

## MODULE 5

### Transparent Policies, Academic Integrity, and the Equity/Ethics

#### Lecture 5.3

# The Equity and Ethics Audit



## **Ethics is a design constraint, not a disclaimer.**

A policy that names ethics without changing the design has not honored ethics. The audit forces one revision before the policy is finalized.

# Audit dimension 1: Access

- ✓ No personal purchase required?
- ✓ Works with institutionally supported technology?
- ✓ Equivalent non-AI alternative without added burden?
- ✓ Low-bandwidth or mobile access considered where feasible?

## Access risk

*If any answer is "no," the policy is wrong-sized for students with constrained access.*

## Audit dimension 2: Language and disability

-  Student-facing language is plain, and specialized terms are defined?
-  Syllabus screen-reader tagged?
-  Translation support permitted unless language production is itself the learning outcome?
-  AI-generated video content captioned?

## Audit dimension 3: Privacy and data

-  Personally identifiable information (own or others').
-  Confidential institutional data.
-  Material not authorized for upload to third-party AI systems, including confidential, licensed, or restricted content.
-  Does the selected tool retain inputs or use them for training?

### Privacy risk

*If the assignment effectively requires students to enter any of these, the assignment is wrong, not the policy.*



**AI output is not a source. Verify factual claims using named sources and document AI use according to course policy.**

*Hallucination is a property of the system, not an accident. Verification is a course expectation, not a virtue.*

# Audit dimension 5: Copyright

| Question                                  | Honest answer                                                                                                                  |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| Whose work was the AI trained on?         | Training-data sources vary by system and may include licensed, public, and copyrighted material. Details are often incomplete. |
| Student's responsibility for attribution? | Document AI use and cite underlying sources.                                                                                   |
| Faculty responsibility?                   | Do not upload student work or restricted material without institutional authorization.                                         |

# Audit dimension 6: Labor and environment



## Labor

Data labeling, content moderation, often global south, often underpaid.



## Environment

Water for cooling, compute for training, compute for inference.

*The course does not require you to take a position. It does encourage you to name these where relevant in the policy, so students can. Design action: avoid unnecessary repeated generation and provide a non-AI path when AI use is not essential.*

# Audit dimension 7: Power and bias

An assignment asks students to use AI to generate content about a historically marginalized group. What bias does the model carry? Whose perspective is centered? Whose is absent?

*Whenever AI generates or interprets content about historically marginalized groups, require students to identify centered and absent perspectives.*

L5

L4

L3

L2

L1

AIAS L4–5

# Audit dimension 8: Detection bias



## Detection bias

Research has documented false-positive risks for non-native English writing. Other atypical or AI-assisted writing may also be misclassified. If the policy authorizes detection, it must also document the bias and the protective process.

*Most policies should not authorize detection at all.*





**After the audit, identify the one sentence in your policy or assignment that the audit revealed as wrong-sized. Revise it. Submit policy + audit + revision.**



**Elaboration micro-task** *In one sentence, name the one sentence in your policy that the audit changed and why.*