UCLouvain

Strategic Plan
Generative Artificial Intelligence
for UCLouvain

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DISCLAIMER

In addition to the sources mentioned in the bibliography, and in particular the WG report on the Responsible Use of Generative Artificial Intelligence [1], the following generative AI tools were used in the design and drafting of this document:

- ChatGPT to suggest alternative formulations for a limited number of paragraphs; ChatGPT's suggestions were then adapted to the style and spirit of this document.
- The original version of this document is in French. The English translation was produced by DeepL.

We would like to thank the members of the WG and Robin Guérit for their help, discussions and proofreading.

PREAMBLE

At the end of December 2023, the Rector's Council of UCLouvain set up a Working Group (WG) on the responsible use of generative artificial intelligence (generative AI). This WG produced a report [1] which was presented to the authorities and various bodies within UCLouvain. The Rector of UCLouvain has entrusted Yves Deville, Artificial Intelligence Project Manager, with the task of drafting a chapter on generative AI to be included in the institutional strategic plan. This generative AI plan is based largely on the WG report [1], which is included in the appendix, as well as on numerous interactions with members of UCLouvain.

1 CONTEXT

1.1 GENERATIVE ARTIFICIAL INTELLIGENCE

Generative AI facilitates content generation and encourages new forms of interaction, even co-design and co-writing, between humans and machines. The process of generating and shaping ideas, hypotheses and arguments is impacted from ideation to text revision, which can disrupt scientific integrity. The key is that humans remain in charge of the generation process with the help of machines and responsible for the results. It is therefore important to prepare students, teachers, researchers and administrative staff for new practices that integrate the use of generative AI [1].

1.2 HOW GENERATIVE AI WORKS

Generative artificial intelligence is a branch of AI that covers new tools capable of generating content such as text, images, music and even videos [1]. A variety of tools based on generative AI exist, including ChatGPT, Gemini, Copilot, Jasper.ai, Copy.ai, Claude AI, and Chat Mistral for text generation, Elevenlabs and Natural Reader for speech synthesis, Dall-E and Midjourney for image generation, DeepL, Google Translate and Systran for translation, Perplexity and Bing for internet search, HeyGen, InvideoAI and Sora for video generation.

In simple terms, a generative text AI tool such as ChatGPT is based on what is known as a language model (such as GPT4, LLaMa, LaMDA, *etc*.). This model was built from huge amounts of existing text (web, books, Wikipedia, etc.) by learning to predict the last word in a text extract. The aim of such a model is therefore to predict the most likely next word given a sequence of previous words initiated by a query called a prompt, based on its training. The tool can thus generate a response to the initial prompt that is often conventional and general, but sometimes surprising. A precise and complete prompt leads to a more refined and specific response, as the model receives more words on which to base its prediction of the following words. Beyond language models, *multimodal* models make it possible to combine different modalities (text, image, video, sound) and generate the most probable images, videos or sounds based on a given input query using the same principle.

RAG (Retrieval-Augmented Generation) combines information retrieval and text generation to improve the quality and relevance of the responses generated. A RAG queries a corpus of predetermined documents to retrieve information relevant to the prompt. The retrieved data is then integrated as additional context for the prompt submitted to the language model. With a corpus of documents incorporating the educational resources of a course, a RAG becomes an intelligent tutor for students.

When generating a response, basic models do not access the Internet, but newer tools incorporate a real-time Internet search tool. For example, OpenAI and Microsoft Copilot integrate a language model to summarise search results and provide conversational responses; ChatGPT 4o can consult websites, and Google will soon offer an AI mode in its search engine.

1.3 THE LIMITATIONS AND RISKS OF GENERATIVE AI

Generative AI-based tools can be very powerful. However, the following limitations should not be overlooked [1]:

- These tools are **not capable of understanding** questions or what is generated. They have no representation of the world and are not a knowledge base. As a result, the reliability, quality and accuracy of the responses generated are not necessarily guaranteed.
- These tools are **biased**. What is generated by the model depends on the data used during training (reproduction of biases present in the training data) and how supervision was carried out, as well as the rules imposed (reproduction of biases and choices made by the model designers).
- The results and the generation process are **not explainable** and cannot be documented. The models themselves are unable to indicate the source of the content used to generate the response, and it is impossible to trace the results back to the premises and starting points (black box effect).
- The responses are derived from the data used during training and their **originality is therefore questionable**.

It is also important to highlight the risks associated with tools based on generative AI [1, 2]:

- **Generation of inappropriate content**. The responses generated or the behaviour of these tools may be inappropriate. It is essential to systematically check the content generated by generative AI and the sources provided.
- **Information disorder and disinformation**. The increasingly blurred line between synthetic and authentic content is creating greater information confusion, reducing the ability of individuals and citizens to make informed and autonomous decisions.
- **Malicious use**. These tools can be used maliciously to spread false information, generate propaganda, influence, counterfeits, deepfakes, etc.
- **Cybercrime**. These tools can provide effective instructions and generate programmes for amateur hackers.
- **Ethics and copyright**. These tools are often trained using protected works, and permission for the training phase has often not been clearly obtained. Furthermore, the lack of explainability and documentation mentioned above makes it impossible to identify whether such content has been used for a given result.
- **Breach of data confidentiality**. Not all tools guarantee the confidentiality of the questions asked or the information about the user. Including personal, confidential or sensitive data in a prompt can therefore be risky.
- **Reproduction and amplification of discrimination and stereotypes**. Statistical biases in training data can reinforce stereotypes and discrimination that already exist in our society. The supervision of these models by a small number of private operators (mostly located on the west coast of the United States) contributes to cultural homogenisation at the expense of diversity and the richness of local cultures.
- **Reinforcement of digital divides**. The use of these tools requires certain digital skills. The widespread use of such tools will reinforce the digital divide between citizens.
- **Concentration of generative AI players**. The high costs of developing technological tools could concentrate power in the hands of a few large artificial intelligence companies, thereby influencing prices, technologies and research directions. This market concentration could make companies more vulnerable to several systemic risks. This phenomenon could also skew technical, ethical and regulatory standards, increasing the risk of abuse of power.
- **Environmental cost**. The carbon footprint of these tools is currently deplorable. The computing power required to train models is very high and proportional to their size (which tends to increase exponentially), even though progress has been made in reducing the cost of training. Using a model to respond to a prompt also incurs an energy cost.

1.4 (VERY) RAPID CHANGE IN THE HANDS OF A LIMITED NUMBER OF PLAYERS

Although experts disagree on the pace of future advances, AI promises to transform many aspects of our society [2]. We are in the midst of a technological revolution that could change the way we communicate, work and interact with knowledge, thereby affecting our lives together.

The first language model to demonstrate the full potential of generative AI appeared in November 2022 with ChatGPT 3.5. In just over two years, progress has been spectacular. Language models are becoming increasingly broad (in terms of the number of parameters), their training is based on a growing volume of data, and models can process increasingly long prompts. The latest advances also make it possible to break down complex problems into intermediate steps (Chain of Thought) and to plan and execute complex tasks using autonomous agents.

Recent developments by DeepSeek, a Chinese company, have highlighted the possibility of training models at significantly reduced costs. In addition, some models are adopting a more modest approach in terms of size and energy consumption, without compromising performance. Furthermore, some companies offer models in "Open Weights" mode, making all parameters publicly available and allowing them to be deployed on private infrastructure. Others go even further by adopting an open source model, offering free access to their source code, architecture, weights and training data.

Despite these advances, the generative AI industry remains dominated by a few large companies, mainly American (OpenAI, Google, Meta, etc.), which account for most of the progress in language models. This concentration is the result of technological and financial barriers that hinder the entry of new players and impose a technological and cultural vision specific to these companies. Among the few non-American exceptions, DeepSeek (China) and Mistral (France) stand out.

Most basic models can be used free of charge, but their use does not comply with GDPR rules or ensure a sufficient level of confidentiality. Encouraging the use of these free models cannot therefore be a solution for our university.

The rapid evolution of generative AI is not always in step with the pace of decision-making and implementation of new technologies in a university. The choice of technology involves much more than technical or financial considerations; it also reflects values.

2 THE CHALLENGES OF GENERATIVE AI FOR UCLOUVAIN

Generative AI has a profound impact on the university's teaching and research missions, as well as on its administration, and has important ethical and societal implications. Its integration is a strategic challenge.

2.1 CHALLENGES FOR TEACHING

Universities play a fundamental role in educating the citizens and professionals of today and tomorrow. Generative AI is changing the skills that students need to acquire, necessitating changes to university programmes and training. These new skills are not only aimed at the responsible and critical use of generative AI, but are also driven by its impact on the labour market, which is also heavily affected by the digital transition. There is a widespread lack of culture and skills in generative AI among stakeholders. A divide may also emerge between students and teachers in the adoption and use of these tools. Generative AI offers both students and teachers tools that can facilitate their tasks. Generative AI also opens up innovative pedagogical approaches that can promote, support and personalise learning.

2.2 CHALLENGES FOR RESEARCH

Generative AI is redefining the landscape of academic research. The most significant advances in this field are now concentrated in private organisations with considerable resources. However, centres of academic excellence have the opportunity to integrate aspects of generative AI into their research topics. Furthermore, this technology is transforming working methods by facilitating the analysis and synthesis of literature, brainstorming, writing, modelling and programming. Publication processes are therefore changing. The potential misuse of generative AI is becoming an issue in the reviewing of articles and the drafting of research projects.

2.3 CHALLENGES FOR PUBLIC ADMINISTRATIONS

UCLouvain's administrative departments can also benefit from generative AI. The implementation of tools should simplify administrative tasks and optimise time management. However, the integration of these technologies requires specific training for staff to ensure the responsible, effective and controlled use of such tools. This training must also take into account data protection issues and compliance with the GDPR. A balance must be found to avoid an excessive proliferation of tools, which could lead to increased complexity and undermine the consistency of the systems put in place. Finally, it should be noted that the European AI Act, which partially entered into force in early February 2025, requires organisations deploying AI systems to train their staff and ensure that they have a sufficient level of AI proficiency. For AI systems intended to interact with natural persons, information requirements are imposed on deployers.

2.4 ETHICAL AND SOCIETAL CHALLENGES

The integration of generative AI at UCLouvain cannot take place without careful consideration of its ethical and societal implications. On the one hand, the environmental impact of these technologies, particularly their energy consumption, must be taken into account from a sustainable development perspective. On the other hand, generative AI raises issues of bias and discrimination in models, privacy and information manipulation, posing crucial challenges in terms of regulation and awareness. Furthermore, the risk of a widening digital divide between individuals with and without mastery of these tools requires special attention to ensure equitable access to both the tools and the knowledge and skills in generative AI.

2.5 TECHNOLOGICAL CHALLENGES

The choice of generative AI technologies to be adopted at UCLouvain integrates not only technological aspects, but also strategic, political and ethical dimensions. Decisions in this area must balance innovation, autonomy, meeting needs, simplicity, security, cost control, digital sovereignty and institutional responsibility. An additional difficulty lies in the rapid pace of change in these technologies, which often exceeds university decision-making processes. Technological choices must therefore be agile and adaptable.

3 A VISION OF GENERATIVE AI FOR THE UNIVERSITY

The vision proposed for the integration of generative AI at UCLouvain is based on a balanced approach, structured around three axes [3]. First, being **AI-ready** means training all stakeholders—students, teachers, researchers, and administrative and technical staff—in the responsible use of AI, developing the skills necessary to take advantage of it while understanding its limitations and ethical issues. Second, the university must be **human-ready,** emphasising the development of specifically human capabilities such as genuine creativity, critical thinking and social authenticity, to ensure that AI remains a tool at the service of humans rather than a substitute for them. Finally, being **change-ready** means cultivating resilience and

adaptability in the face of the transformations brought about by generative AI, viewing these developments as opportunities for innovation rather than threats.

The integration of generative AI into universities raises major issues about our relationship with technology. It is essential to promote thoughtful use, where humans remain the main actors in the creation, evaluation and transmission of knowledge. Generative AI must be seen as a support tool that enriches our practices while preserving our intellectual autonomy.

4 STRATEGIC OBJECTIVES

The challenges of generative AI and the UCLouvain note on the responsible use of generative AI [1] have led to the following strategic objectives.

4.1 DEPLOY ROBUST, AGILE AND ETHICAL GENERATIVE AI FOR THE BENEFIT OF THE ENTIRE UNIVERSITY COMMUNITY

The aim is to deploy generative AI with a robust and agile text interface for students, teachers, researchers and administrative staff that respects ethical principles, is based on the informed use of models according to their purposes and environmental impacts, and is aligned with our university's values. This generative AI must be a tool that supports and inspires trust, guaranteeing data protection, transparency of the models used and technological sovereignty. This sovereignty implies favouring solutions that respect European values, promoting the emergence of an open and controlled generative AI ecosystem, and developing institutional expertise that enables informed and independent choices in the field of artificial intelligence technologies. A complementary tool, such as an intelligent tutor based on a RAG approach, will be put in place to support student learning.

4.2 LIFELONG TRAINING FOR STUDENTS IN THE RESPONSIBLE AND CRITICAL USE OF GENERATIVE AI

The university must train its students in new skills for a world where generative AI is omnipresent. Every student should receive basic training in artificial intelligence and the effective, ethical, critical and responsible use of generative AI tools from the start of their studies at UCLouvain, regardless of their field of study. It is preferable that this training be integrated into disciplinary courses. Training in generative AI should also be offered as part of lifelong learning.

4.3 SUPPORTING TEACHERS IN INTEGRATING AI INTO THEIR TEACHING PRACTICES

Generative AI offers new opportunities for teaching and learning. It is important to provide teachers with training on both the challenges of generative AI tools and their practical use in teaching. This will include the impact of these tools on the design and evaluation of teaching programmes, as well as their impact on final projects.

4.4 ENCOURAGE THE EXPLORATION OF GENERATIVE AI IN UNIVERSITY RESEARCH TOPICS

Although major advances in language models are mainly driven by commercial players, UCLouvain, as a research university, intends to play a role in exploring and analysing the impacts of generative AI. The university is therefore encouraging its centres of expertise to develop interdisciplinary research on this topic, covering the university's various sectors: science and technology, humanities and health sciences.

4.5 TRAINING RESEARCHERS IN THE RIGOROUS, ETHICAL AND RESPONSIBLE USE OF GENERATIVE AI IN THEIR WORK

Generative AI is changing the nature and method of scientific research. It is therefore essential to train researchers in both the challenges of generative AI tools and their rigorous, responsible and ethical use in research.

4.6 MODERNISING ADMINISTRATIVE PROCESSES THROUGH GENERATIVE AI

Generative AI represents an opportunity to improve the efficiency and fluidity of administrative processes. The university will provide generative AI tools tailored to the specific needs of administrative departments, while developing dedicated training courses to support staff in their adoption. This approach aims to facilitate their daily work and improve the quality of services, while promoting the informed, critical and responsible use of these technologies and the data they handle.

4.7 JOINING UNIVERSITY NETWORKS COMMITTED TO A COMMON APPROACH TO GENERATIVE AI

The university must strengthen its collaborations with other institutions that share a common vision of responsible and sovereign AI. Integration into academic networks such as Circle U., The Guild and EUA enables the exchange of best practices, the development of joint projects and the contribution to the development of ethical and technical standards.

4.8 RESPOND TO THE ETHICAL AND SOCIETAL CHALLENGES ASSOCIATED WITH GENERATIVE AI

The university is not simply adopting generative AI; it aims to be a critical and responsible player in this field. Its use by the academic community must be based on fundamental principles such as user responsibility, transparency in its use, and respect for confidentiality and copyright rules. The university must also analyse the societal impacts of generative AI, anticipate potential abuses and propose frameworks for its use that are aligned with ethical principles and fundamental rights.

5 ACTION PLAN

The proposed actions, inspired by the UCLouvain note on the responsible use of generative AI [1], aim to achieve the university's strategic objectives. These actions will be refined as they are implemented. Some of them may also be included in other chapters of the strategic plan. For each action, the entities responsible for its implementation are indicated.

Action 1 – Deployment of an institutional generative AI tool
Set up a generative AI tool based mainly on textual interactions (i.e. chat interaction) at university level, intended for the entire university community and meeting the institution's strategic objectives. This tool will include a system for monitoring the use and consumption of the AI models used and the tools made available, in particular to raise awareness among the university community of the environmental impacts and to guide them towards responsible use of resources. [SGSI, CENTAL, LLL]

Action 2 – Training students in generative AI
Integrate basic training on artificial intelligence and the effective, ethical and responsible use of generative AI tools into all curricula. In order to reduce the digital divide and promote inclusive access to generative AI, also offer such training as part of lifelong learning programmes, and develop and disseminate open educational resources enabling students to self-assess their skills and follow a self-learning pathway on the challenges of using generative AI. [Faculties, CEFO, COFC]

Action 3 – Training teachers in generative AI
Develop and offer specific training for teachers to enable them to better understand the challenges of generative AI and effectively integrate these tools into their teaching. [LLL]

Action 4 – Support teachers in adapting their courses
Encourage teachers to adapt their courses to incorporate the use of generative AI tools in the future professional environment of students, emphasising responsible and ethical use that fosters creativity and critical thinking. [Faculties, LLL]

Action 5 – Pedagogical integration of generative AI
Provide teachers with resources and methodologies for integrating generative AI into teaching activities in a relevant manner that is aligned with the intended learning outcomes, activities and assessment methods. [Faculties, LLL]

Action 6 – Development of intelligent tutors
Deploy, via the institutional tool, features that enable teachers to design intelligent tutors (RAG-type) for their courses. These interactive teaching tools will offer complementary and personalised learning to students, thereby strengthening their understanding of the concepts taught and their respect for the sources used. [SGSI, CENTAL, LLL]

Action 7 – Adaptation of targeted skills and learning outcomes
Encourage Programme Committees to update the learning outcomes of their courses to include skills related to the use of generative AI tools in professional practice. This may involve modifying certain existing learning units or adding new specific units. [Faculties, CEFO]

Action 8 – Adaptation of assessments
Rethink assessment methods to take into account the generative AI tools available to students. The aim is to ensure that assessments remain aligned with learning objectives while guaranteeing academic integrity. [Faculties, CEFO, LLL]

Action 9 – Reflection on final projects
Launch an in-depth reflection on the influence of generative AI on the completion of final projects. This reflection will focus on the evolution of the skills targeted in light of generative AI. [Faculties, CEFO]

Action 10 – Updating regulations
Adapt academic regulations to take into account the uses and impact of generative AI in certification assessments. [CEFO, AVIE, Faculties]

Action 11 – Guidelines for the use of generative AI in research
Develop recommendations for the responsible use of generative AI in research and integrate them into the university's best practices and codes of ethics. [Institutes, CREC, ADRE]

Action 12 – Training researchers in generative AI
Develop and offer training courses for researchers to raise awareness of the challenges associated with generative AI, the tools available and their use in scientific research. [BIUL and research institutes]

Action 13 – Deployment of generative AI tools in research
Identify and make available to researchers generative AI tools that can be used across research fields. Train researchers to use these tools in a rigorous, responsible and ethical manner. [SGSI, BIUL]

Action 14 – Promotion of interdisciplinary research on generative AI

Encourage the university's centres of expertise to conduct interdisciplinary research on generative AI, covering the university's various sectors: science and technology, humanities and health sciences. This research could, in particular, study the societal impacts of generative AI. [Institutes, CREC]

Action 15 – Use of generative AI in administration
Identify and deploy generative AI tools tailored to the specific needs of the university's administrative services in order to facilitate daily work and improve service quality. [SGSI, Administrations]

Action 16 – Training administrative staff in generative AI
Provide training to all administrative staff to enable them to use generative AI tools in an informed, critical and responsible manner. Develop and promote careers related to generative AI within administrations in order to adapt the administrative organisation to the challenges of generative AI. [Administrations, FORM]

Action 17 – Collaboration with external partners
Strengthen collaboration with UCLouvain's institutional and academic partners in order to exchange best practices and ensure consistent implementation of policies relating to generative AI, in accordance with national and European regulations. [All]

6 IMPLEMENTATION AND GOVERNANCE

The implementation of the strategic plan is based on agile and adaptive governance.

6.1 STEERING AND COORDINATION

Overall steering will be provided by the working group that produced the note on the responsible use of generative AI [1]. This group, whose composition may evolve depending on needs and the skills required, will ensure the plan's consistency and alignment with institutional objectives.

6.2 CONSULTATION AND COLLABORATION

To ensure effective implementation that is tailored to the realities of the university, several working groups will be consulted on a regular basis.

- Teaching group: assessment of the impact on teaching and adaptation of teaching practices.
- Research group: exploration of scientific opportunities offered by generative AI and integration into research activities.
- Administration group: integration of generative AI into administrative processes to facilitate daily work and improve service quality.

In addition, student consultation will be essential to gather their expectations, concerns and feedback on the use of these technologies and the tools offered.

6.3 EXPERIMENTATION AND VALIDATION

In order to ensure a gradual and appropriate implementation, pilot tests of the various generative AI tools will be conducted in a range of academic and administrative contexts. These experiments will make it possible to assess the effectiveness, potential risks and necessary adjustments before wider deployment.

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APPENDIX 1: CONTRIBUTION OF ACTIONS TO STRATEGIC OBJECTIVES

The table below specifies the contributions of the various actions to the defined strategic objectives. The actions are also classified according to the CRAFT model [5,6], which identifies five categories of actions essential for the successful integration of generative AI in higher education:

- **Rules (R)**: It is crucial to establish clear rules for the use of generative AI, including defining principles, policies and guidelines. This ensures responsible use, protects academic integrity and promotes trust in teaching and research.
- **Access (A)**: To avoid widening the digital divide, access to AI tools must be equitable. This includes access to the infrastructure, resources and training needed to use generative AI effectively.
- **Training** (**F** - Familiarity): All stakeholders in higher education (students, teachers, researchers and administrative staff) must develop a thorough understanding of the capabilities and limitations of generative AI, as well as its ethical implications. This requires training.
- **Trust (T)**: Trust is essential for the successful adoption of generative AI. This includes trust between students and teachers, between institutions and generative AI providers, and in generative AI itself. Increased transparency and clear governance help to build this trust.
- **Culture** (**C**): The adoption of AI must take into account the local, regional and global values, perspectives and contexts of universities. An open and proactive culture around AI enables better integration and more relevant use of the technology.

Contribution des actions aux objectifs stratégiques

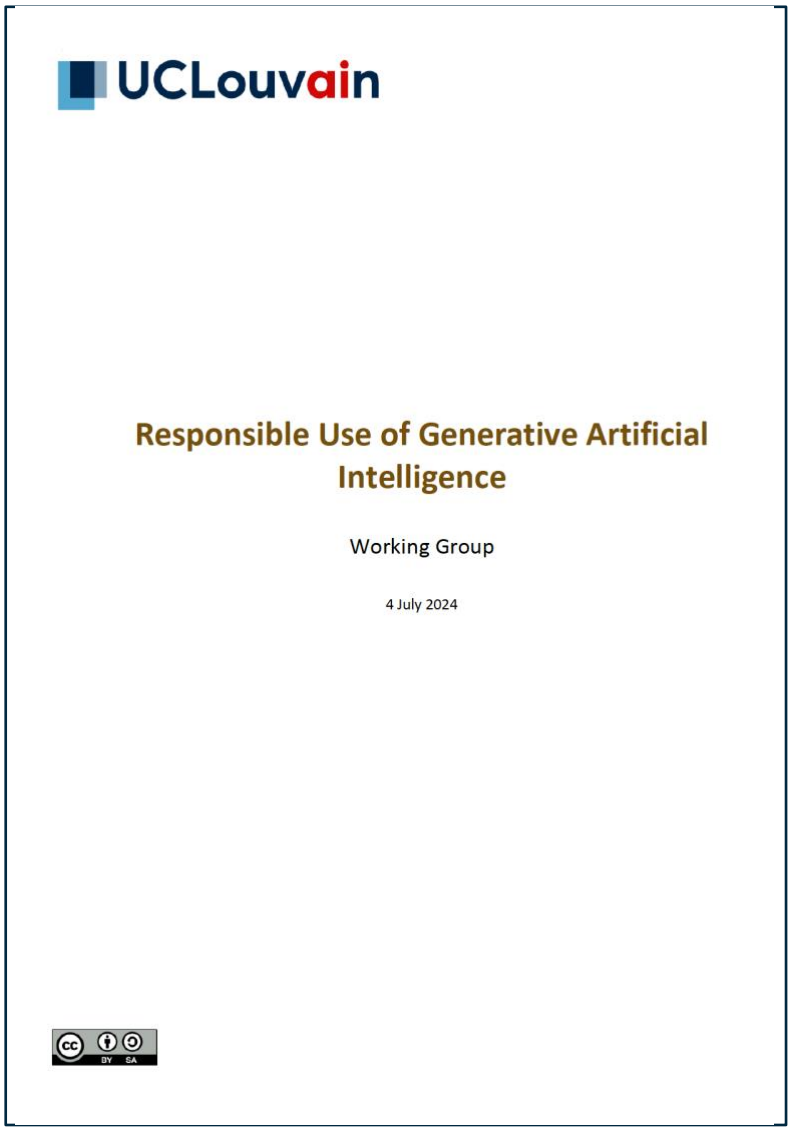
Classification selon le cadre CRAFT [6] : Rules (R), Access (A), Familiarity (F), Trust (T), Culture (C)

Influence forte | Influence modérée | PA=Point d'actions | OS=Objectif stratégique

	OS1 IA robuste	OS2 Former étudiants	OS3 Former Enseign.	OS4 Recherche	OS5 Former cherch.	OS6 Administration	OS7 Collaboration int.	OS8 Défis éthiques
PA1 : Déploiement d'un outil d'IA générative institutionnel (A,T)	■	▭	▭		▭	■		▭
PA2 : Formation des étudiant·es à l'IA générative (F)		■						▭
PA3 : Formation des enseignant·es à l'IA générative (F)			■					▭
PA4 : Accompagnement des enseignants dans l'adaptation des cours (F)		▭	■					
PA5 : Intégration pédagogique de l'IA générative (F)		▭	■					
PA6 : Développement de tuteurs intelligents (A,T)	■	▭	▭					
PA7 : Adaptation des compétences et acquis d'apprentissage visés (F)		■	▭					▭
PA8 :Adaptation des évaluations (R)		▭	■					
PA9 : Réflexion sur les travaux de fin d'études (F)		■	▭					
PA10 : Mise à jour des règlements (R)		▭	▭		▭	▭		■
PA11 : Lignes directrices pour l'usage de l'IA générative en recherche (R,T)				■	■			▭
PA12 : Formation des chercheurs et chercheuses à l'IA générative (F)				▭	■			▭
PA13 : Déploiement d'outils d'IA générative en recherche (A)	▭			■	■			
PA14 : Promotion des recherches interdisciplinaires sur l'IA générative (C)				■			▭	■
PA15 : Utilisation de l'IA générative dans les administrations (A)	▭					■		
PA16 : Formation du personnel administratif à l'IA générative (F)						■		▭
PA17 : Collaboration avec les partenaires externes (C)	▭	▭	▭	▭			■	▭

APPENDIX 2: RESPONSIBLE USE OF GENERATIVE ARTIFICIAL INTELLIGENCE

The Working Group's report [1] is reproduced in the following pages.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Responsible Use of Generative Artificial Intelligence

Working Group

4 July 2024