UC RIVERSIDE | Office of the Provost and Executive Vice Chancellor

September 2025

Guidelines for Using Generative Artificial Intelligence in Instructional Settings at UCR

Generative Artificial Intelligence (AI) is becoming an integral part of our economy and society, including within educational systems. Recognizing this, UCR is committed to equipping our students, faculty, and staff with the knowledge and skills to appropriately and effectively utilize generative AI in their professional and personal lives. These guiding principles and suggested practices serve as a foundational resource for responsibly integrating these powerful tools into instructional settings at UCR.

Guiding Principles

1. **Beneficial use**. Like many other technologies, generative AI can be used in both helpful and harmful ways. Any use of generative AI in an instructional setting, by instructors or students, should aim to improve the learning experience for students and better position students for academic and post-graduation success.
2. **Mission-aligned use.** The use of generative AI in instructional settings should aim to advance the university's instructional mission. This includes a strong emphasis on equitable access, opportunity, and achievement. Students must have equal access to generative AI tools when used in instructional settings.
3. **Information security.** Anything that is uploaded to a publicly available AI tool effectively enters the public domain. Generative AI tools which have not passed a campus security review may be used with public data only. For all other data classifications, UCR provides access to secure tools including Google Gemini and Microsoft Copilot.
4. **Local authority.** Generative AI is a broadly applicable tool. Standards of use tend to be highly dependent on local circumstances and context, and on the preferences and judgments of those with local authority. In instructional settings, this means the Instructor of Record has broad latitude to determine whether and how generative AI may be used, provided this use is consistent with applicable policies and rules governing data security and instruction at UCR.
5. **User accountability**. Not all generative AI responses are accurate, and some may violate intellectual property rights. Responses also may perpetuate biases inherent in model design and/or training datasets. Anyone using generative AI for any purpose is accountable for the consequences of their use, regardless of the nature of the AI-generated content. This accountability applies to all aspects of teaching and learning and includes but is not limited to violations of academic integrity policies, other institutional policies and rules, and applicable laws including those related to intellectual property.
6. **Transparency.** Generative AI is a potentially useful and powerful information source and thought partner which can enhance productivity and learning. Anyone who utilizes generative AI to assist with the creation of intellectual material must conform with prevailing ethical scholarship practices, rules related to plagiarism, and standards for representing intellectual products as one's own work.

Suggested Practices for Instructors

- **Be mindful of security and privacy issues**. Generative AI offers benefits but also raises security and privacy concerns. Vulnerabilities can lead to data breaches and loss of intellectual property. Adhering to AI security and privacy practices is vital to protecting UCR's intellectual property and individual user data.

- **Engage with generative AI.** Explore the capabilities of generative AI by logging into your UCR account and experimenting with tools such as Google Gemini. UCR has established contractual agreements with Google for its AI tools, which offer enhanced security and privacy compared to other third-party AI services. For more details, refer to the ITS knowledge article on this topic.
- **Consider how your course can benefit.** Generative AI can assist with course management tasks and streamline content creation and organization. It can draft or revise sections of your syllabus, create lesson plans, summarize readings, generate ideas or outlines for presentations, develop assignment prompts to encourage critical thinking, analyze spreadsheet data to identify trends in student performance, and provide personalized feedback. It can also automate administrative tasks in Canvas such as generating quiz questions or drafting announcements.
- **Consider how students can utilize generative AI, consistent with your course standards.** Generative AI can enrich the student learning experience by freeing up time for higher-value learning activities. It can help students brainstorm topics for a writing assignment, summarize research articles or class notes, create presentation outlines, and generate practice problems including for Canvas quizzes.
- **Review and update your assessment methods.** Consider implementing authentic assessment methods in your course. This refers to methods that are consistent with the practical application of knowledge and skills "in the real world" – including the use of generative AI. Examples of these methods include case studies and problem-based learning, simulations and role-playing, portfolios, group projects, oral exams and presentations, experiential learning, and reflective writing. If you choose to keep more traditional assessment methods, think carefully about the implications of generative AI for how you structure and administer these assessments. You may need to change the outcomes you are assessing and/or the conditions under which the assessment takes place.
- **Learn more about using generative AI.** XCITE offers resources and workshops to help you explore the possibilities. Check here for the latest instructional guidance, or contact XCITE directly about workshops and consultations. Also talk with your colleagues about professional practices and consider using available standards in your discipline to guide development of your course standards. Also consider how you can achieve some degree of alignment of your course standards with those of your immediate colleagues, as students stand to benefit from some degree of consistency at the department-level.
- **Talk about generative AI with your students**. Establish clear expectations in your syllabus, including how students should cite and document the use of generative AI in their work. XCITE has developed some suggested syllabus language which you can modify to suit your needs. For additional examples, consult this curated open-source document. Also establish clear expectations for each assessment to help avoid potential problems related to academic integrity. If you suspect academic misconduct, follow the standard campus procedures and keep in mind that automated AI detection tools can be inaccurate and prone to bias. Share your own ideas about generative AI with your students, including how you are using it in your research and teaching. Remind students that over-reliance on generative AI can undermine their education, opportunities for intellectual growth, and likelihood of success on in-class assessments and in job interviews. If you would like resources for students on ethical and responsible AI use in their academic, research, and professional work, please contact the library at libteaching@ucr.edu.