INTELLIGENT TECHNOLOGIES IN EDUCATION

GenAI Policy in Canadian Universities: Pedagogical Problems Faced by Professors

Bhanu Bhakta Acharya[a], Basu Sharma[b], Dinesh Gajurel[b]
[a]Department of Communication, University of Ottawa, 55 Laurier Ave East, Ottawa, ON, K1N 6N5, Canada; [b]Faculty of Management, University of New Brunswick, P.O. Box 4400, Fredericton, NB, E3B 5A3, Canada.

Abstract

Generative artificial intelligence (GenAI) tools have sparked a debate about their successful integration into post-secondary educational pedagogy, spawning varying responses from institutions of higher education worldwide. Assuming the disruptive nature of this technology and its potential for a paradigm shift in pedagogy the focus of this paper is on the challenges faced by Canadian academics in integrating these tools and their responses to the evolving role of this new technology. Through a comprehensive review and analysis of existing GenAI policies and practices across 15 research universities in Canada, this study employs the Technology Acceptance Model to elucidate the challenging position of Canadian professors, attributed to a lack of e-readiness of universities in implementing these policies in everyday pedagogical practices. Emphasizing the necessity for clear and ethically sound GenAI policies, the paper concludes with recommendations for policy development and future research directions, emphasizing the importance of balancing innovation with ethical responsibility in the use of GenAI in the development and management of pedagogy in post-secondary education.

Editors

Section: Educational Technology
Co-Editor-in-Chief: Dr Marios Kremantzis
Associate Editor: Prof Xue Zhou

Publication

Received: February 9, 2025
Accepted: September 28, 2025
Published: October 6, 2025

Keywords

Artificial Intelligence, AI Policies, U15 Institutions, Canada, GenAI Tools, AI Pedagogy, Professors

Citation

Acharya, B., Sharma, B., and Gajurel, D. (2025). GenAI Policy in Canadian Universities: Pedagogical Problems Faced by Professors. *Intelligent Technologies in Education*, Advanced Online Publication.

Introduction

The advent of Generative Artificial Intelligence (GenAI) has challenged the traditional pedagogical frameworks that have long relied on lecture-centric instruction, conventional evaluation formats such as essays, project reports, and exams, and instructor-facilitated assessment and feedback systems. Like earlier technological revolutions such as electricity and the Internet, GenAI represents a paradigm shift towards a general-purpose technology with pervasive applications (Bresnahan & Trajtenberg, 1995). This trend is particularly evident in academia, where students, instructors, and administrators are increasingly using GenAI technology or tools[1] to enhance their learning outcomes as well as administrative efficiencies (Holmes et al., 2019).

Several studies demonstrate that students worldwide are increasingly using GenAI tools to assist in exams, project reports, and other academic assignments (Freeman, 2025; KPMG, 2024; Lancaster & Cotarlan, 2024; Prothero, 2024). A survey by the Digital Education Council (Cambell Academic Technology Services, 2025) found that 86% of the students who participated in this study used various GenAI tools (such as ChatGPT, Grammarly, and Microsoft Copilot), with 54% using them weekly and nearly 25% using them daily for brainstorming ideas, summarizing readings, and drafting assignments. A UK-based study by HEPI and Kortext (Freeman, 2025) revealed that 92% of undergraduate students were using AI tools, a sharp increase from 66% the previous year. Similarly, a survey conducted by KPMG (2024) in Canada revealed that over 59% of Canadian students aged 18 and older employ a range of GenAI tools to enhance their academic work, up from 52% the previous year. These findings indicate that the use of GenAI tools in an academic setting is increasingly becoming the new normal. In contrast, there is growing evidence of increased academic misconduct, including cheating, plagiarism, and collusion, following the widespread adoption of GenAI tools, a trend likely to continue in future (Coffey, 2024; Gray et al., 2025; Lavidas et al., 2024; Prothero, 2024; Zawcki-Richter et al., 2023). Consequently, faculty members are likely to experience a more stressful environment in their efforts to uphold academic integrity, a situation further exacerbated by increased workloads and their responsibilities in enforcing university regulations among students.

Another challenge in the context of GenAI utilization within academic settings is the absence of well-defined, universal, or institution-wide policies governing its application. This issue is particularly pronounced due to the rapid proliferation and evolving nature of GenAI technologies. While numerous Canadian universities have established general policies to guide administrators, faculty, and students in the responsible use of GenAI tools, these policies often delegate pedagogical decision-making to individual instructors. Consequently, instructors frequently find themselves responsible for enforcing policies they may not fully comprehend, maintaining ethical standards without clear directives, and navigating the risks associated with overstepping their limited authority. This situation has led to growing discomfort among both students and instructors regarding the acceptable applications of GenAI in pedagogical contexts (Selwyn, 2023; Williamson & Piattoeva, 2023). Moreover, in the absence of explicit institutional guidelines, the responsibility to define, articulate, and communicate appropriate uses of GenAI tools—and to monitor adherence—primarily rests with instructors. Despite their central role in this process, instructors often lack the necessary guidelines, resources, or training to address this challenge effectively (Kiryakova

[1] In this article, the terms GenAI technology and GenAI tools are employed interchangeably.

& Angelova, 2023). This lack of support contributes to techno-pedagogical anxiety and ultimately results in suboptimal educational outcomes (Luckin et al., 2023).

To understand the nature of this complexity, the objective of this paper is to conduct a review of policy documents to explore common concerns, such as the ethical use of GenAI tools, their integration in curricula, resources available for instructors, and scope of autonomy in implementing these policies, as articulated in the publicly available AI guidelines issued by the top 15 research-intensive universities[2] in Canada, widely known as U15. After the rise of GenAI tools in late 2022, the U15 institutions began formulating comprehensive guidelines and policies regarding the use of GenAI tools in teaching and learning (U15 Canada, 2024). This study offers the first in-depth analysis of how the U15 institutions are grappling with the policy challenges of integrating GenAI tools in academia, leaving university instructors and students in chaos with regard to maintaining academic integrity, adapting teaching practices, and navigating evolving institutional policies. Precisely, this paper examines: (a) the common concerns reflected in the publicly available GenAI guidelines and policies issued by Canada's U15 universities; (b) the specific GenAI-related guidelines developed for instructors at these institutions; and (c) the underlying motivations of instructors regarding the implementation of GenAI policies within the U15 universities.

The paper is organized as follows: The subsequent section presents a brief review of the literature. In Section 3, we outline the conceptual framework, followed by the research methodology used to conduct the study in Section 4. Section 5 presents the findings of our review of policy regulations from Canada's top research universities, with a focus on pedagogical matters. In Section 6, we identify policy gaps, suggest potential solutions, and conclude the article.

Literature review

The education sector in North America is broadly composed of the K-12 secondary system and the post-secondary system, both of which are significantly impacted by the implications of GenAI technology. Within the post-secondary system, colleges and universities experience varying degrees of impact from this emerging technology, affecting students, educators, and administrators alike. Of the three principal functional components of a university system—research, teaching, and administration—for some universities, research holds a preeminent position. GenAI tools, such as ChatGPT and Microsoft Copilot, have been utilized in research for a while. A commentary published in Nature (van Dis et al., 2023, p. 224) states, "Researchers and others have already used ChatGPT and other LLMs to write essays and talks, summarize literature, draft and improve papers, as well as identify research gaps and write computer code, including statistical analysis." Similarly, university administrators have also found the technology useful for such tasks as writing memos and developing position papers, among others (Pawar, 2023). Thus, GenAI tools and LLMs are becoming important resources within university governance systems.

[2] The U15 group of research-intensive universities of Canada includes: Dalhousie University (Halifax, NS), McGill University (Montreal, QC), McMaster University (Hamilton, ON), Queen's University (Kingston, ON), Université de Montréal (Montreal, QC), Université Laval (Quebec City, QC), Université d'Ottawa / University of Ottawa (Ottawa, ON), University of Alberta (Edmonton, AB), University of British Columbia (Vancouver, BC), University of Calgary (Calgary, AB), University of Manitoba (Winnipeg, MB), University of Saskatchewan (Saskatoon, SK), University of Toronto (Toronto, ON), University of Waterloo (Waterloo, ON), and Western University (London, ON).

However, GenAI tools have disrupted traditional norms of pedagogy, giving rise to several issues in higher education, such as academic integrity, curriculum development, assessment and evaluation, educational equity, and quality control. While these tools have enabled instructors to easily generate interactive quizzes, writing prompts, lesson plans, and grading rubrics, they have also posed threats to academic integrity by facilitating plagiarism and spreading misinformation (Chan, 2023). As Farrokhnia et al. (2023) argue, these tools have contributed to a decline in critical thinking, thereby undermining the academic value of writing. Luo (2024) conducted a critical review of GenAI policies in higher education assessment, using a sample of 20 top universities in the world. He found that the predominant concern of all these universities was the lack of originality in student work due to the availability and use of GenAI tools. Only through the implementation of comprehensive policies would it be possible to minimize these threats and achieve the ethical and efficient integration of GenAI tools in teaching and learning at universities and colleges.

Nonetheless, it appears that the existing policies, procedures, and guidelines implemented within Canada's U15 institutions delegate the responsibility for developing appropriate strategies to manage students' use of GenAI tools to individual course instructors (U15 Canada, 2024). One of the problems associated with assessment tools, such as writing essays and project reports, is plagiarism. With proper prompts, GenAI tools, such as ChatGPT, are capable of producing sophisticated text across various subjects. Nevertheless, the detection of AI usage poses significant challenges, as none of the U15 institutions have officially endorsed any AI detection tools. Consequently, the situation may lead to potential violations of students' copyrights and privacy concerns (U15 Canada, 2024).

In the Canadian context, Nagpal (2024) examined the GenAI policies and guidelines of 20 selected universities across eight provinces, using a qualitative document analysis methodology. According to his findings, very few universities mention pedagogical support for instructors. McGill University is a notable exception in this regard, having documented a statement like this: "Instructors will need access to training, additional time, access to tools, and ongoing support so that they may consider and implement appropriate approaches to the use of generative AI tools in their teaching. Uses may be wideranging—in the articulation of learning outcomes, the design process, the creation of materials and instructional strategies, or the creation and grading of assessments, including formative feedback." Some Canadian universities also explicitly mention that there should be no default assumption regarding GenAI tools. For example, McMaster University recommends "that instructors explain to students in their course outline what the appropriate use or non-use is of generative AI tools in the context of that course" (cited in Nagpal, 2024, p. 54). The findings of Veletsianos (2023) on the AI policies in Canadian post-secondary education are broadly similar to those of Nagpal (2024). Both studies imply that policy developments regarding the use of GenAI in Canadian universities are still in their infancy but require urgent attention as the technology has been spreading like wildfire.

The challenges posed by GenAI are both global in nature and scope. Lavidas et al. (2024) conducted a survey involving 197 students from the School of Humanities and Social Sciences at the University of Patras, Greece. They found that factors such as anticipated performance benefits, enjoyment of using new technology, and favorable usage conditions influenced both the actual use of GenAI applications and students' intention for future use. Given the rapid and inevitable expansion of GenAI adoption worldwide, the previously common "wait-and-see" approach is no longer viable. To ensure the effective integration of GenAI into curriculum development, assessment design, and the maintenance of academic integrity, there is an urgent need for well-defined policies and guidelines at both national and international levels (Moorhouse et al., 2023; Yueqiao et al., 2024).

This brief literature review on the use of GenAI tools in post-secondary education highlights a significant oversight. There is a notable deficiency in studies addressing the specific challenges encountered by front-line faculty members who manage a substantial instructional workload as well as the difficulties faced by students who are uncertain about the application of GenAI in their academic work. This gap in the literature must be addressed expeditiously. Additionally, there exists a policy gap pertaining to the use of these tools by students, leading to concerns related to academic integrity and ethical standards. Against this backdrop, we reiterate that our three research questions are highly relevant to fill the lacuna in the rapidly evolving literature on GenAI tools in academia, with a particular focus on the U15 institutions of Canada: (a) What are the common concerns present in the publicly available AI guidelines and policies issued by the U15 universities in Canada? (b) What specific AI guidelines have been developed for instructors as well as for students at the U15 universities? and (c) What are the motivations for instructors regarding the implementation of AI policies at the U15 universities?

Conceptual framework

This study employs the Technology Acceptance Model (TAM), developed by Davis (1989), as a conceptual framework for examining the adoption of GenAI policies across Canada's U15 research-intensive universities. According to this model, as depicted in Figure 1 below, technology adoption is driven by two primary variables: perceived usefulness (PU) and perceived ease of use (PEOU) of the technology. In other words, how useful a technology is and how easy it is for potential users to handle play an important role in technology adoption. These two variables, according to Davis (1989), can be influenced by a number of external factors related to social (such as age, education, language, ICT skills), economic (such as income and employment), and cultural (tradition, attitude, and orientation) dimensions. In the context of this study, TAM provides a lens to analyze how U15 universities formulate and implement GenAI policies, focusing on key areas of intervention by faculty members.

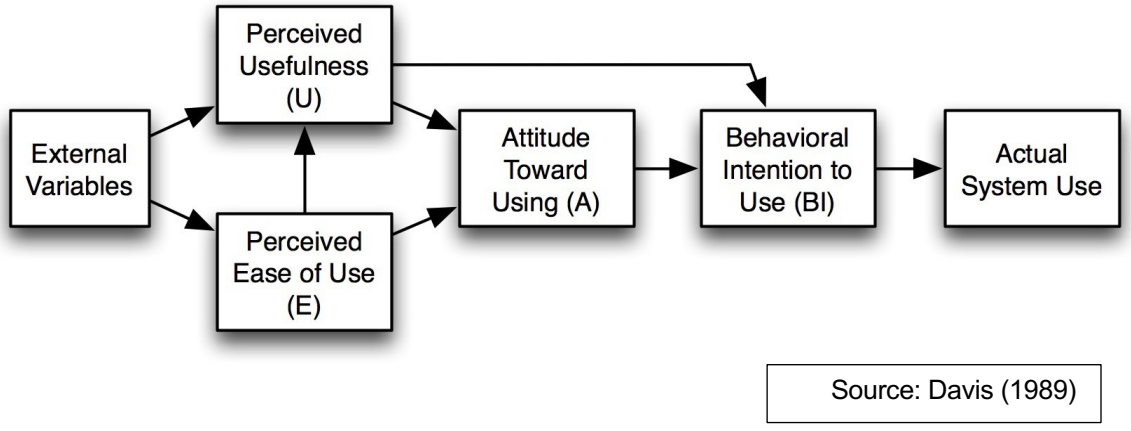

Figure 1: Technology Acceptance Model

For U15 universities, the PU variable is central to understanding GenAI policy adoption. Universities may perceive GenAI as useful for enhancing teaching, research, and administrative efficiency. For instance, policies may promote GenAI tools to support personalized learning or streamline academic workflows, as evidenced by the 59% of Canadian students using GenAI for schoolwork (KPMG, 2024). However, PU may be moderated by concerns over academic integrity, as excessive reliance on GenAI could undermine critical thinking (Nagpal, 2024; KPMG, 2024; Veletsianos, 2023). This study examines how U15 institutional policies balance these benefits against risks, assessing whether they emphasize GenAI's potential to improve research productivity or teaching innovation.

Likewise, the PEOU variable influences the acceptance of GenAI policies by faculty and students. If policies are overly restrictive or complex, requiring extensive training or compliance measures, adoption may be hindered. For example, clear guidelines on permissible GenAI use in assignments can enhance PEOU, fostering acceptance among stakeholders. This study explores how U15 institutions design accessible and user-friendly policies, ensuring alignment with existing academic workflows and technological infrastructures.

By applying TAM, this study investigates how U15 institutions' GenAI policies reflect PU and PEOU, shaping the implementation of GenAI policies, wherein the focal person of such implementation is the university faculty members and students. The framework illuminates how policy design, training, and ethical governance influence stakeholders' acceptance, providing insights into effective strategies for integrating GenAI in higher education.

Methodology

A qualitative content analysis research method, which analyses textual data to identify concepts, patterns, and themes (Azizan et al., 2018; Strauss & Corbin, 1990), has been employed in this study. Then, Canadian university websites were examined concerning the provisions of GenAI in three distinct phases: exploration, review, and screening (see Figure 2).

In the first phase, an exploration of Canadian university websites in general was conducted to identify AI-related documents, including academic integrity policies, guidelines for the use of GenAI tools for academic purposes, and principles and resources (both external and internal) pertaining to pedagogy and research. This comprehensive review of GenAI-related documents from purposively selected 31 Canadian universities (based on their regional representation, research intensity, comprehensiveness, and student population size) facilitated an understanding of prevailing trends and implications surrounding GenAI tools within academic settings, particularly in relation to university administrations, instructors, and students. This analysis enabled an evaluation of the scope and depth of preparatory initiatives undertaken by various universities in Canada, thereby providing insights into the extent to which these institutions have addressed AI-related challenges within their university systems.

In the second phase of the study, an examination of the GenAI policies of selected universities was conducted. It was observed that several Canadian universities, including St. Paul University, Trent University, and the University of Lethbridge, closely align their policies with the GenAI guidelines developed by various U15 institutions. Therefore, the U15 institutions were chosen for a comprehensive review of their AI policies, making the research realistic, feasible, and timely given the available resources. Collectively, the U15 institutions represent nearly 50% of the Canadian student population and account for

approximately 80% of all competitive university research conducted in Canada. The AI-related documents from the U15 institutions highlight the extensive scope and significance of AI implementations across Canadian universities.

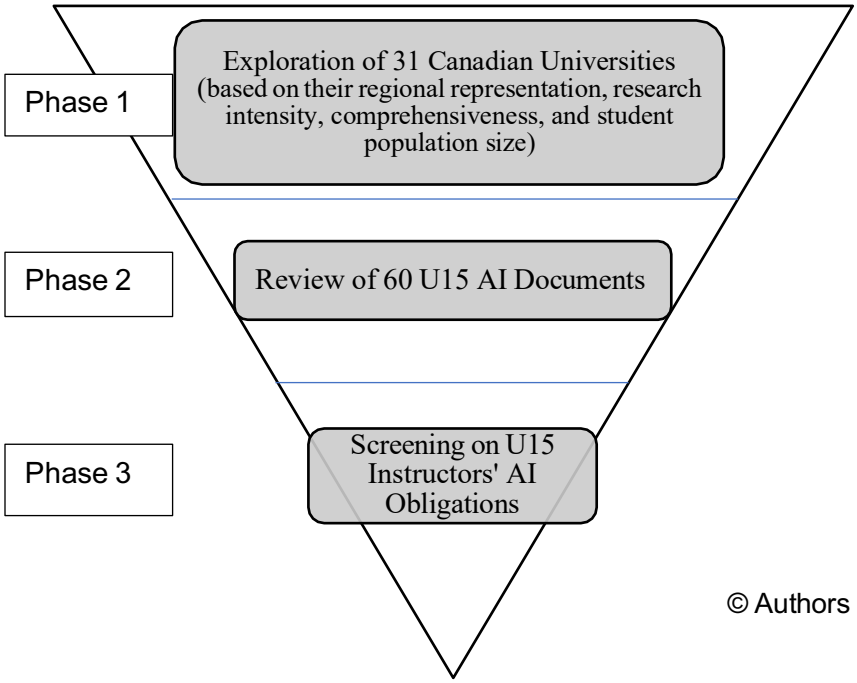

Figure 2: Flow Diagram of Data Exploration, Navigation and Screening Process

To this end, a thorough examination of numerous web pages from each of the U15 universities was conducted regarding their AI policy documents, which occurred in January 2025. The documents were sourced from various departments, sections, or units within each U15 university, including the Office of the Provost or Vice-President Academic, Centres for Teaching and Learning or Academic Excellence, Undergraduate or Graduate Studies, and the University Library section dedicated to student and faculty research, FAQ pages, and other publicly available university documents. Moreover, specific search phrases such as "AI policy guidelines of [University Name]," and "AI guidelines for instructors of [University Name]" were employed in the Google search engine to ensure comprehensive coverage of relevant documents during this stage. Additionally, Microsoft Copilot was utilized to explore credible hyperlinks leading to these documents from the respective U15 institutions. Ultimately, a total of 60 webpages and documents related to AI-policy were identified (see Appendix 1).

However, many of these policy documents were mixed up with the roles and responsibilities of university administrations, instructors, and students. To make our research more precise, in the third and final stage of document screening, content specifically focusing on instructors at U15 universities and their AI responsibilities within the pedagogical process were identified, coded (i.e., open coding, axial coding, and selective coding) and analyzed (Strauss & Corbin, 1990). The three co-authors developed a coding protocol, coded the selected policy documents separately and independently, and established the intercoder agreement using Cohen's Kappa at every coding stage. The sample coding of each theme is provided in the findings sections. The analysis aimed to assess the clarity and comprehensiveness of the guidance provided

in these documents, as instructors serve as the primary agents responsible for the application and implementation of GenAI policies in pedagogical practices.

Findings of the U15 AI Policies

In September 2024, the U15 institutions released a policy document titled "Navigating AI in Teaching and Learning: Values, Principles, and Leading Practice," which aims to integrate artificial intelligence into educational practices across Canada's leading research universities (U15 Canada, 2024). However, most U15 institutions had already prepared their individual GenAI policy documents, including policies, principles, guidelines, statements, frequently asked questions (FAQs), blogs, and collections of both external and internal resources (see Appendix 1). Consequently, thematic inconsistencies have emerged across universities and departments. Our policy review identifies the following four common themes for incorporating GenAI technology into educational practices, highlighting a shared commitment to its ethical use, curricular integration, and institutional support for instructors and students.

Ethical and Transparent Use of GenAI Tools

Ethical use and transparency are central themes in the AI policies across U15 institutions. The University of Alberta (2024), for example, emphasizes that instructors must ensure GenAI tools are used transparently, responsibly and ethically, promoting academic integrity and protecting students' intellectual property. Similarly, the University of British Columbia (UBC, 2024) highlights the importance of the ethical use of GenAI tools, encouraging instructors to design courses that support academic integrity and provide clear guidelines on AI use. However, the UBC guidelines state that "any content produced by GenAI used in teaching must be reviewed […] by an instructor or teaching assistant, to the best of their abilities, before sharing with students" (UBC, 2024, p.15). McGill University (2023) takes a more comprehensive approach by integrating ethical considerations into their broader AI strategy. McGill's guidelines emphasize the need for transparency and ethical use and encourage instructors to use GenAI tools ethically and responsibly, promoting transparency in AI use and ensuring that their students understand the ethical implications of AI technologies (McGill University, 2023). This approach is echoed by several other U15 institutions.

While the emphasis on the ethical and transparent use of GenAI tools is consistent across U15 institutions, the depth and specificity of their guidelines vary, reflecting their unique focuses and applications. For example, Université Laval emphasizes the societal impacts and ethical development of AI, stating that their research teams create ethical, practical artificial intelligence solutions that benefit communities (Université Laval, n.d.). In contrast, Dalhousie University has developed specific guiding principles for the use of AI in course delivery, highlighting the proactive efforts of their AI Application Working Group to ensure ethical practices (Dalhousie University, 2023).

Meanwhile, the University of Calgary (2024a) offers comprehensive guidelines that adopt a holistic approach to the ethical utilization of GenAI. The university has adopted an Ethical AI Literacy Module developed by Gutierrez (2023), which concentrates on four dimensions: informed use (informing users about the application of GenAI tools), responsible use (ensuring users take responsibility for the content generated, particularly concerning potential biases, accuracy, and transparency), ethical use (educating users regarding the parameters that govern the ethical application of GenAI tools in an academic setting), and transparent use (clarifying which content is produced by specific GenAI tools in response to particular prompts) (University of Calgary, 2024a). Thus, the approach of each institution emphasizes its commitment

to the use of artificial intelligence in an ethical and transparent way, tailored to its unique academic and research contexts.

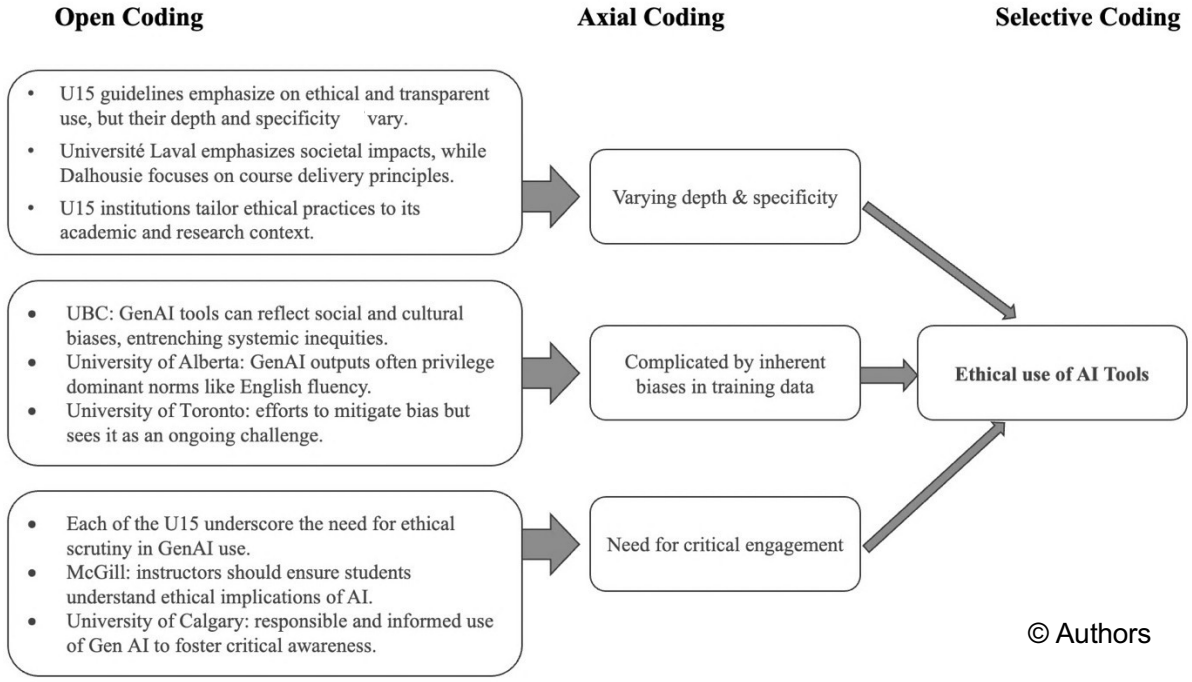

Figure 3: The Sample Coding of Ethical Use of GenAI Tools

The ethical use of GenAI tools is further complicated by inherent biases in the data they are trained on. The University of British Columbia notes that these tools can "reflect social and cultural biases," potentially entrenching systemic inequities (UBC, 2024a, Section 1d). Similarly, the University of Alberta (2024) highlights that biases in GenAI outputs stem from both user inputs and the AI-generated content, often privileging dominant norms such as English language fluency and heteropatriarchal academic systems. This can result in a skewed representation favoring white, Western, male scholars. The University of Toronto (2024) acknowledges the efforts by companies like OpenAI to mitigate these biases but emphasizes that they remain an inherent challenge in generative AI systems. These perspectives underscore the need for critical engagement and ethical scrutiny in the use of GenAI tools across academic institutions.

Integration of GenAI Tools in Curricula

Integration of GenAI tools in university curricula is another prominent theme that emerged from the GenAI policy documents of U15 universities. The University of Manitoba, for example, encourages instructors to incorporate GenAI tools into their courses to enhance learning outcomes, stating, "Instructors are also encouraged to include information on specific assignment instructions to explicitly indicate whether the use of GenAI is acceptable or not" (University of Manitoba, n.d.-a). Similarly, Dalhousie University integrates GenAI tools "to initiate conversations with students and bolster classroom messaging around academic integrity" and facilitate deeper engagement with course material (Dalhousie University, n.d.). This approach is also observed at the University of British Columbia, where instructors are encouraged to use AI with caution, noting that "faculty may use GenAI for developing practice questions and rubrics, as well as

discovery and curation of additional learning resources for students," but such content "must be reviewed for accuracy, appropriateness, bias, and other possible harms by an instructor" (UBC, 2024b).

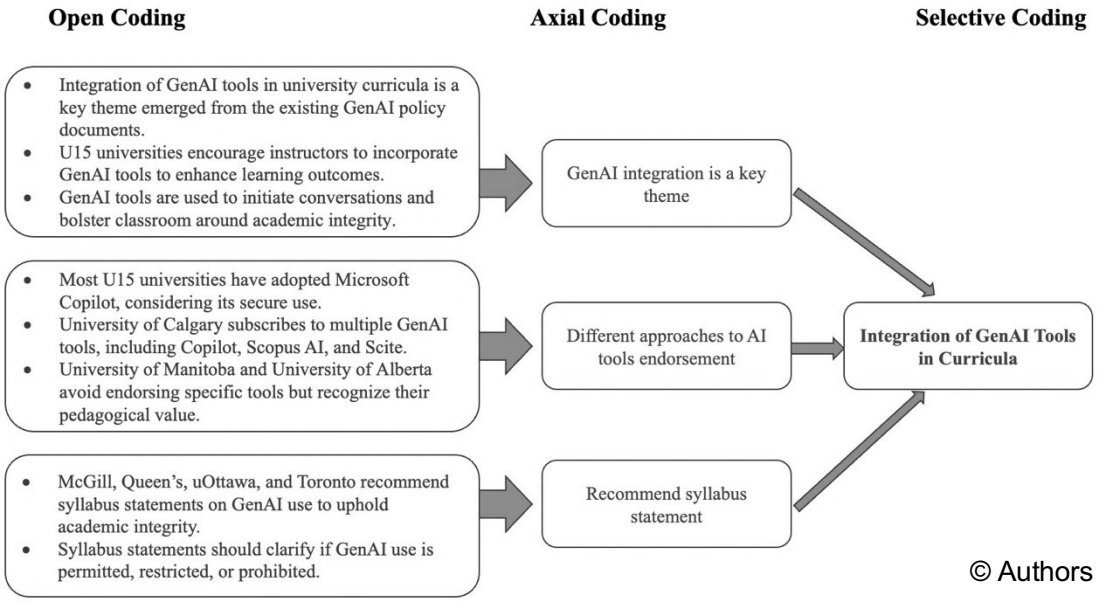

Figure 4: The Sample Coding of Integration of GenAI Tools in Curricula

Most of the U15 institutions, such as Queen's University, Dalhousie University, the University of Ottawa, the University of Toronto, and McGill University, have outlined three conditions[3] regarding the use of GenAI tools in their courses. In Queen's University (n.d.), for example, instructors are asked to include a statement regarding the use of GenAI tools in their course syllabi as permitted with citation, permitted in specific assignments with citation, and not permitted.

Support and Resources

The U15 Canadian universities offer a diverse range of support and resources for instructors and students integrating GenAI tools into their teaching-learning practices, each adopting unique approaches to address the ethical, practical, and pedagogical implications of GenAI. While reviewing U15 institution websites, we found several internal and external resources (e.g., guidelines, policy drafts, virtual and physical workshops on how to use GenAI tools, expert opinions, blogs, step-by-step guidelines, and so on) that contain repetitive and overwhelming information about the parameters of using GenAI tools in pedagogical practices.

[3] Some of the U15 institutions, such as the University of Saskatchewan, have outlined four conditions regarding the use of GenAI tools: (a) No GenAI use is acceptable; (b) Only specific GenAI use is acceptable; (c) GenAI use is acceptable with acknowledgement, and (d) GenAI is required as part of a learning outcome. See details at: https://academic-integrity.usask.ca/gen-ai.php#AcknowledgingGenAIUseNonUse

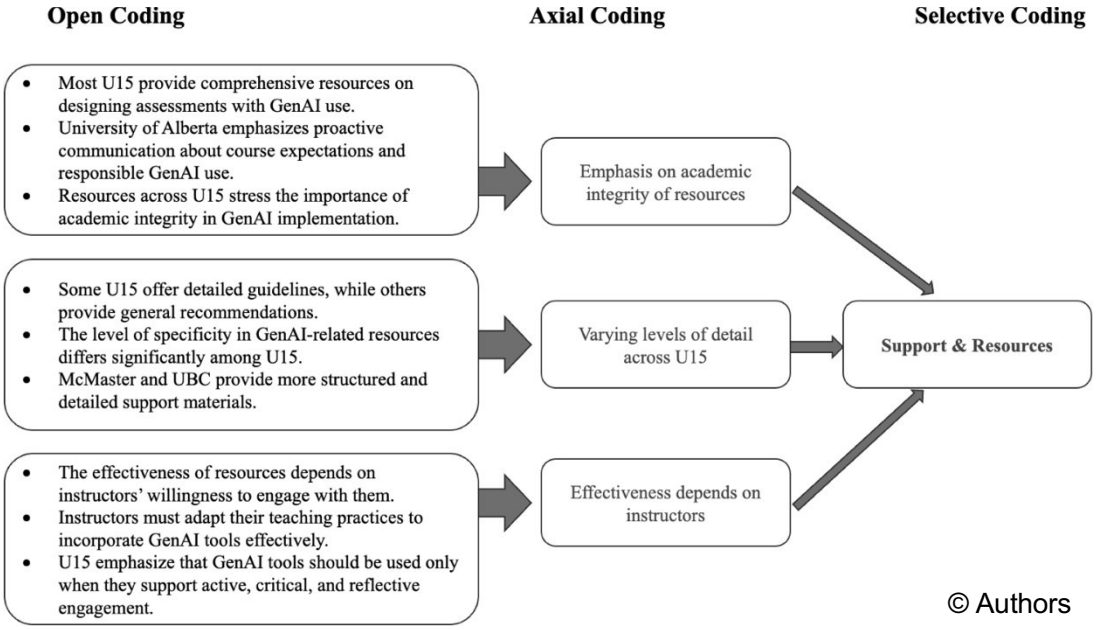

Figure 5: The Sample Coding of Support & Resources

Regarding available supports and resources for U15 instructors and students, one key feature across many of the U15 institutions is the emphasis on ethical use and academic integrity while implementing policies and guidelines related to GenAI tools. Dalhousie University, for instance, provides comprehensive resources through its Centre for Learning and Teaching, focusing on designing assessments that consider AI use. Similarly, the University of Alberta emphasizes the importance of clear communication about course expectations and responsible AI use, stating, "Promoting a culture of integrity starts with clear, proactive communication about course expectations and responsible AI use" (University of Alberta, n.d.).

Another significant characteristic across U15 institutions regarding the implementation of AI policies and guidelines is the focus on education and awareness. McGill University has established a robust framework for the use of GenAI tools in teaching and learning, emphasizing the importance of centrally developed educational programming. McGill University states, "Educational programming will be developed and delivered centrally and be provided for staff, students (beginning in their first year), and instructors" (McGill University, 2023, p.1). This approach ensures that instructors and students are well-prepared to integrate GenAI tools into their pedagogical practices. Similarly, the University of Toronto provides comprehensive resources to help instructors discuss and set guidelines around GenAI use in their courses, stating, "Clarifying expectations with your students by discussing your expectations and providing guidelines around using generative AI tools in your course" (University of Toronto, n.d., para. 1).

A third key feature across U15 institutions is the emphasis on balancing GenAI and human interaction. The University of British Columbia offers detailed guidelines on the responsible and ethical use of generative AI, emphasizing the importance of this balance. The university's resources emphasize the right balance between AI and human interaction, stating that "any content produced by GenAI used in teaching must be reviewed for accuracy, appropriateness, bias, and other possible harms by an instructor or teaching assistant, to the best of their abilities, before sharing with students" (UBC, 2024a, p. 15). The University of Calgary

also stresses the importance of balancing AI and human creativity, ensuring that AI enhances rather than replaces human judgment. The university notes, "GenAI technology should be used to enhance rather than replace human creativity and judgement" (University of Calgary, 2024a, para. 1).

While universities like McMaster, Queen's, and UBC provide detailed guidelines and best practices, the effectiveness of these resources ultimately depends on the instructors' willingness to engage with the provided materials and their ability to adapt their teaching practices to incorporate GenAI tools effectively. The varying levels of detail and focus across universities suggest that some instructors may find the resources more helpful than others. For instance, McMaster University emphasizes active, critical, and reflective engagement with GenAI tools, stating, "Generative artificial intelligence tools should be used for learning only when the educator judges that their use will aid in active, critical, and reflective engagement" (McMaster University, n.d.). This approach may resonate more with instructors who prioritize these aspects in their pedagogical practices.

Autonomy versus Restrictions

The use of GenAI tools in Canadian university education has introduced a complex dynamic between autonomy and restrictions for university instructors. Most of the U15 institutions reviewed in this study permit instructors to autonomously utilize GenAI tools in their course design and pedagogical activities, often within the framework of institutional guidance.

The potential consequences of granting autonomy to instructors in the use of GenAI tools are multifaceted. On one hand, it can lead to innovative teaching practices and personalized learning experiences, as instructors tailor AI applications to meet the specific needs of their students. However, there is also a risk of inconsistent application and potential biases in AI-generated content, which could impact the quality of education. For instance, we observed that the University of Calgary, the University of British Columbia, and the University of Toronto exhibit a more liberal approach in granting autonomy to their instructors and students regarding the use of GenAI tools. In contrast, other U15 institutions tend to discourage GenAI tools beyond those that are university recommended. As noted by the University of British Columbia, "GenAI tools are trained on large amounts of data that reflect social and cultural biases," which can perpetuate systemic inequities if not critically assessed (UBC, 2024b, Section 1d). Therefore, while autonomy can foster creativity and adaptability in teaching, it must be accompanied by robust guidelines and continuous professional development to ensure that the use of GenAI enhances rather than undermines educational quality.

Despite the autonomy granted by most of the U15 institutions, instructors face significant challenges due to the discouragement of GenAI detection tools on the grounds of reliability and ethical concerns. For instance, the University of Toronto explicitly states that "none of these software programs have been found to be sufficiently reliable" and highlights privacy issues associated with sharing student work without consent (University of Toronto, 2024). Similarly, McGill University underscores the unreliability of GenAI detection tools, noting that "false positive results misguide instructors and can create situations where students are wrongly accused" (McGill University, n.d., para. 4). In contrast, the University of Waterloo (n.d.) subscribes to Turnitin for both text matching and GenAI detection, although it acknowledges the limitations in detecting AI-generated content. The University of Alberta and the University of Calgary provide less clear directives, emphasizing the need for instructors to familiarize themselves with AI technologies before integrating them into their teaching strategies. Overall, while there is a general trend

towards caution and discouragement, the degree of clarity and specificity in policies varies across institutions.

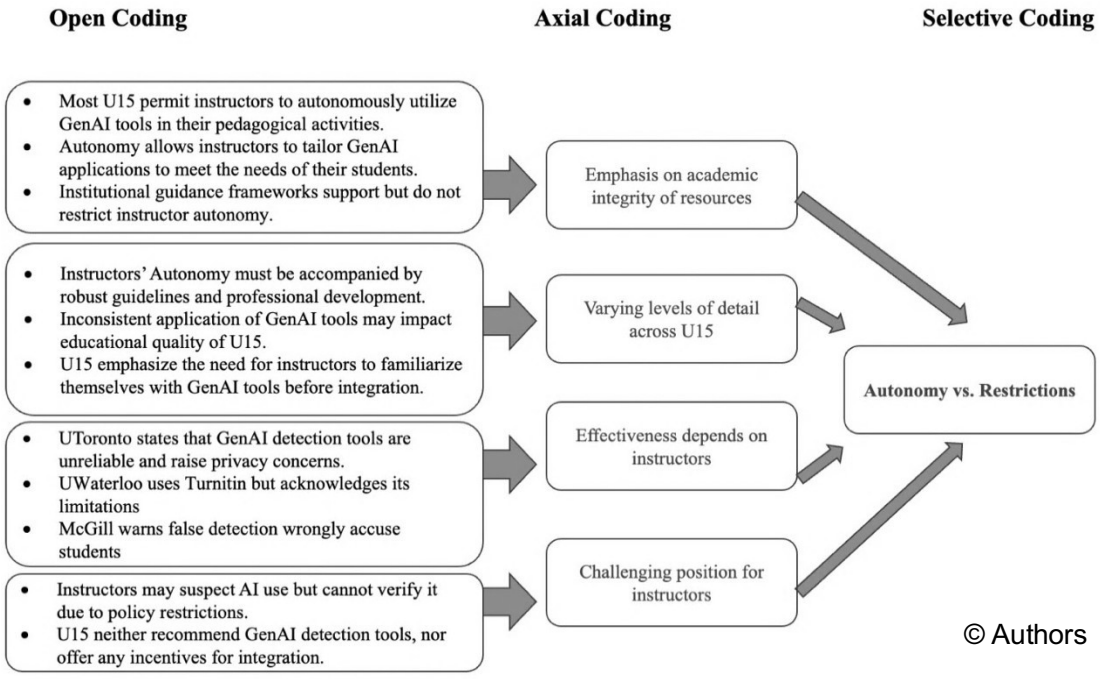

Figure 6: The Sample Coding of Autonomy versus Restrictions

Our review of U15 institutions' resources related to GenAI technology observed that while most U15 institutions discourage the use of AI detection tools due to ethical, legal, and credibility concerns, they also emphasize the importance of maintaining academic integrity. For instance, the University of Toronto allows the use of Turnitin for plagiarism detection but does not support GenAI detection tools, suggesting that AI-generated content should be treated as a plagiarism offense (University of Toronto, 2024). Similarly, Queen's University and the University of British Columbia consider the unauthorized use of GenAI tools a breach of academic integrity, advising instructors to handle such cases as they would any other form of academic misconduct. The University of Manitoba encourages traditional methods for detecting academic misconduct, reflecting a broader trend among these institutions to rely on established practices rather than unproven AI detection technologies.

U15 instructors currently find themselves in a challenging position. They may suspect students of using AI-generated text in their assignments but cannot prove it due to university policies. These policies, publicly accessible, inform both students and educators that GenAI detection tools cannot be used to screen student assignments, leaving students free to use such tools, and depriving instructors of the means to verify their suspicions. Furthermore, U15 institutions have not yet recommended any GenAI detection tools, nor have they offered any incentives for instructors to integrate GenAI tools into their pedagogical processes.

In this situation, instructors may become hesitant to rigorously scrutinize the quality of writing in students' assignments or to take additional measures to uphold academic standards. This reluctance could lead to a decline in the quality of writing assignments at U15 institutions, potentially impacting the overall quality of the Canadian education system in the near future. Without reliable tools or support, maintaining academic

integrity becomes increasingly difficult, posing long-term implications for educational standards and the credibility of academic qualifications.

Discussion and Conclusion

As our theoretical framework posits, any innovation that is both functional and user-friendly can be rapidly adopted on a global scale, including within academic institutions (Davis, 1989; Hu, 2023; Lavidas et al., 2024; Nguyen, 2025). For example, our latest search showed that over 200 million people were using ChatGPT as of December 2024 (https://backlinko.com/chatgpt-stats), a figure that escalated to between 800 million and one billion by June 2025 (https://www.digitalsilk.com/digital-trends/number-of-chatgpt-users/). This represents a fourfold increase in the user base of ChatGPT, arguably the most prevalent GenAI tool, since December 2024. Such a trend implies that the adoption of GenAI tools is inevitable, given their usability and user-friendliness.

In the context of this research, we assert that GenAI tools are highly beneficial for both educators and students, owing to their usefulness and ease of use, thereby facilitating greater advantages from the application of these tools. All U15 institutions are optimistic that these GenAI tools can enhance pedagogical practices for instructors and students, including the utilization of suitable assignment modalities, the improvement of reading comprehension, and the refinement of writing content, among other benefits. When employed appropriately, GenAI tools can elevate academic standards and enhance pedagogical approaches (Cordero et al., 2024).

However, the true efficacy of GenAI tools and associated resources is contingent upon the engagement and adaptability of university instructors and students, along with the support of university administration. Their commitment is likely to be evident when they perceive that resources for pedagogical practices involving GenAI tools are easily accessible, affordable, and useful. Our research indicates that such support and resources are available across U15 institutions in various formats, including guidelines, policy statements, expert opinions, and blogs. The majority of these resources underscore the responsibility of instructors to utilize GenAI tools ethically to maintain academic integrity. Educators of U15 institutions face pressures to implement GenAI policies, which are rapidly evolving. Each academic institution is currently in an experimental phase aimed at identifying optimal outcomes from the use of GenAI tools while mitigating potential misuse. However, our review of U15 policy documents suggests a number of external factors related to social (a lack of GenAI training), economic (no incentives to instructors for additional responsibility), and cultural (uncertainty across universities) aspects may be affecting the proper use of GenAI tools for pedagogical purposes, particularly in the absence of technological solutions for AI-generated content.

Some of the U15 institutions, such as McGill University and the University of Toronto, have launched educational programs aimed at fostering GenAI literacy among staff, students, and faculty members. Striking a balance between AI integration and human interaction is a critical area emphasized by several universities. However, establishing the necessary usage parameters for GenAI tools while enforcing appropriate restrictions to prevent unethical use poses significant challenges. Overly restrictive policies may inhibit the potential of these tools to enhance the educational experience, while excessive autonomy could result in unintended consequences or a departure from human-centered values. The foundational premise is that GenAI tools should serve to augment rather than supplant human capabilities and creativity. Supporting this perspective, Professor Mary Kelly of Carleton University asserts that "they [GenAI tools] are not good at it [reasoning about human minds and predicting what humans want or need]. That's why,

when developing and implementing AI technology in Canada, it is essential that its human creators guide innovation with human rights, fairness and public safety in mind" (Stratton, 2025). Consequently, institutions must develop clear and uniform policies and frameworks to govern the utilization of GenAI, fostering a culture of ethical integrity. They should also provide ongoing training for educators to facilitate a critical engagement with GenAI tools while establishing mechanisms for the regular review and adaptation of AI-driven initiatives (Cotton et al., 2024).

This study provides a critical examination of the current state of GenAI-related policies and practices governing pedagogy within leading Canadian research universities—the U15. The integration of GenAI into higher education is not a peripheral issue; it possesses profound implications for teaching methodologies, content development, learning activities, assessment strategies, and, most importantly, academic integrity. Despite a widespread consensus on the necessity of regulating GenAI use in pedagogy, our review reveals a notable absence of consensus on how such policies should be designed, implemented, and enforced. This policy vacuum frequently leaves frontline instructors vulnerable, as they are expected to uphold academic integrity and innovate pedagogical practices without clear institutional guidelines.

One of the primary objectives of our study was to identify common themes across publicly available GenAI guidelines and policies issued by U15 institutions in Canada. We found a consensus among all U15 institutions regarding the ethical and transparent use of GenAI, but there is a lack of clarity regarding its implementation. Given that GenAI tools can enhance teaching quality, alleviate preparation burdens, automate routine tasks, and facilitate adaptive, personalized learning experiences, their potential contributions to higher education are undeniable. They empower educators to address individual student needs and prepare graduates with competencies suited for an AI-driven economy. Employers are increasingly expressing a strong preference for graduates trained within AI-integrated programs—a trend expected to accelerate as GenAI continues to reshape the labor market. Consequently, Canadian universities cannot afford to lag behind; they bear an urgent responsibility to redesign curricula and integrate GenAI tools into pedagogy through comprehensive and ethically grounded policies. This necessitates more than merely issuing guidelines; it requires investment in faculty training, incentives to promote adoption, and a commitment to embedding GenAI ethics into teaching and learning. Emerging scholarship underscores this need, emphasizing both curriculum redesign and sustained faculty development (Nguyen, 2025; Luo, 2024). However, our findings indicate that U15 institutions remain underprepared, particularly regarding the provision of effective programs and motivational structures for instructors. Loleen Berdahl, Executive Director of the Graduate School of Public Policy at the University of Saskatchewan, states that there are tremendous opportunities for universities having GenAI tools but expresses doubts about our e-readiness for it.

Maintaining academic integrity emerges as the predominant challenge encountered by instructors across nearly all U15 institutions reviewed in this study. The threat previously posed by plagiarism has now shifted to instances of GenAI-assisted academic dishonesty. While widely available tools such as Turnitin have addressed plagiarism to some extent, no accurate tools currently exist to mitigate the challenges associated with GenAI-assisted academic misconduct. To investigate this phenomenon, we instructed our students to generate a paragraph using ChatGPT 4 on any topic, subsequently submitting that text to a humanizing GenAI tool to render it indistinguishable from human writing. They were then required to submit the humanized text to an AI detection tool, ZeroGPT, which proved ineffective in identifying the humanized content. This activity underscores the complexities involved in detecting AI-generated plagiarism or academic misconduct, which inhibits students from utilizing such tools. Therefore, a comprehensive

overhaul of traditional assessment systems is imperative. The establishment of unified GenAI policies and the provision of clear guidelines are both urgent and essential; without them, students may become susceptible to the evolving uncertainties of this landscape, facing the repercussions of both false positive and false negative outcomes.

While this study represents the first critical examination of GenAI policies within Canada's U15 institutions, it does have limitations. First, as this research is reflective of research-intensive universities in Canada, its scope is limited. It does not encompass the realities of smaller universities, community colleges, or vocational institutions, nor does it capture informal practices beyond publicly available policies. Future research must bridge these gaps through comparative studies across diverse types of institutions and international contexts. Furthermore, research focusing on the professional development needs of educators, particularly those in precarious employment situations, could inform targeted training programs—an important aspect that this study has not addressed. Empirical studies investigating the effects of GenAI tools on student outcomes—such as learning efficacy, engagement, and academic integrity—are also critical. More focused empirical studies examining these outcomes are necessary, although most existing research relating to GenAI and students has primarily concentrated on issues of cheating and academic integrity.

In conclusion, the evolving landscape of GenAI presents both significant opportunities and complex challenges for Canadian U15 institutions. As this study has demonstrated, the development and implementation of GenAI policies remain inconsistent, with considerable variation in institutional approaches to governance, pedagogy, and academic integrity. To ensure responsible and effective integration of GenAI into higher education, U15 institutions must adopt coherent, forward-looking frameworks that are inclusive of faculty, responsive to student needs, and grounded in ethical principles. A sustained commitment to policy refinement, educator support, and cross-institutional collaboration will be essential for shaping a future-ready and globally competitive academic environment.

Compliance with Ethical Standards

Conflict of Interest: The authors declare that there is no conflict of interest.

Funding: This research project receives no funding from any agency or university.

Ethical Approval: Since this research did not involve human participants, ethical approval was not required.

Disclaimer: English language editing tool EditGPT.APP is used for proofreading purposes.

Authors' Contributions: Bhanu Bhakta Acharya (first author) served as the lead author, conducting the primary research for this article. Basu Sharma (second author) provided supervision for the overall research and contributed to develop introduction, literature review and discussion section. Dinesh Gajurel (third author) contributed to refine introduction and discussion sections.

References

Azizan, N., Smith, R., Cooper, V., & Bakar, N. A. (2018). Qualitative content analysis: A case study of a Malaysian government education website. *Malaysian Journal of Science Health & Technology*, *1,* 40-46.

Bresnahan, T.F., & Trajtenberg, M. (1995). General purpose technologies 'Engines of growth'? *Journal of Econometrics*, 65(1), 83-108.

Campbell Academic Technology Services. (2025). AI in Higher Education: A Meta Summary of Recent Surveys of Students and Faculty. https://sites.campbell.edu/academictechnology/2025/03/06/ai-in-higher-education-a-summary-of-recent-surveys-of-students-and-faculty/.

Chan, C. K. Y. (2023). A comprehensive AI policy education framework for university teaching and learning. International Journal of Educational Technology in Higher Education, 20, Article 38. https://doi.org/10.1186/s41239-023-00408-3

Coffey, L. (2024, July 29). Students and professors believe AI will aid cheating. *Inside Higher Ed.* https://www.insidehighered.com/news/tech-innovation/artificial-intelligence/2024/07/29/students-and-professors-expect-more

Cordero, J., Torres-Zambrano, J., & Cordero-Castillo, A. (2024). Integration of generative artificial intelligence in higher education: Best practices. *Education Sciences*, *15*(1), 32.

Cotton, D., Cotton, P. A., & Shipway, J. R. (2024). Chatting and cheating: Ensuring academic integrity in the era of ChatGPT. Innovations in Education and Teaching International, 61(2), 228-239. https://doi.org/10.1080/14703297.2023.2190148

Dalhousie University. (2023, August 14). *Faculty statement on generative artificial intelligence.* https://www.dal.ca/faculty/open/about/faculty-statement-on-generative-artificial-intelligence.html

Dalhousie University. (n.d.). *AI and Academic Integrity*. https://www.dal.ca/dept/clt/e-learning/AI_Resource/a-i--and-academic-integrity.html

Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly, 13*(3), 319–340. https://doi.org/10.2307/249008.

Farrokhnia, M., Banihashem, S. K., Noroozi, O., & Wals, A. (2023). A SWOT analysis of ChatGPT: Implications for educational practice and research. *Innovations in Education and Teaching International*, 1–15. https://doi.org/10.1080/14703297.2023.2195846

Freeman, J. (2025, February 25). HEPI/Kortext AI survey shows explosive increase in the use of generative AI tools by students. Higher Education Policy Institute (HEPI). https://www.hepi.ac.uk/2025/02/26/hepi-kortext-ai-survey-shows-explosive-increase-in-the-use-of-generative-ai-tools-by-students/

Gray, S. L., Edsall, D., & Parapadakis, D. (2025). AI-based digital cheating at university, and the case for new ethical pedagogies. *Journal of Academic Ethics*. https://doi.org/10.1007/s10805-025-09642-y

Gutiérrez, J. (2023). Guidelines for the use of Artificial Intelligence in university courses. Version 4.3, Universidad del Rosario. https://forogpp.com/wp-content/uploads/2023/02/guidelines-for-the-use-of-artificial-intelligence-in-university-courses-v4.3.pdf

Holmes, W., Bialik, M., & Fadel, C. (2019). *Artificial Intelligence in Education: Promises and Implications for Teaching and Learning.* Center for Curriculum Redesign.

Hu, K. (2023, February 2). ChatGPT sets record for fastest-growing user base. *Reuters*. https://www.reuters.com/technology/chatgpt-sets-record-fastest-growing-user-base-analyst-note-2023-02-01/

Kiryakova, G. & Angelova, N. (2023). ChatGPT—A challenging tool for the university professors in their teaching practice. *Educ. Sci. 13*(10), 1056. https://doi.org/10.3390/educsci13101056.

KPMG. (2024, October 21). Students using Generative AI confess they're not learning as much. https://kpmg.com/ca/en/home/media/press-releases/2024/10/students-using-gen-ai-say-they-are-not-learning-as-much.html.

Lancaster, T., & Cotarlan, C. (2023). Artificial intelligence and academic integrity: The impact of AI-generated text on student plagiarism. *Journal of Academic Ethics, 21*(2), 123-138. https://doi.org/10.1007/s10805-023-094151-1

Lavidas, K., Voulgari, I., Papadakis, S., Athanassopoulos, S., Anastasiou, A., Filippidi, A., ... & Karacapilidis, N. (2024). Determinants of humanities and social sciences students' intentions to use artificial intelligence applications for academic purposes. *Information*, *15*(6), 314.

Luckin, R., Holmes, W., Griffiths, M., & Forcier, L. B. (2023). *Intelligence unleashed: An argument for AI in education.* Pearson.

Luo, J. (2024). A critical review of GenAI policies in higher education assessment: A call to reconsider the "originality" of student work. *Assessment and Evaluation in Higher Education*, 49(5), 651-664. https://doi.org/10.1080/02602938.2024.2309963

McGill University. (2023). *Principles on generative AI in teaching and learning at McGill.* https://www.mcgill.ca/provost/files/provost/principles_on_generative_ai_in_teaching_and_learning_at_mcgill.pdf

McGill University. (n.d.). How can generative AI be used in teaching and learning? *Using generative AI in teaching and learning.* https://teachingkb.mcgill.ca/tlk/using-generative-ai-in-teaching-and-learning#UsinggenerativeAIinteachingandlearning-AvoidAIdetectiaontools

McMaster University. (n.d.). Guidelines on the use of generative AI in teaching and learning. *Office of the Provost & Vice-President.* https://provost.mcmaster.ca/office-of-the-provost-2/generative-artificial-intelligence-2/task-force-on-generative-ai-in-teaching-and-learning/provisional-guidelines-on-the-use-of-generative-ai-in-teaching-and-learning/

Moorhouse, B.L., Yeo, M.A., & Wan, Y. (2023). Generative AI tools and assessment: Guidelines of the world's top-ranking universities. *Computers and Education Open*, 5, Article 100151. https://doi.org/10.1016/j.caeo.2023.100151

Nagpal, H. (2024). *Policies, procedures, and guidelines: Are Universities effectively ensuring AI (academic integrity) in the era of Generative AI?* [Master's Thesis, Lakehead University]. https://knowledgecommons.lakeheadu.ca/bitstream/handle/2453/5385/NagpalH2024m-1a.pdf?sequence=1&isAllowed=y

Nguyen, K.V. (2025). The Use of Generative AI Tools in Higher Education: Ethical and Pedagogical Principles. *Journal of Academic Ethics* (2025). https://doi.org/10.1007/s10805-025-09607-1

Pawar, S. D. (2023). ChatGPT: Revolutionizing education administration—A case study analysis. *International Journal for Research in Applied Science & Engineering Technology, 11*(4): 4448-4454. https://www.ijraset.com/best-journal/chatgpt-revolutionizing-education-administration-a-case-study-analysis

Prothero, A. (2024, April 25). New data reveal how many students are using AI to cheat. *Education Week.* https://www.edweek.org/technology/new-data-reveal-how-many-students-are-using-ai-to-cheat/2024/04

Queen's University (n.d.). Include a syllabus statement. *Teaching and Learning Statements, Guidelines and Resources.* https://www.queensu.ca/provost/teaching-and-learning/statements-guidelines-and-resources/teaching-and-learning-statements

Selwyn, N. (2023). Digital technology and the future of education: Challenges and opportunities. *Learning, Media and Technology*, 48(1), 1-15.

Stratton, J. (2025, May 15). Avoiding the 'Paperclip' Conundrum: Innovating with AI While Limiting Risk. Carleton University. https://carleton.ca/challengeconference/story/ai-innovation-limiting-risk/

Strauss, A., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques.* Sage Publications.

U15 Canada. (2024). *Navigating AI in teaching and learning: Values, principles and leading practices.* https://u15.ca/publications/statements-releases/navigating-ai-in-teaching-and-learning-values-principles-and-leading-practices/

Université Laval. (n.d.). *Artificial intelligence initiatives and research.* https://www.ulaval.ca/en/artificial-intelligence

University of Alberta. (2024). *Framework for responsible and ethical use of AI at the University of Alberta.* https://www.ualberta.ca/en/media-library/artificial-intelligence/framework-for-responsible-and-ethical-use-of-ai.pdf

University of Alberta. (n.d.). Academic integrity and AI use. https://www.ualberta.ca/en/centre-for-teaching-and-learning/resources/generative-ai/academic-integrity-ai-use/index.html

University of British Columbia, UBC. (2024a, July). *Principles and guidelines for generative AI in teaching and learning.* https://it-genai-2023.sites.olt.ubc.ca/files/2024/08/Guidelines-GenAI_TL.pdf

University of British Columbia, UBC. (2024b). Ethical considerations. *Guidelines for all uses of GenAI in teaching and learning.* https://genai.ubc.ca/guidance/teaching-learning-guidelines/guidelines-for-all-uses-of-genai-in-teaching-learning/

University of Calgary. (2024a, October). *Generative AI use in graduate studies.* https://grad.ucalgary.ca/graduate-ai-guidelines

University of Calgary. (2024b, May 21). SAMR model: Academic integrity reflection tools. https://taylorinstitute.ucalgary.ca/resources/Academic-Integrity-Reflection-Tool

University of Manitoba. (n.d.-a). *Academic Integrity.* https://umanitoba.ca/student-supports/academic-supports/academic-integrity

University of Toronto (2024, August 29). Frequently asked questions about generative AI. *Generative artificial intelligence in the classroom: FAQs.* https://www.viceprovostundergrad.utoronto.ca/16072-2/teaching-initiatives/generative-artificial-intelligence/

University of Toronto. (n.d.). *Navigating generative AI: Six suggestions for every instructor.* https://teaching.utoronto.ca/wp-content/uploads/NavigatingGenAI-Six-Suggestions-July2024.pdf

University of Waterloo. (n.d.) Turnitin: About this tool. *Educational Technology Hub.* https://uwaterloo.ca/educational-technology-hub/catalogs/centrally-supported-tools/turnitin

Van Dis, E. A.M., Bollen, J., van Rooij, R., Zuidema, W. & Bockting, C. L. (2023, February 9). ChatGPT: Five priorities for research. *Nature*, 614, 224-226. https://www.nature.com/articles/d41586-023-00288-7

Veletsianos, G. (2023). Generative Artificial Intelligence in Canadian post-secondary education: AI policies, possibilities, realities, and futures. *Canadian Digital Learning Research Association*. https://www.d2l.com/resources/assets/cdlra-2023-ai-report/

Williamson, B., & Piattoe, N. (2023). Education governance and AI: Policy challenges and institutional responses. *Policy Futures in Education*, 21(3), 456-472. https://doi.org/10.1177/14782103231123456

Yueqiao, J., Lisiang, Y., Echeverria, V., Gasevic, D., & Martinez-Maldonado, R. (2024). Generative AI in higher education: A global perspective of institutional adoption policies and guidelines. *Computers and Education: Artificial Intelligence*, 8. https://doi.org/10.1016/j.caeai.2024.100348.

Zawacki-Richter, O., Marín, V. I., Bond, M., & Gouverneur, F. (2023). Systematic review of research on artificial intelligence applications in higher education – where are the educators? *International Journal of Educational Technology in Higher Education, 20*(1), 1-27.

Appendix

List of AI Policy Documents of U15 Reviewed (with hyperlinks)

Dalhousie University	1. Gen AI in teaching and learning 2. Generative AI: A guide for Dalhousie students, faculty & staff 3. Equity, inclusion, and accessibility, 4. GenAI in teaching and learning community of practice
McGill University	5. Recommendations presented by the AI working group 6. Using Generative AI in teaching and learning 7. McGill AI Literacy 8. Using AI tools for research
McMaster University	9. Introduction to Generative AI for educators 10. Task force on generative AI in teaching and learning 11. Designing assessments in the age of GenAI 12. Guidelines on the use of GenAI in teaching and learning
Queens University	13. Generative AI in teaching and learning 14. What is Generative AI 15. Bias, harm and privacy concerns 16. Considerations for your course 17. Assessments: Incorporating the use of an AI tool into assignments 18. Academic integrity
University of Alberta	19. Teaching in the context of AI 20. About Generative AI? 21. Academic Integrity and AI Use 22. Students and AI 23. Course Design and AI
University of British Columbia	24. Teaching and learning guidelines 25. Guidelines for all uses of GenAI in teaching and learning 26. Principles for GenAI in Teaching and Learning 27. Learning with Gen AI 28. Teaching with Gen AI 29. GenAI Tools in Teaching and Learning

University of Calgary	30. Maximizing learning with effective GenAI prompt writing: An instructor's resource for students 31. Emerging considerations when designing assessments for AI use 32. A first response to assessments and ChatGPT in your courses 33. Exploring AI and Assessments 34. Centre for AI Ethics, Literacy and Integrity (CAIELI) 35. Articles and resources for ChatGPT
University of Manitoba	36. Academic Integrity & Artificial Intelligence 37. AI for instructors 38. CATL AI Guide 39. Copyright and Generative AI 40. Generative AI tools
University of Ottawa	41. FAQ for professors 42. Security & privacy guidelines for the usage, procurement and deployment of AI 43. Guide on reasonable use of AI while protecting personal information
University of Saskatchewan	44. GenAI resources for faculty and instructors 45. AI at USask 46. GenAI and the LTE Toolkit 47. Generative Artificial Intelligence (GenAI)
University of Toronto	48. AI task force and guidelines 49. Resources for instructors and teaching assistants 50. Generative AI in the Classroom: FAQ's 51. Teaching with GenAI at UofT
University of Waterloo	52. Artificial Intelligence at UW 53. Thinking about GenAI in the classroom 54. Generative AI: Copyright at Waterloo 55. GenAI guidance for graduate students and supervisors
University of Western Ontario	56. AI at Western 57. Generative AI Guidance 58. Western's AI Policy 59. Guidance by Role 60. Which GenAI chatbot should I use?

Note: The names of U15 institutions on this table are listed in alphabetical order