SCIENTIFIC WRITING

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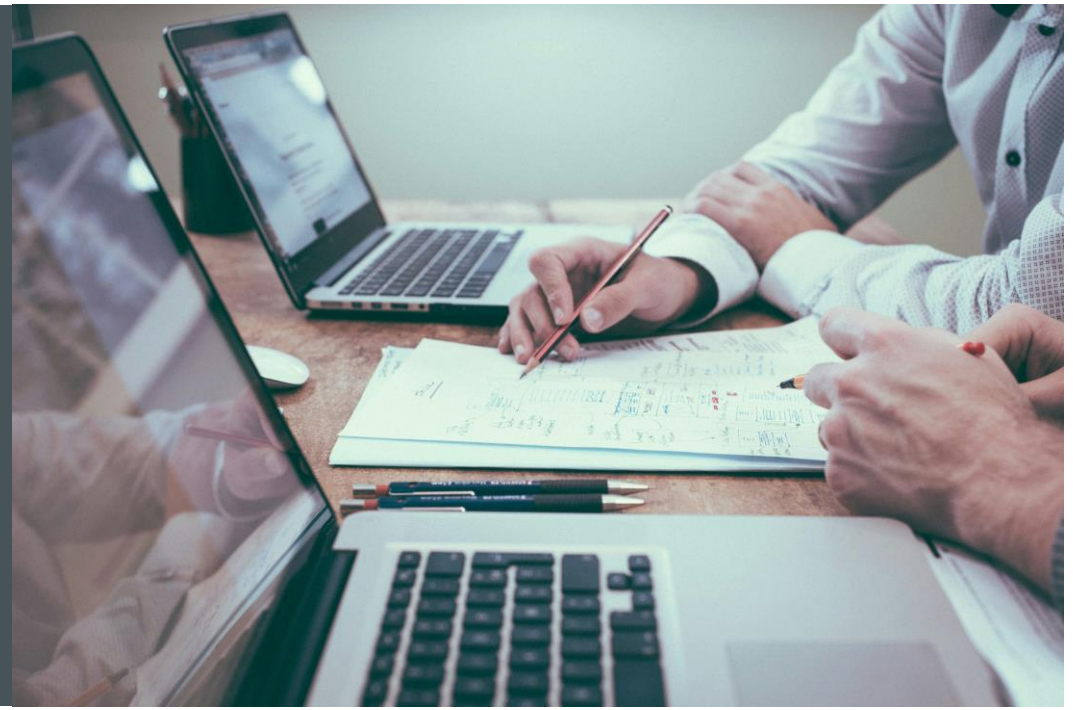

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SCIENTFIC WRITING : 3 SESSIONS

- 2025-01-27: Documentary Research & Reference Management
- 2025-02-03: Open Science and Scientific Publishing
- 2025-02-10: Research Integrity and Scholarly Publishing

SCHOLARLY PUBLISHING AND RESEARCH INTEGRITY

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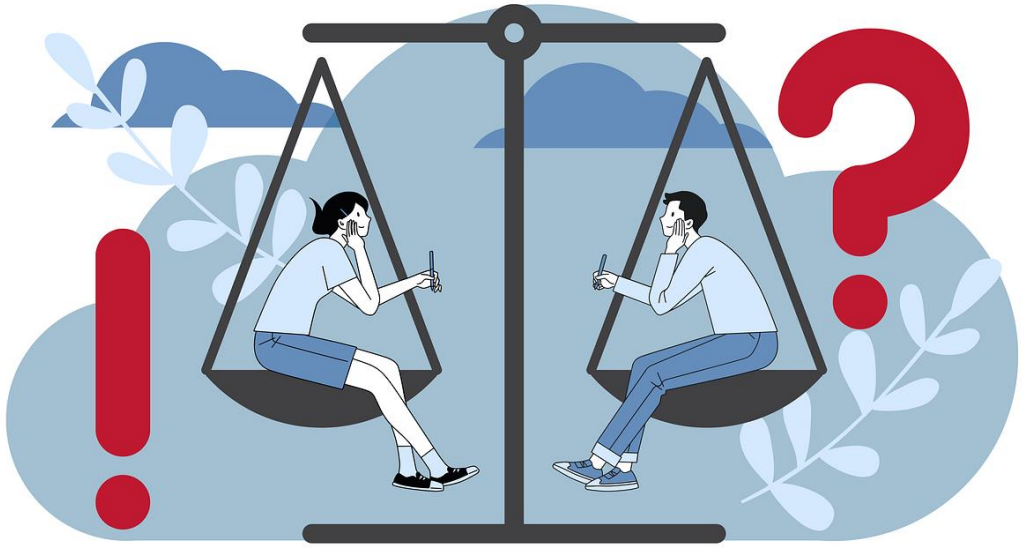

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Intégrité scientifique
Déontologie
Éthique de la recherche

Quelles différences ?

L'éthique de la recherche concerne, d'une part, les grandes questions que soulèvent certains développements scientifiques et, d'autre part, des questions plus opérationnelles de conformité de protocoles de recherche aux règles de droit et aux recommandations éthiques en vigueur.

À qui dois-je m'adresser sur le terrain ?

À un comité d'éthique de la recherche pour les questions opérationnelles.

SA MISSION ?

Il examine la conformité d'un protocole de recherche.

Il en existe plusieurs types: les comités de protection des personnes (CPPs), les comités d'éthique de la recherche (CERs), les comités d'éthique en expérimentation animale (CEEAs).

(plus d'informations sur l'espace thématique du site www.ofis-france.fr)

La déontologie renvoie à un ensemble d'obligations propres à l'exercice d'une profession. En France, lorsqu'un chercheur ou une chercheuse est par exemple un agent public, elle voit ses obligations fixées par le Code général de la fonction publique.

À qui dois-je m'adresser sur le terrain ?

Au référent ou référente déontologue.

SA MISSION ?

Conseiller tout agent qui s'interroge sur le bon respect des règles, par exemple en matière de neutralité, de cumul de mandats ou de conflits d'intérêts.

L'intégrité scientifique renvoie aux bonnes pratiques en matière de production et de diffusion des connaissances scientifiques. Elle garantit le caractère honnête et rigoureux des activités de recherche. Elle est essentielle au bon fonctionnement des communautés scientifiques comme à la relation de confiance entre le monde de la recherche et les autres composantes de la société.

À qui dois-je m'adresser sur le terrain ?

Au référent ou référente à l'intégrité scientifique.

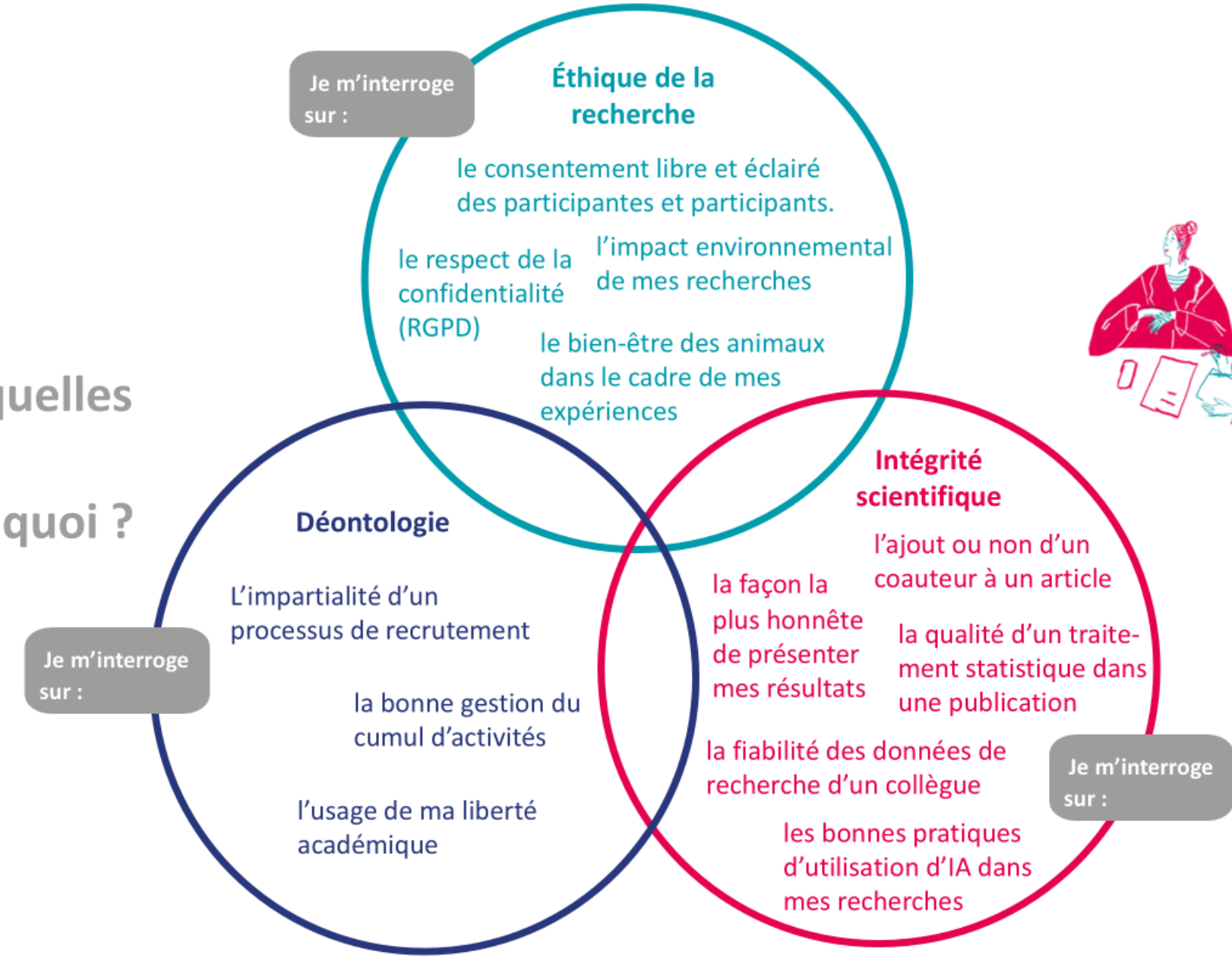
SES MISSIONS ?

Promouvoir l'intégrité scientifique dans son établissement.

Recevoir et instruire les signalements de manquements.

Intégrité scientifique
Déontologie
Éthique de la recherche

En pratique quelles questions se rapportent à quoi ? Exemples



THE EUROPEAN CODE OF CONDUCT FOR RESEARCH INTEGRITY

(2011, REVISED IN 2017 AND IN 2023)

4 principles :

- **Reliability** in ensuring the quality of research, reflected in the design, the methodology, the analysis and the use of resources.
- **Honesty** in developing, undertaking, reviewing, reporting and communicating research in a transparent, fair, full and unbiased way.
- **Respect** for colleagues, research participants, society, ecosystems, cultural heritage and the environment.
- **Accountability** for the research from idea to publication, for its management and organisation, for training, supervision and mentoring, and for its wider impacts.

RESEARCH INTEGRITY

- *French Research Programming Law* from 24 december 2020 enshrines research integrity in the *Research Code*

> *« Les travaux de recherche, notamment l'ensemble des activités de la recherche publique contribuant à ses objectifs mentionnés à l'article L. 112-1, respectent les exigences de l'intégrité scientifique visant à garantir leur caractère honnête et scientifiquement rigoureux et à consolider le lien de confiance avec la société.*
> *L'intégrité scientifique contribue à garantir l'impartialité des recherches et l'objectivité de leurs résultats. »*

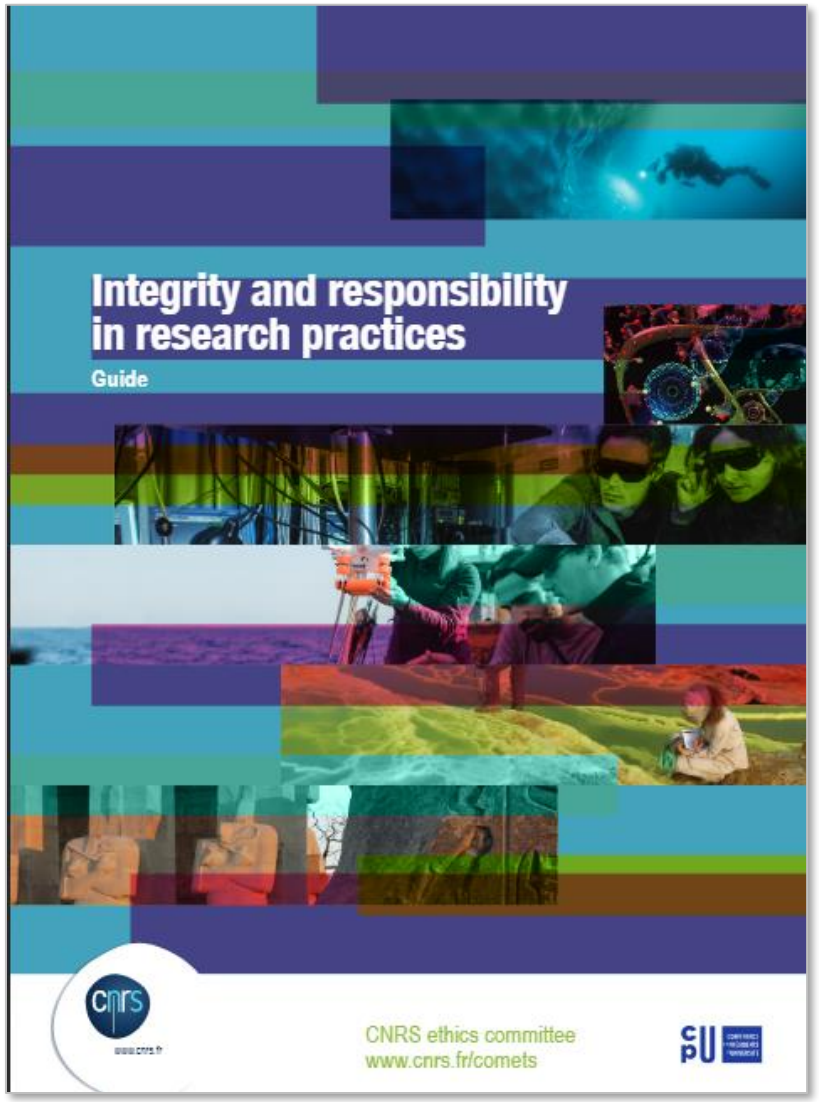
- *French Office for Research Integrity (Ofis)*, created in 2017 as a department of Hcéres (High Council for the Evaluation of Research and Higher Education)
- **Research Integrity Officers / Référent Intégrité Scientifique** in all research institutions: At UO, William MAROIS is the Research Integrity Advisor and CIDR – Comité intégrité et déontologie de la recherche

Ofis
FRENCH OFFICE
FOR RESEARCH INTEGRITY

OFFICIAL GUIDELINES

https://comite-ethique.cnrs.fr/guide-pratique/

https://comite-ethique.cnrs.fr/en/practical-guide/



2017

Table of contents

"Publication means any act that makes research findings public through journals, conference proceedings, open archives, blogs, websites, tweets, etc."

(p. 13)

Annex : **The French National Charter for Research Integrity (2015)**

AUTHORSHIP

Who can claim authorship of a publication?

- The author of an article must make a direct and substantial intellectual contribution to the research process, from conception and measurements to interpretation of data or drafting of the publication.
- The author must be able to defend all or part of the publication content.
- The project leader (corresponding author) guarantees the accuracy of the publication content as a whole. The other authors are responsible for verifying and attesting to the truth of the assertions made.
- All the authors of a published work must share its benefits.

p. 14

CRT Contributor Role Taxonomy

A community-owned 14 role taxonomy that can be used to describe the key types of contributions typically made to the production of research output. https://credit.niso.org

DILEMMA GAME [ERASMUS UNIVERSITY ROTTERDAM]: AUTHORSHIP

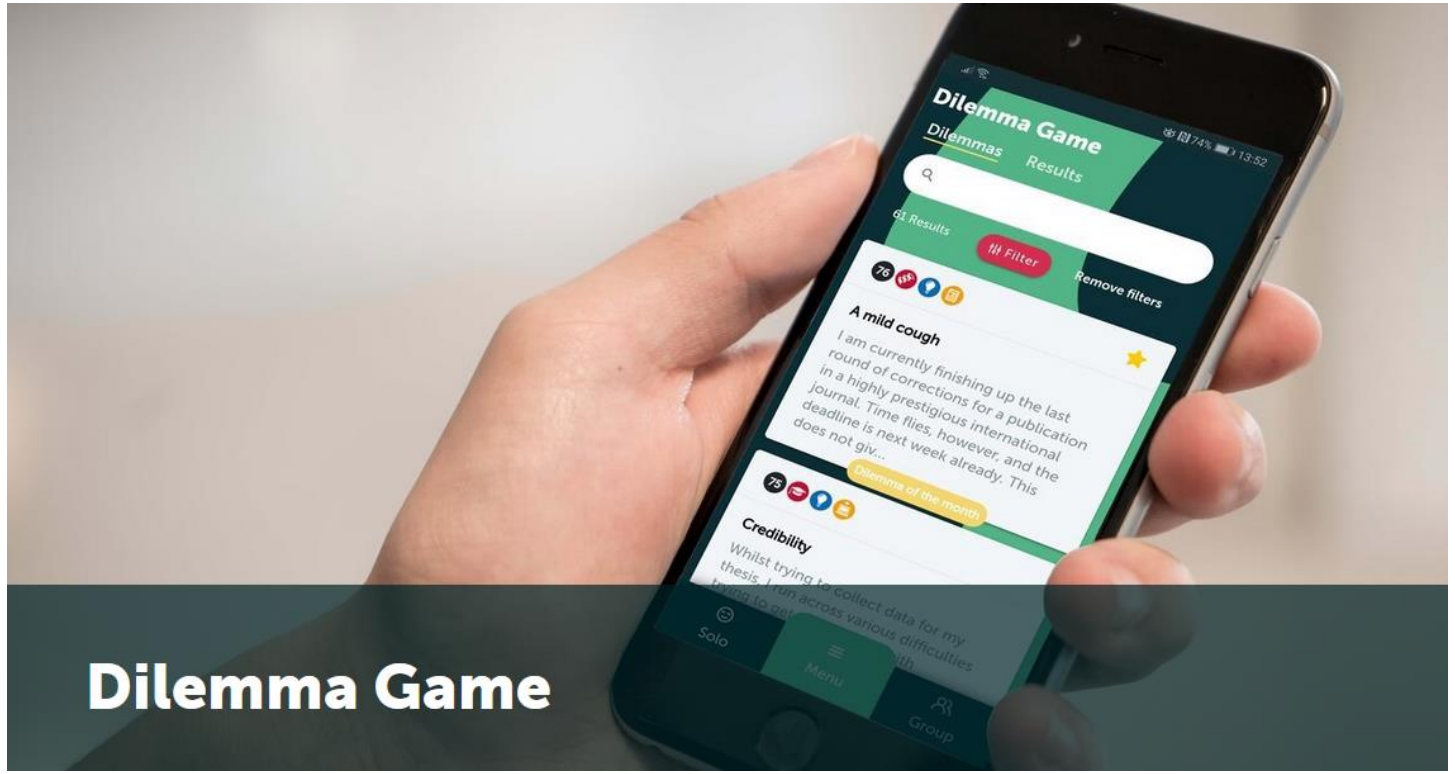
- I'm a PhD candidate working in a large research project, and I still have some very promising, unpublished data from a previous research project in a desk drawer. I did the bulk of work to obtain the data and I wrote a complete first draft of a journal article based on the unpublished data. I however do not have the time to rewrite the draft and publish the article in the foreseeable future as I want to give priority to my current PhD research. My supervisor wants to publish the data as soon as possible, because other research groups are working on similar research projetcts, and we don't want to get scooped. He proposes that a colleague rewrites the article, and in exchange for the effort, becomes first authors while I'll be listed as second author. What shall I do ?

A
I agree to this option as we will all benefit from being the first research group to publish the article.

B
I agree with my supervisor but only if I share the first authorship with my colleague.

C
I agree on the condition that I'm also listed as second author in the next publication of my colleagues' hand, even I did not really contribute to the research that will then be presented.

D
I refuse, even if this means the data will probably not be published for several years.



DILEMMA GAME

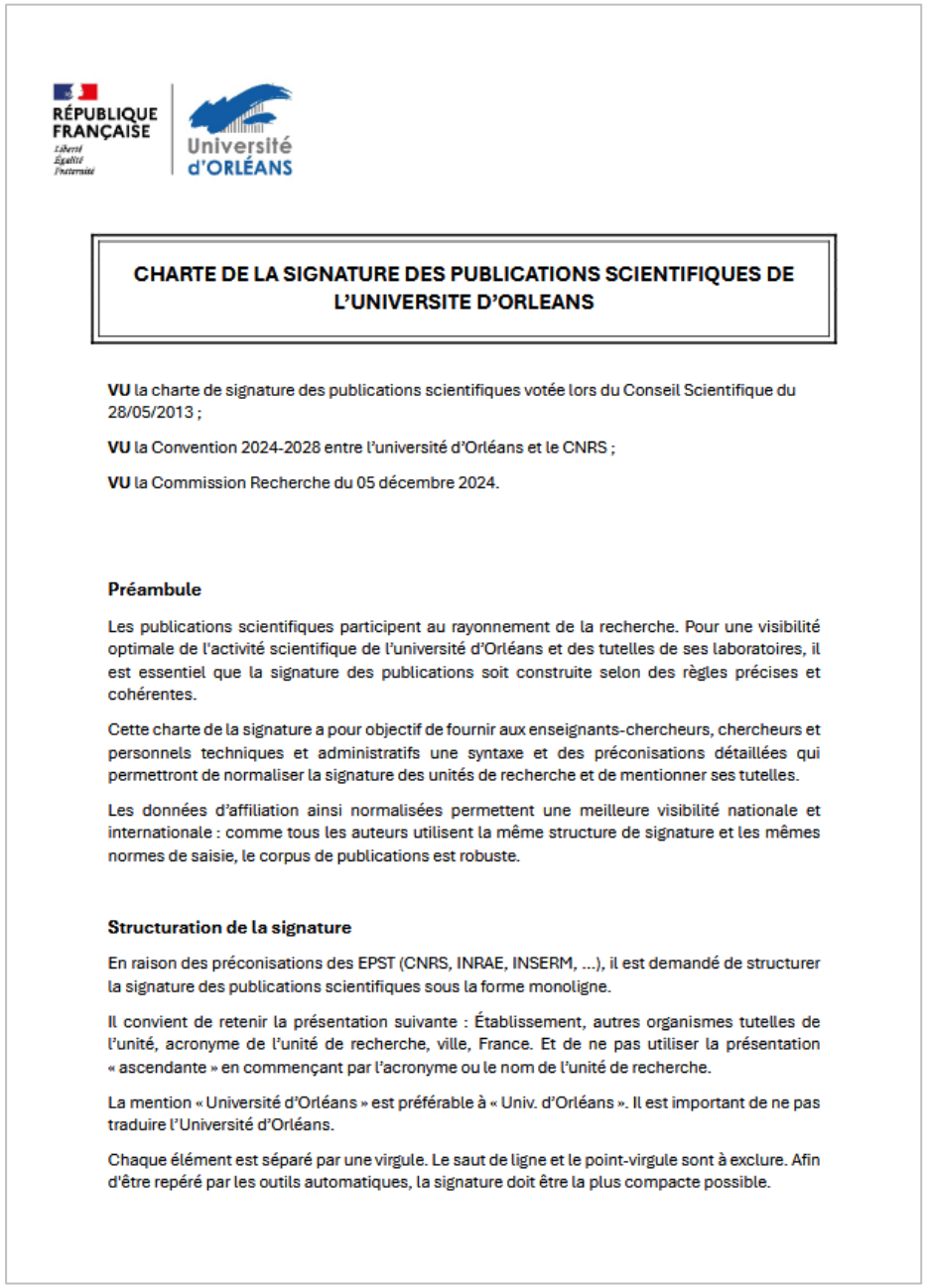
Developed by the Erasmus University of Rotterdam. « The *Dilemma Game* confronts researchers with difficult dilemmas in the context of a critical dialogue, supporting them in further developing their own 'moral compass'."

https://www.eur.nl/en/about-university/policy-and-regulations/integrity/research-integrity/dilemma-game

AUTHORSHIP

- Compliance with institutional conventions of **author affiliation:** Unequivocal identification of an author's publication and the institution to which the author belongs
  - See the charter on author affiliation at University of Orleans

- **Author identification:** Use of ORCID ID for being clearly and unambiguously identified



RÉPUBLIQUE FRANÇAISE
Liberté
Égalité
Fraternité

Université d'ORLÉANS

CHARTE DE LA SIGNATURE DES PUBLICATIONS SCIENTIFIQUES DE L'UNIVERSITE D'ORLEANS

VU la charte de signature des publications scientifiques votée lors du Conseil Scientifique du 28/05/2013 ;

VU la Convention 2024-2028 entre l'université d'Orléans et le CNRS ;

VU la Commission Recherche du 05 décembre 2024.

Préambule

Les publications scientifiques participent au rayonnement de la recherche. Pour une visibilité optimale de l'activité scientifique de l'université d'Orléans et des tutelles de ses laboratoires, il est essentiel que la signature des publications soit construite selon des règles précises et cohérentes.

Cette charte de la signature a pour objectif de fournir aux enseignants-chercheurs, chercheurs et personnels techniques et administratifs une syntaxe et des préconisations détaillées qui permettront de normaliser la signature des unités de recherche et de mentionner ses tutelles.

Les données d'affiliation ainsi normalisées permettent une meilleure visibilité nationale et internationale : comme tous les auteurs utilisent la même structure de signature et les mêmes normes de saisie, le corpus de publications est robuste.

Structuration de la signature

En raison des préconisations des EPST (CNRS, INRAE, INSERM, ...), il est demandé de structurer la signature des publications scientifiques sous la forme monoligne.

Il convient de retenir la présentation suivante : Établissement, autres organismes tutelles de l'unité, acronyme de l'unité de recherche, ville, France. Et de ne pas utiliser la présentation « ascendante » en commençant par l'acronyme ou le nom de l'unité de recherche.

La mention « Université d'Orléans » est préférable à « Univ. d'Orléans ». Il est important de ne pas traduire l'Université d'Orléans.

Chaque élément est séparé par une virgule. Le saut de ligne et le point-virgule sont à exclure. Afin d'être repéré par les outils automatiques, la signature doit être la plus compacte possible.

PREPARING A MANUSCRIPT

Guidelines for the preparation of manuscripts

- Data must be reliable and collected in good faith.
- Results must be interpreted rigorously and objectively.
- Experimental protocols must be sufficiently well documented and open to allow other teams to reproduce them.
- Raw data must be accessible insofar as the discipline allows.
- References must be pertinent and refer to work already published by the authors and other teams.
- The authors must cite the works that stimulated the questions raised and hypotheses considered.
- The person in charge of publication must obtain the approval of all the manuscript's authors before submission.
- All authors must disclose any conflicts of interest.
- All authors must agree on the sequence of authors, preferably at the start of the project or initiation of the publication process.

PREPARING A MANUSCRIPT

Examples of misconduct (whether inappropriate or fraudulent)

- ***Fabrication**** *of results.*
- ***Falsification**** *(unjustified exclusion or manipulation of data or images).*
- ***Plagiarism*** *of research carried out by a third party.*
- *Intentional misrepresentation of findings or research carried out by competitors.*
- *Dissimulation of conflicts of interest.*
- *Overestimation of the applicability of research findings.*
- *Deliberate omission of contributions made by other authors in the references.*
- *Incorrect indications on the progress of the researcher's own work with respect to publication.*
- *Addition of "guest" or "ghost" authors to the list of authors as a favour.*
- *Omission of anyone who made a significant contribution to the project from the list of authors.*
- *Mention of co-authors without their consent.*
- *Re-publication of parts of previous publications without citing the original source.*

** Fabrication, falsification and plagiarism are considered fraud (see chapter 7)*

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RESEARCH INTEGRITY AND SCHOLARLY PUBLISHERS

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RESEARCH AND AI TOOLS

February 2023

https://publicationethics.org/cope-position-statements/ai-author

RESEARCH AND AI TOOLS

2. Good Research Practices

2.3 Research Procedures

Researchers report their results and methods, including the use of external services or AI and automated tools, in a way that is compatible with the accepted norms of the discipline and facilitates verification or replication, where applicable. (p. 7)

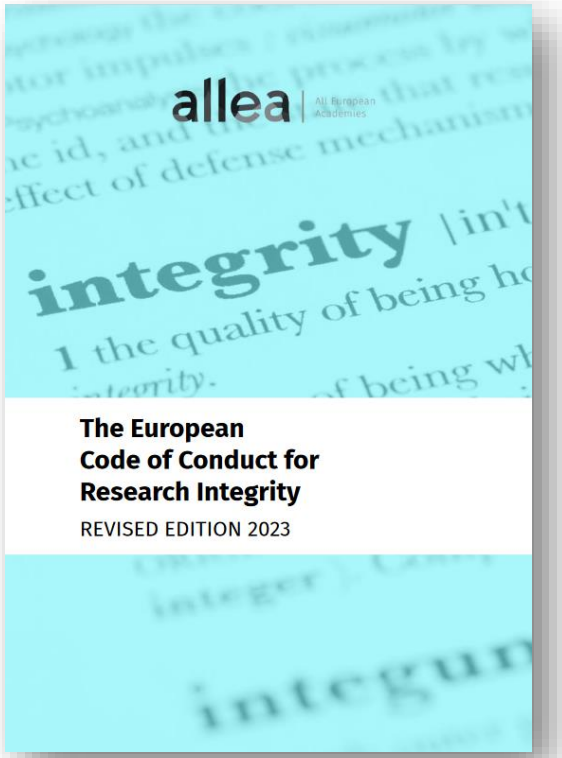
2.8 Reviewing

Researchers, research institutions, and organisations review and assess submissions for publication, funding, appointment, promotion, or reward in a transparent and justifiable manner, and disclose the use of AI and automated tools. (p. 9)

3. Violations of Research Integrity

3.1 Research Misconduct and other Unacceptable Practices

Hiding the use of AI or automated tools in the creation of content or drafting of publications.



The European Code of Conduct for Research Integrity (2011, revised in 2017 and in 2023)

PUBLICATION ETHICS

https://authorservices.wiley.com/ethics-guidelines/i

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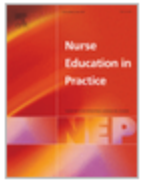
RESEARCH AND AI TOOLS

ELSEVIER

Nurse Education in Practice

Volume 66, January 2023, 103537



Editorial

Open artificial intelligence platforms in nursing education: Tools for academic progress or abuse?

Siobhan O'Connor [a 1], ChatGPT [b]

[a] Division of Nursing, Midwifery, and Social Work, Th
Manchester, United Kingdom
[b] OpenAI L.L.C., 3180 18th Street, San Francisco, C

Available online 16 December 2022, Version of Record 20 December 2022.

https://doi.org/10.1016/j.nepr.2022.103537

Referred to by

Corrigendum to "Open artificial intelligence platforms in nursing education: Tools for academic progress or abuse?" [Nurse Educ. Pract. 66 (2023)...

Nurse Education in Practice, Volume 67, February 2023, Pages 103572

Siobhan O'Connor

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Nurse Education in Practice 67 (2023) 103572

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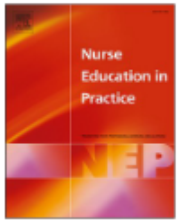


Corrigendum

Corrigendum to "Open artificial intelligence platforms in nursing education: Tools for academic progress or abuse?" [Nurse Educ. Pract. 66 (2023) 103537]

Siobhan O'Connor

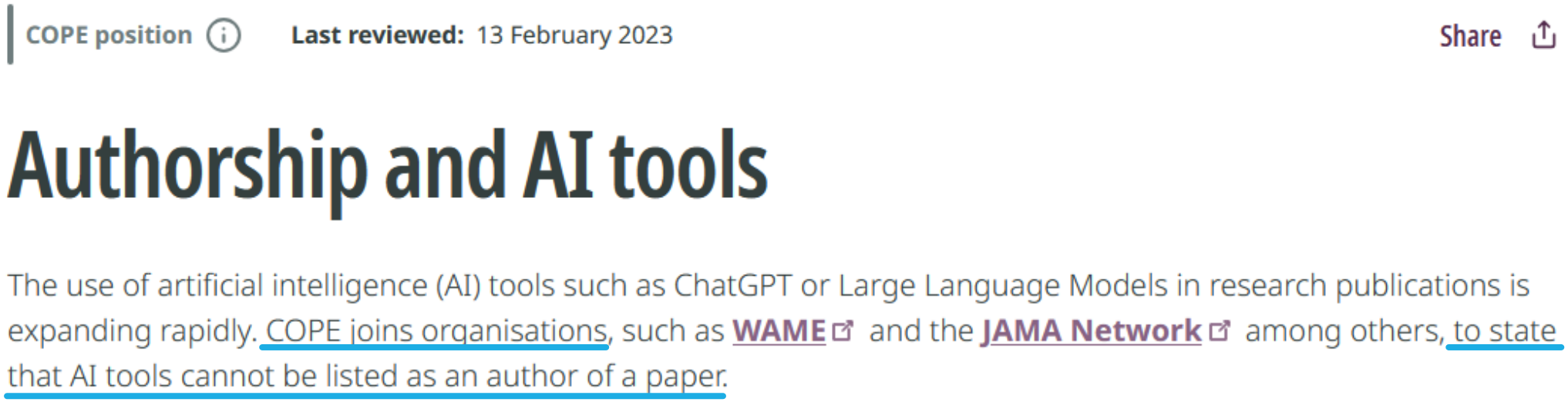
Division of Nursing, Midwifery, and Social Work, The University of Manchester, Manchester, United Kingdom

The first author became aware that the second listed author, 'ChatGPT', does not qualify for authorship according to the journal's guide for authors and to Elsevier's Publishing Ethics Policies.

'ChatGPT' is, therefore, removed from the author list and is acknowledged as making a substantial contribution to the writing of the paper. After using this tool, the author reviewed and edited the content as needed and takes full responsibility for the content of the publication.

The journal and the author would like to apologize for any inconvenience caused.

RESEARCH AND AI TOOLS



COPE position **Last reviewed:** 13 February 2023 Share

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The use of artificial intelligence (AI) tools such as ChatGPT or Large Language Models in research publications is expanding rapidly. COPE joins organisations, such as **WAME** and the **JAMA Network** among others, to state that AI tools cannot be listed as an author of a paper.

13 février 2023

COPE Council. COPE position - Authorship and AI - English.
https://doi.org/10.24318/cCVRZBms

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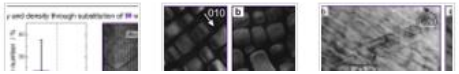
- Graphical abstract
- Keywords
- Declaration of generative AI and AI-assisted t…
- CRediT authorship contribution statement
- Declaration of competing interest
- Acknowledgments
- References

Figures (5)



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Scripta Materialia

Volume 254, 1 January 2025, 116312

Localized phase transformation strengthening in CoNi-based superalloys

A. Bezold [a b], A.J. Egan [a b c], J. Völkl [a], N. Karpstein [c], T. Gaag [d], E. Spiecker [c], M. Göken [a], M.J. Mills [b], S. Neumeier [a]

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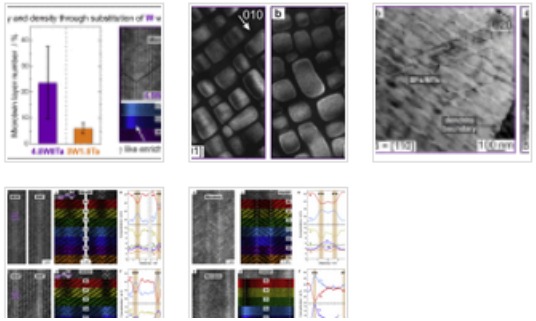

Declaration of generative AI and AI-assisted technologies in the writing process

During the preparation of this work, the authors used ChatGPT-4 to enhance readability, spelling and grammar. The authors reviewed and edited the proposed changes as needed and take full responsibility for the content of this publication.

CRediT authorship contribution statement

A. Bezold: Writing – original draft, Methodology, Investigation, Formal analysis, Conceptualization. **A.J. Egan:** Writing – review & editing, Investigation. **J. Völkl:** Writing – review & editing, Investigation, Formal analysis. **N. Karpstein:** Writing – review & editing, Investigation. **T. Gaag:** Writing – review & editing, Resources. **E. Spiecker:** Writing – review & editing, Resources. **M. Göken:** Writing – review & editing, Resources. **M.J. Mills:** Writing – review & editing, Supervision, Resources, Funding acquisition, Conceptualization. **S. Neumeier:** Writing – review & editing, Validation, Supervision, Resources, Project administration, Funding acquisition, Conceptualization.

Declaration of competing interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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For authors

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https://www.elsevier.com/fr-fr/about/policies-and-standards/generative-ai-policies-for-journals#0-about [February 2025]

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In which section of the manuscript should authors disclose the use of AI-assisted technologies, and where will this statement appear in the article if it is accepted for publication?

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During the preparation of this work the author(s) used [NAME TOOL / SERVICE] in order to [REASON]. After using this tool/service, the author(s) reviewed and edited the content as needed and take(s) full responsibility for the content of the publication.

Suggested wording

RESEARCH AND AI TOOLS

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Artificial Intelligence Tools and Technologies

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Contributions by artificial intelligence (AI) tools and technologies to a study or to an article's contents must be clearly reported in a dedicated section of the Methods, or in the Acknowledgements section for article types lacking a Methods section. This section should include the name(s) of any tools used, a description of how the authors used the tool(s) and evaluated the validity of the tool's outputs, and a clear statement of which aspects of the study, article contents, data, or supporting files were affected/generated by AI tool usage.

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OFFICE FRANÇAIS DE L'INTÉGRITÉ SCIENTIFIQUE

Février 2024

Principes fondamentaux

Contrôle humain et responsabilité. Il est important de rappeler que les chercheuses et chercheurs ayant recours à des systèmes d'IA générative sont responsables des contenus générés qu'ils reproduisent dans leurs articles, commentaires ou autres productions de recherche - entre autres de leur fiabilité et de leur adéquation avec la règlementation en vigueur. Toute utilisation de ces outils exige le contrôle du résultat final par la personne responsable.

Transparence. Depuis juin 2023, le code de conduite européen pour l'intégrité scientifique[1] recommande la transparence : cacher l'utilisation d'IA ou d'outils automatisés dans la création de contenu ou dans la rédaction de publications y est désormais considéré comme un manquement à l'intégrité scientifique.

Points de vigilance pour l'intégrité scientifique

L'Ofis attire aussi l'attention de ceux et celles qui utilisent ces outils sur quelques points de vigilance. Etant données la vitesse des avancées en IA et l'évolution en cours de la règlementation, cette liste est appelée à évoluer.

Fiabilité Les systèmes d'IA génératives font parfois des erreurs, et présentent de manière très vraisemblable des informations erronées voire complètement inventées (couramment appeler des "hallucinations").[2] Cela a par exemple été mis en évidence dans la génération d'états de l'art et de références bibliographiques,[3] ou de réponses à des questions scientifiques.[4] Cela expose les chercheuses et chercheurs à un risque de diffuser de fausses informations, voire à de la fabrication et de la falsification.

Propriété Il est possible que le contenu généré par les systèmes d'IA générative soit issu de données d'entrainement protégées par un *copyright*.[5] Il existe dont un risque de plagiat par l'utilisateur qui s'approprie ce contenu. Par ailleurs, un système d'IA générative ne peut pas être reconnu comme auteur d'un article ou d'autres productions de recherche (lire « ChatGPT, auteur de publication scientifique ? »). Les détails de l'utilisation des LLMs doivent être déclarés dans les méthodes et/ou les remerciements.

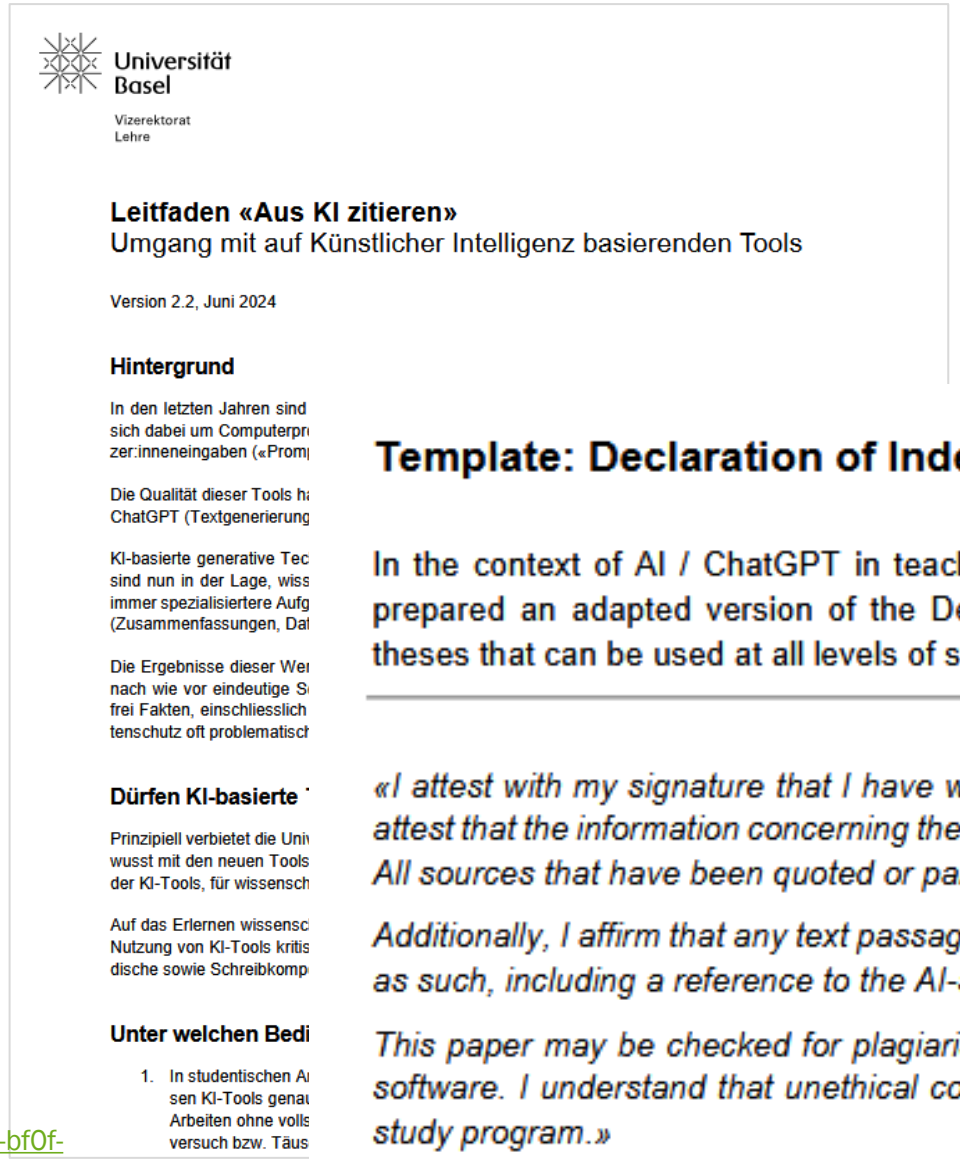
Confidentialité Les systèmes actuels d'IA générative n'offrent pas une protection suffisante en matière de données personnelles – qu'il s'agisse de la protection des données d'entrainement ou de celles qui proviennent des requêtes des utilisateurs.[2,5] Ces systèmes présentent un risque de violation de plusieurs dispositions du RGPD, telles que la confidentialité, le consentement ou le droit à l'oubli.[2,5] Les chercheuses et chercheurs doivent donc éviter de partager des données personnelles ou confidentielles dans leurs requêtes.

Office français de l'intégrité scientifique. *Systèmes d'intelligence articielle générative : quelques points de vigilance.* L'OFIS fait le point, Février 2024. https://www.ofis-france.fr/wp-content/uploads/2024/02/LOfisfaitlepointFevrier2024_AI.pdf

DOCUMENTING AI USAGE

University of Basel in Switzerland

Declaration + documenting and citing AI-generated text passages



Universität Basel

Vizerektorat Lehre

Leitfaden «Aus KI zitieren»
Umgang mit auf Künstlicher Intelligenz basierenden Tools

Version 2.2, Juni 2024

Hintergrund

In den letzten Jahren sind
sich dabei um Computerpr
zer:inneneingaben («Prom

Die Qualität dieser Tools h
ChatGPT (Textgenerierung

KI-basierte generative Tec
sind nun in der Lage, wiss
immer spezialisiertere Aufg
(Zusammenfassungen, Da

Die Ergebnisse dieser We
nach wie vor eindeutige S
frei Fakten, einschliesslich
tenschutz oft problematisch

Dürfen KI-basierte

Prinzipiell verbietet die Uni
wusst mit den neuen Tools
der KI-Tools, für wissensch

Auf das Erlernen wissensc
Nutzung von KI-Tools kritis
dische sowie Schreibkomp

Unter welchen Bedi

1. In studentischen A
sen KI-Tools genau
Arbeiten ohne volls
versuch bzw. Täus

Universität Basel

Vizerektorat Lehre

Musterformulierung: Eigenständigkeitserklärung (März 2023)

Im Zusammenhang mit KI / ChatGPT in der Lehre wurde vom Rechtsdienst der Universität Basel eine gesamtuniversitäre Formulierung erarbeitet. Sie kann für schriftliche Arbeiten auf allen Stufen des Studiums verwendet werden.

«Ich bezeuge mit meiner Unterschrift, dass ich meine Arbeit selbständig ohne fremde Hilfe verfasst habe und meine Angaben über die bei der Abfassung meiner Arbeit benützten Quellen in jeder Hinsicht der Wahrheit entsprechen und vollständig sind. Alle Quellen, die wörtlich oder sinngemäss übernommen wurden, habe ich als solche gekennzeichnet.

Template: Declaration of Independent Authorship (March 2023)

In the context of AI / ChatGPT in teaching the Legal Services Team of the University of Basel has prepared an adapted version of the Declaration of Independent Authorship for student essays and theses that can be used at all levels of study.

«I attest with my signature that I have written this work independently and without outside help. I also attest that the information concerning the sources used in this work is true and complete in every respect. All sources that have been quoted or paraphrased have been marked accordingly.

Additionally, I affirm that any text passages written with the help of AI-supported technology are marked as such, including a reference to the AI-supported program used.

This paper may be checked for plagiarism and use of AI-supported technology using the appropriate software. I understand that unethical conduct may lead to a grade of 1 or "fail" or expulsion from the study program.»

Seite 1/1

https://www.unibas.ch/dam/jcr:e46db904-bf0f-475a-98bc-94ef4d16ad2e/Leitfaden-KI-zitieren_v2.2.pdf

DOCUMENTING AI USAGE

This is a free non-commercial service provided by the University of Göttingen.

Overleaf Template | Whitepaper >

Create Transparency by Documenting AI Usage. Generate your own AI Report, Fast and Free.

In the conduct of this research project, we used specific artificial intelligence tools and algorithms ***[specific tools]***[1] to assist with ***[specific function]***[2]. While these tools have augmented our capabilities and contributed to our findings, it's pertinent to note that they have inherent limitations. We have made every effort to use AI in a transparent and responsible manner. Any conclusions drawn are a result of combined human and machine insights. This is an automatic report generated with © AI Usage Cards https://ai-cards.org

Copy to Clipboard

Create Card

takes 10 min, creates a figure

[1]replace *[specific tools]* by the models and versions you used

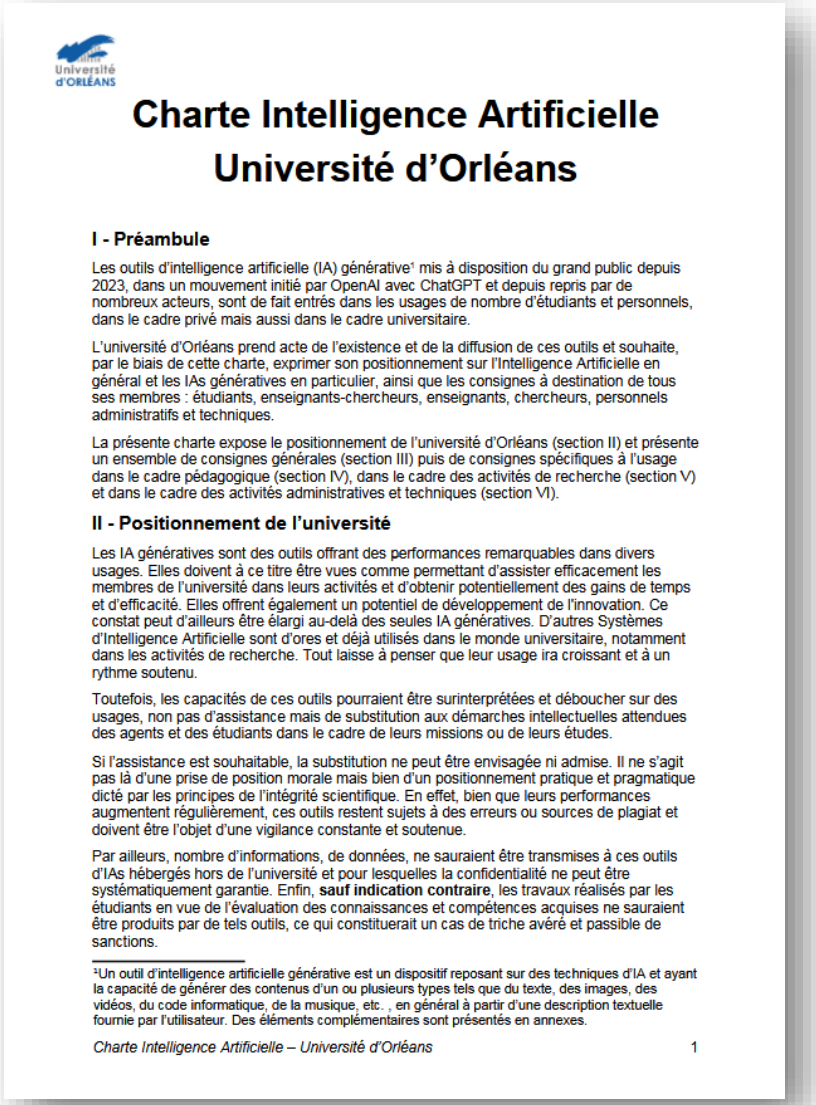
[2]replace *[specific function]* by what parts you used AI for in your work

AI Usage Cards: Responsibly Reporting AI-generated Content

CORRESPONDENCE(S) Redacted for anonymity	CONTACT(S) Redacted for anonymity	AFFILIATION(S) Redacted for anonymity
	PROJECT NAME AI Usage Cards for Responsibly Reporting Generated Content	KEY APPLICATION(S) Artificial Intelligence, Reporting, Responsible AI
MODEL(S) ChatGPT	DATE(S) USED 2023-01-21	VERSION(S) Not used
IDEATION ChatGPT	GENERATING IDEAS, OUTLINES, AND WORKFLOWS Not used	IMPROVING EXISTING IDEAS Gathering more ideas for the name of AI Usage Cards.
	FINDING GAPS OR COMPARE ASPECTS OF IDEAS Not used	
LITERATURE REVIEW	FINDING LITERATURE Not used	FINDING EXAMPLES FROM KNOWN LITERATURE Not used
	ADDING ADDITIONAL LITERATURE FOR EXISTING STATEMENTS AND FACTS Not used	COMPARING LITERATURE Not used
METHODOLOGY ChatGPT	PROPOSING NEW SOLUTIONS TO PROBLEMS Not used	FINDING ITERATIVE OPTIMIZATIONS Not used
	COMPARING RELATED SOLUTIONS Compare multiple versions of our theoretical model.	
EXPERIMENTS	DESIGNING NEW EXPERIMENTS Not used	EDITING EXISTING EXPERIMENTS Not used
	FINDING, COMPARING, AND AGGREGATING RESULTS Not used	
WRITING ChatGPT	GENERATING NEW TEXT BASED ON INSTRUCTIONS Generated a first version of the abstract which was not used in the final manuscript.	ASSISTING IN IMPROVING OWN CONTENT Not used
	PARAPHRASING RELATED WORK Not used	PUTTING OTHER WORKS IN PERSPECTIVE Not used
PRESENTATION	GENERATING NEW ARTIFACTS Not used	IMPROVING THE AESTHETICS OF ARTIFACTS Not used
	FINDING RELATIONS BETWEEN OWN OR RELATED ARTIFACTS Not used	
CODING	GENERATING NEW CODE BASED ON DESCRIPTIONS OR EXISTING CODE Not used	REFACTORING AND OPTIMIZING EXISTING CODE Not used
	COMPARING ASPECTS OF EXISTING CODE Not used	
DATA	SUGGESTING NEW SOURCES FOR DATA COLLECTION Not used	CLEANING, NORMALIZING, OR STANDARDIZING DATA Not used
	FINDING RELATIONS BETWEEN DATA AND COLLECTION METHODS Not used	

https://ai-cards.org/

AI CHARTER OF THE UO



Université d'ORLÉANS

Charte Intelligence Artificielle
Université d'Orléans

I - Préambule

Les outils d'intelligence artificielle (IA) générative[1] mis à disposition du grand public depuis 2023, dans un mouvement initié par OpenAI avec ChatGPT et depuis repris par de nombreux acteurs, sont de fait entrés dans les usages de nombre d'étudiants et personnels, dans le cadre privé mais aussi dans le cadre universitaire.

L'université d'Orléans prend acte de l'existence et de la diffusion de ces outils et souhaite, par le biais de cette charte, exprimer son positionnement sur l'Intelligence Artificielle en général et les IAs génératives en particulier, ainsi que les consignes à destination de tous ses membres : étudiants, enseignants-chercheurs, enseignants, chercheurs, personnels administratifs et techniques.

La présente charte expose le positionnement de l'université d'Orléans (section II) et présente un ensemble de consignes générales (section III) puis de consignes spécifiques à l'usage dans le cadre pédagogique (section IV), dans le cadre des activités de recherche (section V) et dans le cadre des activités administratives et techniques (section VI).

II - Positionnement de l'université

Les IA génératives sont des outils offrant des performances remarquables dans divers usages. Elles doivent à ce titre être vues comme permettant d'assister efficacement les membres de l'université dans leurs activités et d'obtenir potentiellement des gains de temps et d'efficacité. Elles offrent également un potentiel de développement de l'innovation. Ce constat peut d'ailleurs être élargi au-delà des seules IA génératives. D'autres Systèmes d'Intelligence Artificielle sont d'ores et déjà utilisés dans le monde universitaire, notamment dans les activités de recherche. Tout laisse à penser que leur usage ira croissant et à un rythme soutenu.

Toutefois, les capacités de ces outils pourraient être surinterprétées et déboucher sur des usages, non pas d'assistance mais de substitution aux démarches intellectuelles attendues des agents et des étudiants dans le cadre de leurs missions ou de leurs études.

Si l'assistance est souhaitable, la substitution ne peut être envisagée ni admise. Il ne s'agit pas là d'une prise de position morale mais bien d'un positionnement pratique et pragmatique dicté par les principes de l'intégrité scientifique. En effet, bien que leurs performances augmentent régulièrement, ces outils restent sujets à des erreurs ou sources de plagiat et doivent être l'objet d'une vigilance constante et soutenue.

Par ailleurs, nombre d'informations, de données, ne sauraient être transmises à ces outils d'IAs hébergés hors de l'université et pour lesquelles la confidentialité ne peut être systématiquement garantie. Enfin, **sauf indication contraire**, les travaux réalisés par les étudiants en vue de l'évaluation des connaissances et compétences acquises ne sauraient être produits par de tels outils, ce qui constituerait un cas de triche avéré et passible de sanctions.

[1]Un outil d'intelligence artificielle générative est un dispositif reposant sur des techniques d'IA et ayant la capacité de générer des contenus d'un ou plusieurs types tels que du texte, des images, des vidéos, du code informatique, de la musique, etc. , en général à partir d'une description textuelle fournie par l'utilisateur. Des éléments complémentaires sont présentés en annexes.

Charte Intelligence Artificielle – Université d'Orléans 1

Charte IA de l'UO

October 2024

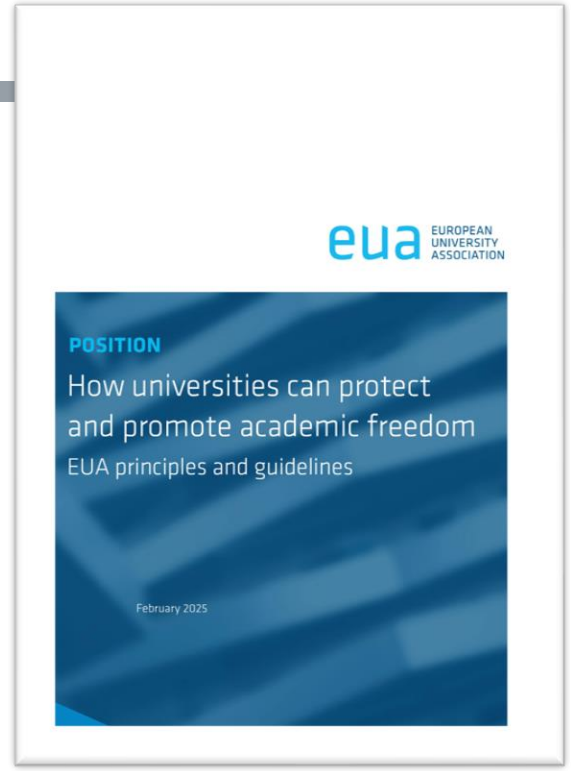
1. Préambule
2. Positionnement de l'université
3. Consignes générales
4. Consignes spécifiques à l'usage dans le cadre pédagogique
5. Cas d'usages et consignes spécifiques à l'activité de recherche
   a. Aide à la génération de nouvelles idées de recherche, d'un plan de projet, etc.
   b. Utilisation comme moteur de recherche ou pour l'aide à la rédaction d'un état de l'art
   c. Génération de code de programmation
   d. Génération de données synthétiques
   e. Utilisation pour l'analyse des données
   f. Visualisation des résultats de la recherche
   g. Utilisation comme assistant linguistique
   h. Relecture d'articles ou de demande de projet
   i. Remarques générales sur l'utilisation dans le cadre des activités de recherche
6. Consignes pour les personnels administratifs et techniques

Références

Annexes (notamment Comment citer un usage de l'IA)

EUROPEAN UNIVERSITY ASSOCIATION

Position paper published on 04 february 2025



https://www.eua.eu/publications/positions/how-universities-can-protect-and-promote-academic-freedom.html

GUIDELINES FOR INDIVIDUAL ACADEMICS AND UNIVERSITY COMMUNITIES

GUIDELINE 1

Each member of the university community is responsible for ensuring academic freedom. Individual academics and students should adhere to fundamental values, such as academic integrity, quality and responsibility, and be aware of their own and their institution's role in society.

GUIDELINE 2

Individual academics and university communities should work to raise awareness of matters of academic freedom, by explicitly and actively encouraging open and rigorous debate in the context of scientific endeavour and academic scholarship, including on complex and difficult topics.

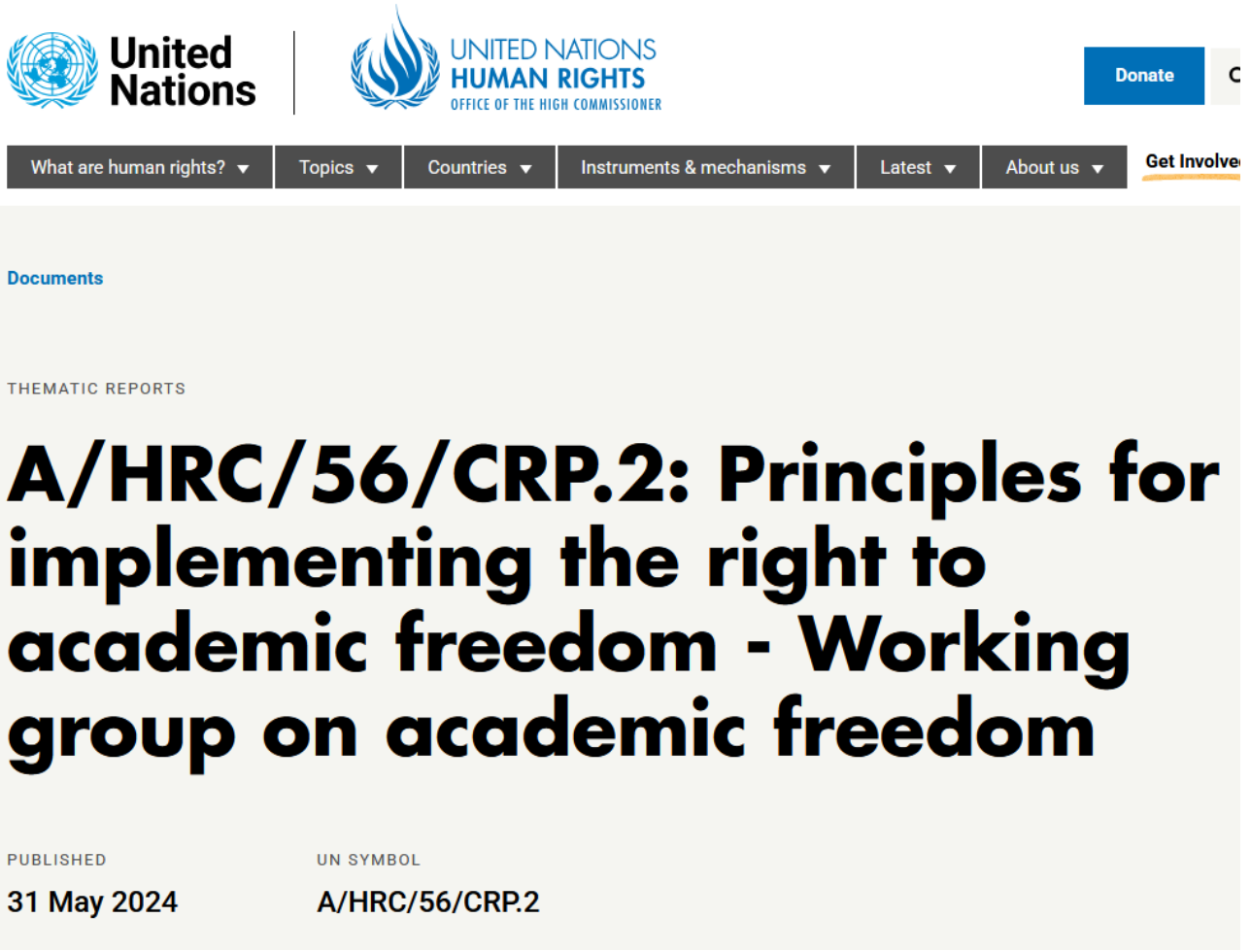
GUIDELINE 3

Individual academics and university communities should make a strong public case for academic freedom, to explain why it is a necessary precondition for universities to fulfil their public mandate and responsibilities toward society.

UNITED NATIONS HUMAN RIGHTS COUNCIL

Principles for implementing the right to academic freedom

31 Mai 2024



English version French version

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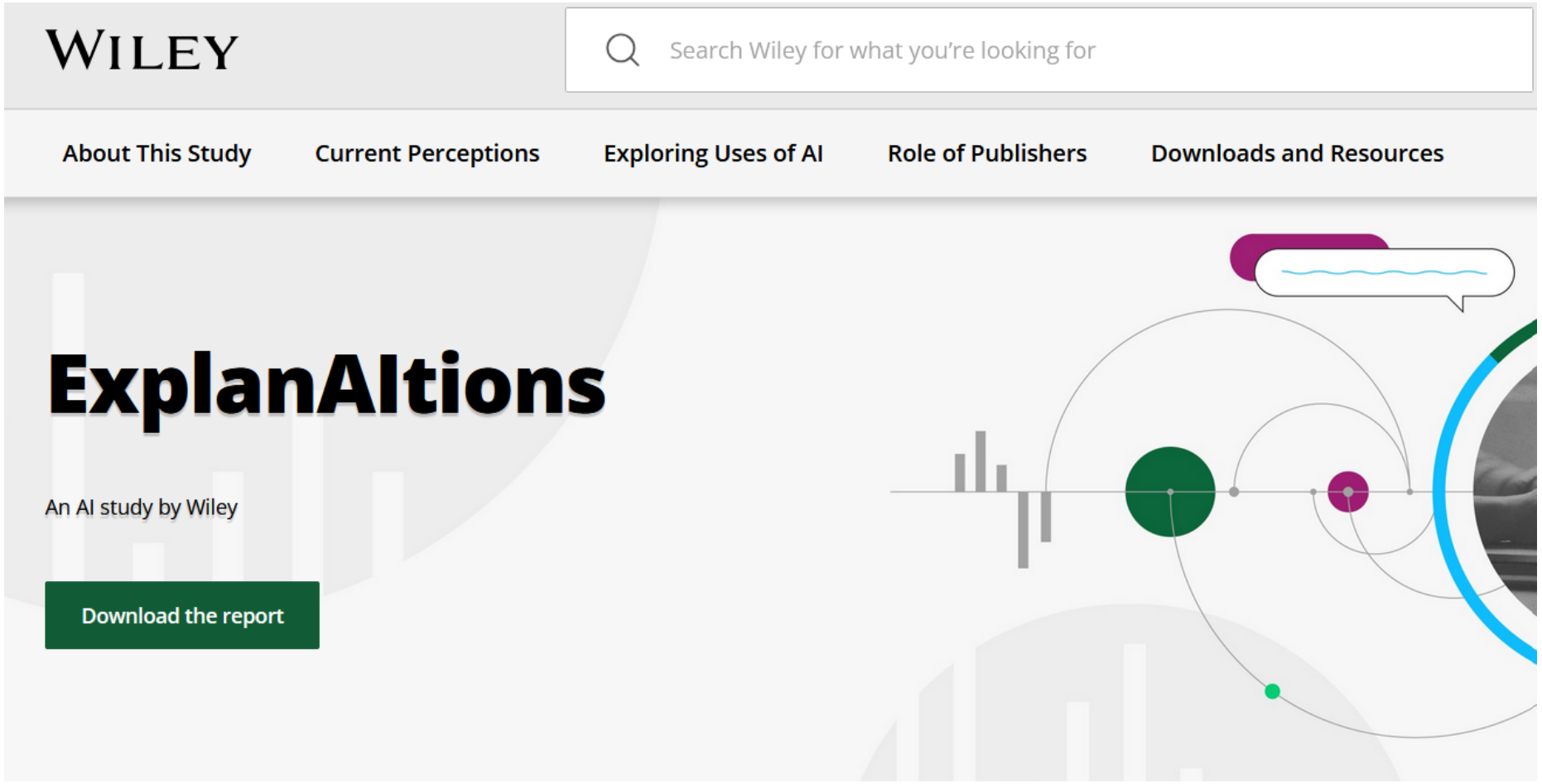
NEWS | 04 February 2025

How are researchers using AI? Survey reveals pros and cons for science

Despite strong interest in using artificial intelligence to make research faster, easier and more accessible, researchers say they need more support to navigate its possibilities.

By Miryam Naddaf

https://www-nature-com.ezproxy.univ-orleans.fr/articles/d41586-025-00343-5



W > ExplanAItions: an artificial intelligence study by Wiley

https://www.wiley.com/en-fr/ai-study

The study was released on 04 February 2025.

Review > Eur J Pain. 2025 Mar;29(3):e4736. doi: 10.1002/ejp.4736. Epub 2024 Oct 3.

Navigating the light and shadow of scientific publishing faced with machine learning and generative AI

Federico Palmisani [1], Daniel Segelcke [2], Jan Vollert [1]

Affiliations – collapse

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PMID: 39360710 PMCID: PMC11755395 DOI: 10.1002/ejp.4736

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