2. What tasks or processes in my role could AI improve?

**For administrative staff:** Identify repetitive tasks like email drafting, document summarization, or routine communications that AI could help streamline.

**For technical staff:** Consider where AI might assist with data organization, basic troubleshooting, or resource recommendations.

**For student support staff:** Explore how AI might help personalize resources or support for students while maintaining the human connection.

### **Ethical Integration into Workflows**

#### 3. What data is it safe (or not safe) to provide to an AI tool?

University staff often handle sensitive information such as student records, personal data, and financial details. Before using any AI service, check what data it collects and where that data goes. Never input confidential or personally identifiable information into a public AI tool. Many generative AI platforms even use your inputs to further train their models, so putting in a student's ID number, health record, or a draft confidential report is a big risk.

**Best Practice:** Stick to using only public or non-sensitive data with these tools. If you're unsure, consult an expert at the LLI or IST departments. It's better to err on the side of caution.

#### 4. How do I ensure AI-generated content is accurate and fair before using it?

Al can draft an email or generate a report in seconds, but you are responsible for what you deliver. Always review and edit Al outputs critically. Check facts, figures, and wording. If the Al wrote a summary of a meeting, make sure it didn't omit something important or add incorrect details.

Be especially vigilant about biases: Al systems can inadvertently produce content that reflects stereotypes or unfair assumptions present in their training data. For example, an Al might consistently use masculine pronouns for certain jobs. You'd want to catch and correct that to avoid reinforcing bias.

If you're using AI to analyze data (say, for admissions or hiring trends), ensure you or an analyst examines the results for any skew that could lead to discrimination. In short, treat AI as a junior assistant; it can do the busywork, but it needs supervision and human judgment before its work is final.

#### 5. Are we respecting intellectual property and copyright when using AI?

Generative AI can create text, images, and even music, but who owns that content or the material it was trained on? Be cautious in this area. If you use AI to generate content for official university materials, ensure it's not inadvertently plagiarizing existing work. Some AI tools might regurgitate parts of their training data.

#### **Best Practices:**

- Acknowledge the use of AI in creating content when appropriate.
- Check that the output doesn't too closely mimic a copyrighted source.
- If using AI to summarize or translate third-party content, make sure you have the rights to that original material.

As staff, you should model respect for intellectual property. When in doubt, involve the library or OR for guidance; it's a learning process for everyone, and it's better to address IP questions upfront than to face takedown requests or ethical issues later.

#### 6. What checks and balances does my department have for AI use?

Does your office have guidelines or oversight for how staff implement AI in their workflows? Please ensure you abide by the policies. In case there is a lack of clarity, please consult the manager or head of your department.

## **School/Department Guidelines**

To navigate an era in which generative AI reshapes knowledge creation, each academic unit at LUMS is encouraged to reflect on the following question:

#### What knowledge and judgment should our students master unaided?

Deans can convene school-level working groups to draft concise, discipline-specific statements that (1) define the core competencies each program must safeguard and instill, and (2) outline assessment methods for effectively measuring those skills.

A concise document might touch on the following areas:

- *AI-fenced competencies*: the irreplaceable habits of mind, craft skills, and ethical judgments students must demonstrate on their own.
- *Permitted and restricted AI uses*: a transparent map of where AI tools are welcomed, discouraged, or off-limits in coursework;
- Assessment practices: ways instructors will make the learning journey visible so that protected skills remain demonstrably human-driven.
- *Al-augmented competencies*: the literacies, critical checks, and creative workflows that prepare graduates for an Al-rich workplace.
- *Review cycle*: so the guidance keeps pace with disciplinary change.

These discipline-specific documents can be shared with LLI, which will curate a living, university-wide repository and send gentle annual reminders to keep each guideline current.

## **Disciplinary Committee Guidelines**

The Disciplinary Committees should update their academic integrity policies to address the new forms of misconduct emerging with AI tools. While existing rules on plagiarism and cheating still apply, the rise of AI assistance requires additional clarity on unacceptable use. The following principles define when AI use constitutes academic misconduct:

- **Unauthorized Use**: Using AI on coursework or exams when it has been expressly forbidden by the instructor or university policy. For example, if a student employs an AI tool on an assignment that disallows outside assistance, it should be treated the same as any other form of cheating or unauthorized aid.
- **Misrepresentation**: Submitting AI-generated content as one's own original work, or otherwise obscuring the true source of the work. Claiming authorship over text, code, or analysis produced substantially by an AI (without proper attribution) is dishonest. This category also includes using AI to fabricate references or data, which is a form of academic fraud.
- Failure to Disclose: When instructors or policies require students to indicate their use of AI tools, not doing so (or falsely denying AI use) is a breach of integrity. Students are expected to be transparent about any AI assistance. Failing to disclose AI involvement is treated as seriously as falsifying other aspects of one's work.

These AI-specific guidelines complement the University's existing academic integrity framework. Disciplinary Committees should incorporate these principles into their review process to ensure consistent judgments in cases involving AI. The overarching principle remains that students must not gain an unfair advantage or undermine learning objectives through undisclosed or prohibited AI use. By clearly defining AI-related misconduct, LUMS reinforces its commitment to honesty and fair academic practice in the era of intelligent tools.

## **Institutional Data Guidelines**

Faculty and staff should exercise caution when using AI platforms with university-related information. Many generative AI services, including popular free tools like ChatGPT, Claude, and DeepSeek, retain user inputs and use them for model training or other unspecified purposes. <u>Never input sensitive or confidential information, including student records, financial data, proprietary research, unpublished manuscripts, or personally identifiable information, into these systems. Once data is submitted to these platforms, LUMS loses control over how it's stored, used, or who may access it. For general tasks, consider using tools that offer stronger privacy protections or anonymize sensitive details before using AI assistance. When in doubt about whether certain information is appropriate to share with an AI system, consult with IST for guidance on secure alternatives or approved practices that comply with university data policies.</u>

## **LUMS AI Course Policies**

This document constitutes the LUMS AI Use Guidelines. There are three categories of AI use policies:

- 1. Maximally restrictive
- 2. Al-encouraged utilization
- 3. Mixed use

It is at the instructor's discretion to choose the most appropriate policy for their course and add it to their course outline. Instructors should adopt and include a course-specific AI policy, selected from the three prescribed categories, in their course outlines.

### **1. Maximally Restrictive Policy** → **Prohibiting AI Use**

This syllabus statement is useful when prohibiting the use of AI tools for the entire duration of your course.

#### Template for Course Syllabus

As per LUMS AI use guidelines, we require that all work submitted for this course be the student's own. The use of generative AI tools (e.g., ChatGPT, Gemini, Llama) is strictly prohibited at all stages of coursework. Any violations of this policy will be considered academic misconduct, regardless of whether they are identified through plagiarism detection tools or other verification methods. Please be aware that AI policies may differ between courses at LUMS, and it is the student's responsibility to meet the specific requirements of each course.

### 2. AI-Encouraged Utilization

This syllabus statement is useful when you are allowing/encouraging the use of AI tools for the entire duration of your course, with referencing.

#### **Template for Course Syllabus**

This course actively encourages students to explore the use of generative artificial intelligence (Generative AI) tools, such as ChatGPT, for all assignments and assessments. Any utilization of such tools must be properly referenced. In principle, you may submit material that contains AI-generated content or is based on AI-generated outputs, as long as this use is properly documented.

For transparency, students must clearly document where and how AI tools were used, including:

- Prompts,
- Outputs, and
- Edits made.

Examples include:

• Drafting an outline,

- Preparing individual sections,
- Combining elements and removing redundant parts, and
- Compiling and annotating references.

Example citation: ChatGPT (2024). Prompt: [insert prompt]. Response: [insert response]. OpenAI.

Your documentation should make the process transparent – the submission itself should meet our standards of attribution and validation. Students are responsible for evaluating the accuracy and relevance of the Generative AI-generated content they submit, as they remain ultimately accountable for their work. Violations of this policy will be regarded as academic misconduct. Please be aware that AI policies may differ between courses at LUMS, and it is the student's responsibility to meet the specific requirements of each course.

## 3. Mixed Policy $\rightarrow$ Selective AI Utilization

This syllabus statement is useful when you are allowing the use of AI tools for certain purposes, but not for others. Refer to Appendix A for a visual guide to help instructors map AI usage for their assignments.

#### Template for Course Syllabus

The use of generative AI tools (e.g., ChatGPT, Gemini, Llama, Dall-e, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas,
- Fine-tuning your research questions,
- Finding information on your topic,
- Drafting an outline to organize your thoughts, and
- Checking grammar and style.

However, the use of generative AI tools is not permitted in this course for the following activities:

- Submitting AI-generated content as your own in classroom settings, such as discussion posts, assigned responses, or Zoom chat contributions.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs, or papers to complete class assignments.

These activities are restricted because they undermine individual learning, critical thinking, and the development of essential skills, or misrepresent the student's own contributions to the work. Violations of this policy will be treated as academic misconduct. Please note that AI policies may vary across courses at LUMS, and it is the student's obligation to adhere to the specific requirements of each course.

For further clarity, please email LLI's Edtech and Al Lead, Rehana Kazi at rehana.kazi@lums.edu.pk

## Appendix A

Al Assessment Scale (Perkins et al., 2024)

1	NO AI	The assessment is completed entirely without AI assistance. This level ensures that students rely solely on their knowledge, understanding, and skills. AI must not be used at any point during the assessment.
2	AI-ASSISTED IDEA GENERATION AND STRUCTURING	Al can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work. No Al content is allowed in the final submission.
3	AI-ASSISTED EDITING	Al can be used to make improvements to the clarity or quality of student created work to improve the final output, but no new content can be created using Al. Al can be used, but your original work with no Al content must be provided in an appendix.
4	AI TASK COMPLETION, HUMAN EVALUATION	Al is used to complete certain elements of the task, with students providing discussion or commentary on the Al-generated content. This level requires critical engagement with Al generated content and evaluating its output. You will use Al to complete specified tasks in your assessment. Any Al created content must be cited.
5	FULL AI	<ul> <li>Al should be used as a 'co-pilot' in order to meet the requirements of the assessment, allowing for a collaborative approach with Al and enhancing creativity.</li> <li>You may use Al throughout your assessment to support your own work and do not have to specify which content is Al generated.</li> </ul>

Figure 1: Visual guide to help instructors map AI usage for their assignments

## References

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