

**York University Senate**  
**Academic Standards, Curriculum and Pedagogy Committee**

## **Academic Integrity and Generative Artificial Intelligence Technology**

The purpose of this document is to communicate and clarify the policy guidelines regarding the use of AI technology for academic work. It is not a policy document. For more information about York’s expectations for academic honesty, please refer to York’s [Senate Policy on Academic Honesty](#).

New artificial intelligence (AI) tools are generating much discussion within higher education because of their high level of sophistication and human-like abilities to research, write, problem-solve, create art, produce videos, and even to evolve. There is concern that use of generative AI tools (such as ChatGPT, GPT-3, and DALL-E) will make it easier or more tempting for students to engage in academic misconduct and will jeopardize academic integrity efforts at the institution.

To promote clear and consistent practices, students across York are not authorized to use text-, image-, code-, or video-generating AI tools when completing their academic work unless explicitly permitted by a specific instructor in a particular course. Otherwise, using AI tools to aid in academic work (in whole or part) that is submitted for credit constitutes one or more breaches under York’s [Senate Policy on Academic Honesty](#) (“Senate Policy”).

Specifically, their use could be considered to be cheating, which is defined as “the attempt to gain an improper advantage in an academic evaluation” (Senate Policy, section 2.1.1). Associate Deans who are involved in enforcing Academic Honesty at York can consider how different types of unauthorized student use of AI technology are already captured in the non-exhaustive list of “cheating” examples currently offered in the *Senate Guidelines* under the [Senate Policy](#): for instance, “obtaining assistance by means of documentary, electronic or other aids which are not approved by the instructor” (Senate Policy, section 2.1.1).

Additionally, the unauthorized use of AI tools (such as image-generating AI, like DALL-E) could be considered to be plagiarism. Plagiarism occurs when another’s work is presented as one’s own without proper attribution, including “another’s artistic or technical work or creation” (Senate Policy, section 2.1.3).

Instructors are encouraged to discuss these AI tools with their students and to clarify what their expectations are for their use. If the use of such tools is to be authorized in

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assessments, it is recommended that guidelines for their use be explicitly stated in written assignment instructions and reiterated in class. These guidelines should include a method for students to communicate that they have used an AI tool for their work, and to disclose how it was used.

York remains committed to providing academic integrity education and support to students and instructors. For students, this includes resources on the [Academic Integrity](#) student webpage, support through [York University Libraries](#), the [Writing Centre](#), the [Centre for Student Community & Leadership Development \(SCLD\)](#), and for graduate students, the [FGS Academic Honesty](#) student website. Supports for instructors include the [AI Technology and Academic Integrity](#) webpage, the [Academic Integrity](#) instructor webpage, [The Teaching Commons](#) and [Learning Technology Services](#).

As AI technology develops and new information emerges, there will be further updates to the York community. For questions, please contact the Academic Integrity Officer at [academicintegrity@yorku.ca](mailto:academicintegrity@yorku.ca).