P-ISSN: 2798-1088 | E-ISSN: 2776-4060 | DOI: 10.52562/jdle.2026.1968

Journal of Digital Learning and Education

https://journal.moripublishing.com/index.php/jdle

Generative AI and Academic Integrity in Philippine Higher Education: A Documentary Analysis of Institutional Policy Mechanisms

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Received: 21 May 2026; Accepted: 21 August 2026; Published: 28 August 2026

Abstract: Philippine universities have issued guidance on generative artificial intelligence (GenAI) since 2023, but comparisons of what the adopted texts require remain limited. This documentary analysis examined seven institutional policies and three scholarly or advisory proposals located through database and website searches between September and December 2025. A codebook of 19 provisions, organised under Chan's governance, pedagogical and operational dimensions, was applied to each document. All seven policies name institutional values and require attribution of GenAI use, and six ask for student or course-level declarations. Four redesign or restrict assessment, three limit the weight of detector evidence, and three name a responsible body. No re-read policy bans GenAI outright. Institutions can pair declarations with structural assessment changes, written evidence standards for detection tools, and a review cycle.

Keywords: generative AI; academic integrity; higher education policy; document analysis; Philippines

INTRODUCTION

Generative artificial intelligence (GenAI) tools produce text, images and code on demand, and students and faculty in Philippine universities now use them for coursework and research. Teachers describe the effect on academic integrity as a threat to the authenticity of student work (Lisao et al., 2025), and students' perspectives on AI writing tools have been surveyed (Turingan, 2025). Most Philippine studies record what students and teachers think. Fewer record what universities require.

Universities elsewhere have published guidelines, and researchers have started to compare them. Moorhouse et al. (2023) found that just under half of the 50 top-ranking institutions had public assessment guidelines, which covered academic integrity, assessment design and communication with students. Jin et al. (2025) analysed the policies of 40 universities in six regions and reported an emphasis on academic integrity, teaching and learning, and equity, with gaps in data privacy and equitable access. Chan (2023) proposed an AI Ecological Education Policy Framework with pedagogical, governance and operational dimensions, drawing on survey data from Hong Kong students and staff.

Two further strands of work bear on how a policy can work. Corbin et al. (2025) separate discursive changes, which rely on instructions that students can ignore, from structural changes, which reshape the task itself. Perkins et al. (2024) propose a graded scale for GenAI use in assessment. Detection software adds a second problem. Liang et al. (2023) showed that GPT detectors misclassify non-native English writing as AI-generated, and Weber-Wulff et al. (2023) tested detection tools and found that they lacked the accuracy and reliability needed for decisions about students.

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Philippine universities began to issue GenAI policies in 2023, and no national guideline from the Commission on Higher Education (CHED) existed as of April 2025 (Villanueva, 2025). Villanueva compared the public AI guidelines of eight leading universities and found agreement on ethical principles, with differences in regulatory form, accountability and risk management. Cacho (2024) proposed guidelines for a teacher education institution and gathered feedback from 118 students and 14 academics. A provision-level comparison of adopted policies, from governance through assessment to enforcement, is still missing. Without one, an institution drafting a policy cannot see which provisions its peers include or leave out.

This study analyses the provisions of seven adopted institutional policies and three scholarly or advisory proposals on GenAI and academic integrity in Philippine higher education. It applies a codebook built on the three dimensions of Chan (2023) (Figure 1) and asks how far each policy relies on discursive instruments and how far on structural ones. Three questions guide the analysis. (1) Which governance provisions do adopted policies contain? (2) Which pedagogical and operational provisions do they contain? (3) How do these provisions compare with those in scholarly and advisory proposals? The study uses documentary analysis (Dalglish et al., 2020) of documents located through database and website searches.

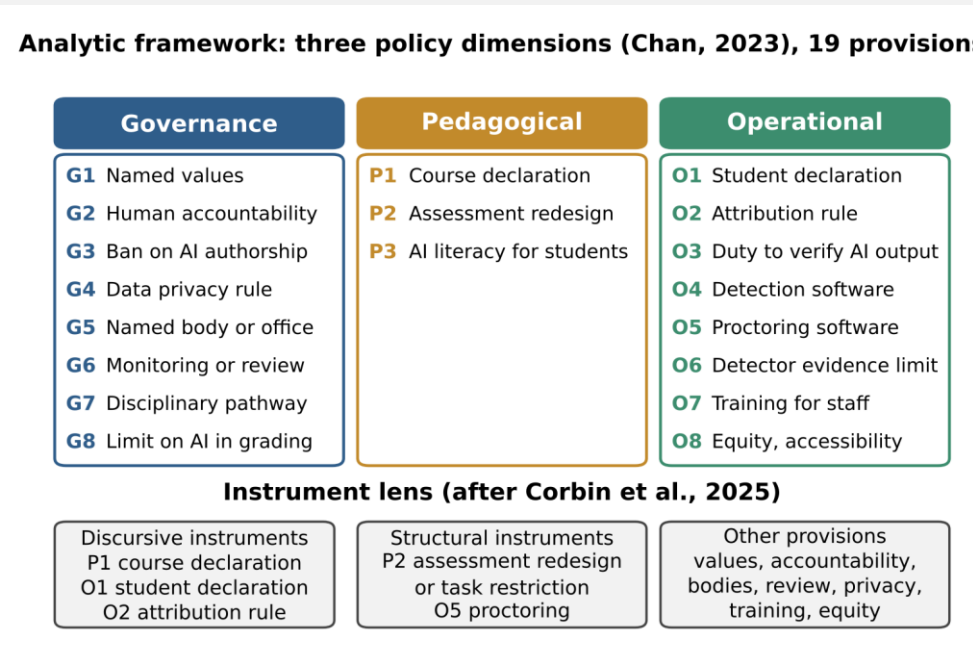


Figure 1. Analytic framework used to code the documents (Source: Authors, 2026, adapted from Chan, 2023, and Corbin et al., 2025).

METHOD

Design

The study is a documentary analysis of policy texts, organised with the READ approach: ready the materials, extract the data, analyse the data and distil the findings (Dalglish et al., 2020). The research questions ask what policy texts require, so the analysis does not estimate effects, score study quality or pool results. We reported document identification with the flow elements of the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2020 (Page et al., 2021) so that readers can follow how documents reached the corpus (Figure 2). The authors wrote a protocol before searching to guide search, screening and extraction. The protocol was not registered. The codebook (Table 1) and the document-by-code matrix (Appendix B) are published so that readers can audit every coding decision.

Document Identification

Between September and December 2025 we searched Google Scholar, Philippine E-Journals, SERP-P and the Education Resources Information Center (ERIC) with one Boolean string: ("Generative AI" OR "GenAI" OR "Artificial Intelligence" OR "ChatGPT") AND ("policy" OR "guidelines" OR "regulation" OR "governance") AND ("academic integrity" OR "plagiarism" OR "ethics") AND ("higher education" OR "HEI" OR "university") AND ("Philippines" OR "Philippine"). Bibliographic databases do not index most institutional policy documents, so we also searched Philippine institutional repositories and university websites and followed forward and backward citations. We removed exact duplicates in Zotero.

Eligibility Criteria

A document entered the corpus when it (a) was published or took effect between January 2023 and December 2025; (b) was available in full text in English; (c) set out requirements, prohibitions or procedures for generative AI, or for AI tools that generate content, in teaching, learning, assessment or student and faculty research; and (d) belonged to one of two strata. Stratum A held policies or guidelines that a Philippine higher education institution (HEI) had adopted at institution or unit level. Stratum B held scholarly or advisory documents that proposed such provisions for Philippine HEIs. We excluded documents on AI in general that contain no provisions on academic integrity, policies that govern journal publication, news items, basic-education documents, and unpublished manuscripts without institutional authority.

Screening and Verification

Two authors screened titles and abstracts, then full texts, against the criteria. Disagreements were resolved by discussion, and senior reviewers acted as tiebreakers when discussion failed. On 3 November 2026 we re-opened each of the 13 documents that had passed full-text assessment and compared its content with the criteria. We re-read eight documents at their source addresses and checked one (the University of the Philippines principles) against the published text in excerpt. For Xavier University, Cacho (2024), Piedad et al. (2025) and Vergara (2024), automated retrieval returned only metadata or the host site blocked it, so we coded those four from the extraction made at the original retrieval. For every document we recorded the issuer, approving authority, date or version, scope and retrieval status (Appendix A and Table 2). We recorded these facts in place of a quality score because no validated threshold exists for scoring normative policy texts.

Codebook and Coding

We used directed content analysis (Hsieh & Shannon, 2005). The categories came from the three dimensions of Chan (2023). We added two codes when a document contained a provision that the starting codebook lacked: a limit on AI in grading decisions (G8) and a safeguard on detector evidence (O6). Table 1 lists the 19 codes with their decision rules. A provision counted as present when the text contained a requirement, a prohibition, a named body or a named procedure. Statements of aspiration without a requirement did not count, except for named values (G1). We recorded presence or absence of each code per document and report counts of documents, not percentages, because $n = 7$. We then grouped codes by instrument type, following Corbin et al. (2025): discursive instruments (P1, O1, O2), structural instruments (P2, O5) and other provisions.

Research ethics and use of AI

The study analysed publicly available documents and involved no human participants, so we sought no ethical clearance. In the revision stage the authors used the generative AI assistant Claude (Sonnet 5.5, Anthropic) to re-read the source documents at their addresses, to apply the codebook to the authors' extraction, to run arithmetic checks on counts, and to edit the text. The authors take responsibility for the coding, the analysis and the wording. The assistant is not an author.

Table 1. Codebook of 19 provisions

Code	Dimension	Provision	Decision rule
G1	Governance	Named institutional values or principles	The text lists values or principles that guide AI use.
G2	Governance	Human accountability for AI-assisted work	The user or author carries responsibility for the output.
G3	Governance	Ban on AI authorship	AI cannot be listed or credited as an author.
G4	Governance	Data privacy or confidentiality rule	The text limits what data users may enter into AI tools, or requires data protection.
G5	Governance	Named governing body or responsible office	A committee, office or unit holds a stated duty for GenAI.
G6	Governance	Monitoring or scheduled review of the policy	The text provides for monitoring of AI developments or review of the policy.
G7	Governance	Disciplinary pathway for AI-related misconduct	The text names the procedure or code that applies to misuse.
G8	Governance	Limit on AI use in grading or evaluative decisions	The text bars AI from deciding or grading, or requires human decision-making.
P1	Pedagogical	Course-level declaration of permitted AI use	Instructors must state in the syllabus or assignment what AI use is allowed.
P2	Pedagogical	Assessment redesign or task-level restriction	The text asks for changed assessment tasks, or bars AI for named task types.
P3	Pedagogical	AI literacy provision for students	The text provides training, orientation or materials for students.
O1	Operational	Student declaration of AI use	Students must declare AI use in their submissions.
O2	Operational	Attribution or citation rule	AI-generated content must be credited or cited.
O3	Operational	User duty to verify AI output	Users must check AI output for accuracy, bias or sources.
O4	Operational	Plagiarism or AI-detection software	The text names or permits detection or similarity software.
O5	Operational	Proctoring or lockdown browser	The text permits proctoring software or lockdown browsers.
O6	Operational	Safeguard limiting detector evidence	The text says detector output cannot be the sole basis for a decision.
O7	Operational	Training for faculty and staff	The text provides training or upskilling for faculty or staff.
O8	Operational	Equity or accessibility provision	The text addresses equal access or accessibility.

RESULTS & DISCUSSION

Document Selection and Corpus

Searches returned 3,244 records (Figure 2). After 177 duplicates were removed, 3,067 records were screened by title and abstract, and 88 advanced. Twenty-five documents were assessed in full text, and 13 met the original criteria. Re-reading the 13 documents in November 2026 moved three to a context set (X1 to X3; Appendix A). X1, the University of the Philippines principles, states general AI principles and creates an AI Advancement Committee but sets no do's and don'ts for academic work. X2, the Lyceum of the Philippines University – Cavite guidelines, addresses AI in general. X3, the Philippine Normal University text, is a journal publication-ethics policy. The analysed corpus holds seven adopted policies (D1 to D7) and three proposals (S1 to S3), described in Table 2.

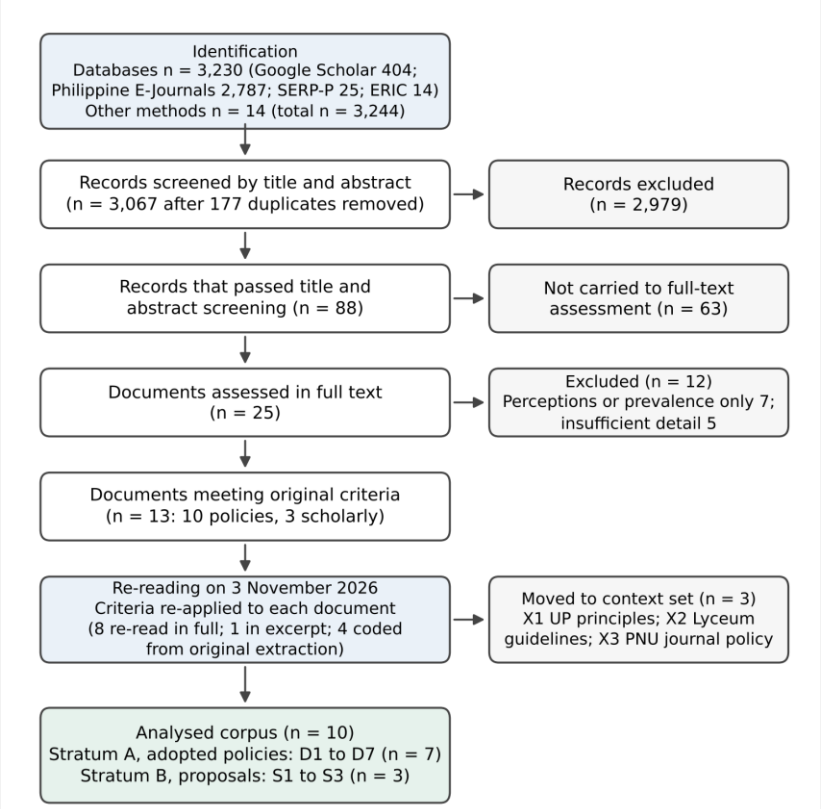


Figure 2. Flow of documents from identification to the analysed corpus. (Source: Authors, 2026).

Table 2. Analysed corpus

Code	Document source	Approval, date or type	Coding basis
D1	Ateneo de Manila University (private, Luzon)	School Council, 18 November 2024	Re-read in full
D2	De La Salle University (private, Luzon)	Office of the Provost; syllabus declarations from Term 1, academic year 2025–2026	Re-read in full
D3	Far Eastern University (private, Luzon)	University web guidelines, updated 27 June 2024	Re-read in full
D4	Mindanao State University (state, Mindanao)	Board of Regents approval; hosted 2024	Re-read in full
D5	Silliman University (private, Visayas)	Board of Trustees, 2024	Re-read in full
D6	University of the Philippines Open University (state, Luzon)	Office of the Vice Chancellor for Academic Affairs (OVCAA) 2023-005; effective 2nd term, academic year 2023–2024	Re-read in full
D7	Xavier University – Ateneo de Cagayan (private, Mindanao)	President's Memo U2425-003, 2024	Coded from original extraction
S1	Cacho (2024): Guidelines model with feedback from 118 students and 14 academics	Journal article, Online Learning	Coded from original extraction
S2	Piedad et al. (2025): Policy brief on regulating GenAI in scholarly work	Policy brief, DLSU Animo Repository	Coded from original extraction
S3	Vergara (2024): Policy paper on curricular reform for the GenAI era	EDCOM 2 / UP CIDS policy paper	Coded from original extraction

Five policies come from private universities and two from state universities. Four institutions are in Luzon, one is in the Visayas and two are in Mindanao. The corpus holds no policy from a state college or a local university.

Governance Provisions

All seven policies name institutional values or principles (G1), and six assign accountability for AI-assisted work to the human user (G2; all but D6). Three ban AI authorship (G3: D1, D2, D4). Four set data privacy or confidentiality rules (G4: D1, D2, D4, D5), and three of those cite the Data Privacy Act of 2012 (D1, D2, D4). Three name a governing body or responsible office (G5: D1, D4, D5). D1 spreads duties across an information technology office, a research integrity office and a research ethics committee. D4 gives implementation to a research integrity and compliance office with a technical working group. D5 gives the lead to its Global Studies Center. Four provide for monitoring or review (G6: D1, D4, D5, D6); D1 sets a review every six to twelve months and D4 a review every five years. Five name a disciplinary pathway, in each case by reference to existing misconduct or integrity rules (G7: D1, D2, D3, D4, D6), and D2 adds specific penalties. Three limit AI in grading or evaluative decisions (G8: D1, D2, D4). Table 3 and Figure 3 give all counts.

Table 3. Provisions by dimension: adopted policies and proposals

Code	Provision	Policies (of 7)	Held by	Proposals (of 3)
G1	Named institutional values or principles	7	D1, D2, D3, D4, D5, D6, D7	3
G2	Human accountability for AI-assisted work	6	D1, D2, D3, D4, D5, D7	2
G3	Ban on AI authorship	3	D1, D2, D4	0
G4	Data privacy or confidentiality rule	4	D1, D2, D4, D5	1
G5	Named governing body or responsible office	3	D1, D4, D5	0
G6	Monitoring or scheduled review of the policy	4	D1, D4, D5, D6	1
G7	Disciplinary pathway for AI-related misconduct	5	D1, D2, D3, D4, D6	1
G8	Limit on AI use in grading or evaluative decisions	3	D1, D2, D4	0
P1	Course-level declaration of permitted AI use	6	D1, D2, D4, D5, D6, D7	1
P2	Assessment redesign or task-level restriction	4	D1, D2, D3, D5	3
P3	AI literacy provision for students	4	D1, D4, D5, D6	0
O1	Student declaration of AI use	6	D1, D2, D3, D4, D5, D6	1
O2	Attribution or citation rule	7	D1, D2, D3, D4, D5, D6, D7	2
O3	User duty to verify AI output	5	D1, D2, D3, D4, D5	3
O4	Plagiarism or AI-detection software	4	D1, D2, D4, D5	1
O5	Proctoring or lockdown browser	1	D1	0
O6	Safeguard limiting detector evidence	3	D1, D2, D5	0
O7	Training for faculty and staff	4	D1, D4, D5, D6	0
O8	Equity or accessibility provision	4	D1, D4, D5, D6	0

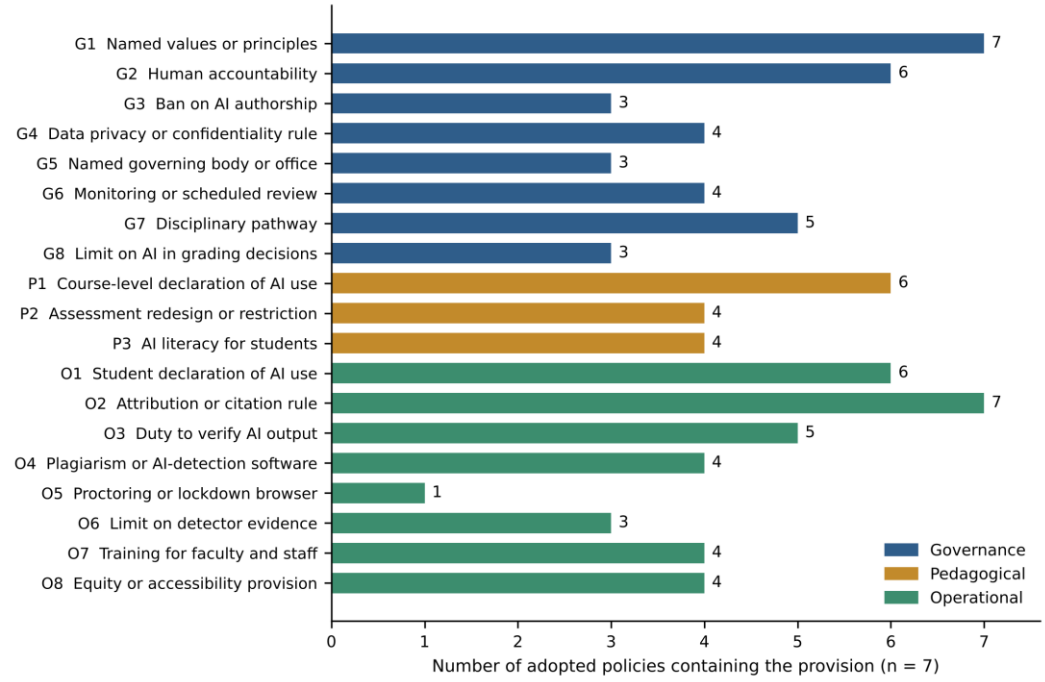


Figure 3. Number of adopted policies (n = 7) that contain each provision. (Source: Authors, 2026).

Pedagogical Provisions

Six policies ask instructors to declare permitted AI use at course level (P1: all but D3). D2 requires a usage level for each graded component, from free use to a ban. Four restrict or redesign assessment (P2: D1, D2, D3, D5). D1 suggests a metacognitive reflection in final assessments and restricts GenAI where it replaces critical thinking. D2 recommends authentic and higher-order tasks and face-to-face modality for lower-order skills. D3 lists task types where GenAI is never allowed: artistic drawing, introspective reflection, essays and recall examinations. D5 requires the syllabus to state the role of AI in quizzes and examinations. Four provide AI literacy for students (P3: D1, D4, D5, D6).

Operational Provisions

Six policies require students to declare AI use (O1: all but D7), and all seven require attribution (O2). D3 asks students to list each tool and its use in the references. D4 requires a signed AI declaration section in theses, dissertations and special projects. D1 gives a standard declaration statement and an optional certification of authorship for assessments worth at least 20% of a course grade. Five require users to verify AI output (O3: D1, D2, D3, D4, D5). Four mention plagiarism or AI-detection software (O4: D1, D2, D4, D5). Three of these state limits on detector evidence (O6: D1, D2, D5). D1 and D2 bar detector output as the sole basis for a decision, and D5 treats reports as reference only. D4 refers to plagiarism checking and states no such limit. One policy allows lockdown browsers and AI-assisted proctoring, to be disclosed at the start of the semester (O5: D1). Four provide training for faculty and staff (O7: D1, D4, D5, D6), and four contain equity or accessibility provisions (O8: D1, D4, D5, D6). D1 requires students' permission before instructors upload their work to external GenAI tools.

Discursive and Structural Instruments

All seven policies use at least one discursive instrument: a course declaration, a student declaration or an attribution rule. Four also use a structural instrument, either assessment redesign or task restriction (P2) or proctoring (O5): D1, D2, D3 and D5. Three policies (D4, D6, D7) use discursive instruments alone. The count for D7 is a lower bound, because we coded it from the

original extraction. Across the seven policies, a document holds on average 5.0 of the 8 governance provisions, 2.0 of the 3 pedagogical provisions and 4.9 of the 8 operational provisions.

Proposals Compared with Adopted Policies

All three proposals include assessment redesign (P2), against four of seven adopted policies, and all three include user verification of AI output (O3), against five of seven. In the coded extraction, none of the proposals names a governing body (G5), provides training for faculty or students (O7, P3), or addresses equity (O8). The proposals concentrate on classroom-level provisions. The adopted policies add governance and enforcement provisions: bodies, review cycles, disciplinary pathways and limits on detector evidence.

Discussion

The seven policies agree on values and attribution (G1 and O2, seven of seven). Transparency and accountability recur in the value statements of D1, D2 and D4, and equity or fairness in D1 and D4. This agreement matches Villanueva's (2025) finding of broad consensus on ethical principles among eight leading universities, and it fits the convergence on transparency, justice and fairness, non-maleficence, responsibility and privacy that Jobin et al. (2019) report for AI ethics guidelines worldwide. Accountability for AI-assisted work (G2, six of seven) corresponds to the accountability element of the explicability principle in Floridi and Cowls (2019).

Governance structure varies more than principles do. Three of seven policies name a responsible body (G5) and four provide for review (G6). Villanueva (2025) describes Philippine regulatory approaches as ranging from soft to hard. Our provision counts place part of that range in governance and enforcement, not in stated principles. Chan (2023) treats governance, pedagogical and operational provisions as one ecology. In this corpus coverage is similar across the three dimensions, but it is uneven across documents: D1 and D5 hold all three pedagogical codes, while D3 and D7 hold one.

Declarations carry most of the weight. Every policy relies on discursive instruments, and three use nothing else. Corbin et al. (2025) argue that discursive changes create an enforcement illusion because students remain free to ignore the instruction. Four of seven policies add a structural instrument. The graded usage levels in D2 resemble the graded logic of the AI Assessment Scale (Perkins et al., 2024), and D2 pairs them with advice on redesigning tasks. In policies without such a pairing, enforcement of course rules rests on declarations and on instructors' judgement.

Four policies name detection software, and three of them limit detector evidence in writing (D1, D2, D5). The limit fits findings that detectors misclassify non-native English writing (Liang et al., 2023) and that tested tools lack the accuracy needed for decisions about students (Weber-Wulff et al., 2023). Many Filipino students write academic English as an additional language, which raises the stakes of that safeguard. The fourth policy, D4, refers to plagiarism checking and states no limit.

Policies also restrict what users may upload to external GenAI tools (D1, D2, D4) while permitting plagiarism or AI-detection software (D1, D2, D4, D5). Detection tools also process student work, and the coded provisions do not state how detection software handles that work. This tension echoes the ethical dilemmas that Slade and Prinsloo (2013) describe for the use of student data. Jin et al. (2025) reported gaps in data privacy and equitable access across global policies. In this corpus four of seven policies contain a privacy rule (G4) and four an equity or accessibility provision (O8). The policies cover the three areas that Moorhouse et al. (2023) found in global guidelines, which are integrity, assessment design and communication with students, and four of them add training for faculty and staff (O7).

Limitations

The corpus is small and purposive. It holds the policies that we found online in English, and five of the seven come from private universities. Unit-level policies, such as college-level guidelines,

were not sampled. The documents show policy on paper. They say nothing about how often declarations are made, how detectors are used or how cases end. Policies change, and the versions read on 3 November 2026 may differ from those found in 2025; for example, D2 sets syllabus declarations from Term 1 of academic year 2025–2026. One coder applied the codebook in a single pass and no inter-coder statistic was calculated, so the matrix in Appendix B is the audit trail. Xavier University and the three proposals were coded from the original extraction. The search used one Boolean string that was not adapted to each database, the protocol was not registered, and the 63 records between abstract screening and full-text assessment are not itemised in the flow (Figure 2).

CONCLUSION

Adopted Philippine policies agree on values, human accountability and attribution, and differ on governance structure. Three of seven name a responsible body and four provide for review (question 1). Pedagogical and operational provisions centre on declarations at course and student level; four of seven add assessment redesign or task restriction, four mention detection software and three of them limit detector evidence in writing, and one permits proctoring (question 2). Proposals stress assessment redesign and verification more consistently than adopted policies do, and say less about governance (question 3).

The study contributes a reusable codebook and a document-by-code matrix that institutions can use to compare a draft policy with its peers. The findings suggest four steps. Institutions that rely on declarations alone can add structural assessment changes. Institutions that use detection software can write down that a detector score cannot support a finding alone, as D1, D2 and D5 do. Smaller institutions can adopt the provisions that fewer peers hold: a named responsible body, a review cycle and equity provisions. CHED could publish a common declaration template and a minimum evidence standard for detection tools.

Future research should audit implementation through student and faculty surveys and misconduct case records, extend the corpus to state colleges, local universities and unit-level policies through the CHED list of institutions, and track policy versions over time.

DECLARATIONS

Author Contributions. All authors contributed to the conception of the study, the identification and screening of documents, the analysis and the writing, and all approved the final manuscript.

Funding. This research received no external funding.

Ethical Clearance and Informed Consent. Not applicable. The study analysed publicly available documents and involved no human participants.

Conflict of Interest. The authors declare no conflict of interest.

Data Availability Statement. The document list, codebook and document-by-code matrix are in Table 1, Appendix A and Appendix B. The source documents are publicly available at the addresses listed in Appendix A.

Declaration of AI Use. The authors used Claude (Sonnet 5.5, Anthropic) in the revision stage to reread source documents, apply the codebook to the authors' extraction, check arithmetic and edit the text. The authors take responsibility for all content. AI tools are not listed as authors.

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APPENDIX A. DOCUMENTS ANALYSED AND CONTEXT SET

All addresses were opened on 3 November 2026 unless the entry says otherwise. Codes match Table 2 and Appendix B.

D1. Ateneo de Manila University. (2024). *Guidelines on the responsible use of generative artificial intelligence (GenAI) in higher education* [Policy document]. https://www.ateneo.edu/sites/default/files/2025-01/GenAI%20in%20Higher%20Education%20-%20Ateneo%20de%20Manila.pdf. Approved by the School Council on 18 November 2024.

D2. De La Salle University. (n.d.). *Policies on generative artificial intelligence in higher education* [Policy document]. https://www.dlsu.edu.ph/wp-content/uploads/pdf/provost/forms/policy-for-generative-ai-in-education.pdf. The address redirects to https://old.dlsu.edu.ph/wp-content/uploads/pdf/provost/forms/policy-for-generative-ai-in-education.pdf, where the text was read. Syllabus declarations take effect from Term 1, academic year 2025–2026.

D3. Far Eastern University. (2024). *Student guidelines on the use of generative artificial intelligence* [Policy document]. https://www.feu.edu.ph/student-guidelines-on-the-use-of-general-artificial-intelligence/. The page shows an update of 27 June 2024.

D4. Mindanao State University. (2024). *Policy on the fair and ethical use of artificial intelligence technologies* [Policy document]. https://www.msumain.edu.ph/wp-content/uploads/2024/05/MSU-Policy-on-Ethical-use-of-AI-Policies.pdf

D5. Silliman University. (2024). *Integration of artificial intelligence into Silliman education: AI policies and guidelines* [Policy document]. ourSOUL Open Educational Resources. https://our-soul.su.edu.ph/OER/index.php/ourSOUL-OER/article/view/791

D6. University of the Philippines Open University, Office of the Vice Chancellor for Academic Affairs. (2024). *Guidelines on the use of AI in teaching and learning* (OVCAA 2023-005) [Policy document]. https://www.upou.edu.ph/wp-content/uploads/2024/01/Guidelines-on-Use-of-AI-in-Teaching-and-Learning.pdf

D7. Xavier University – Ateneo de Cagayan. (2024). *Memo #U2425-003: Policy on the ethical and responsible use of generative artificial intelligence (GenAI) at Xavier Ateneo* [Policy document]. https://www.xu.edu.ph/presidents-memo-link/6731-memo-u2425-003-policy-on-the-ethical-and-responsible-use-of-generative-artificial-intelligence-genai-at-xavier-ateneo. Coded from the extraction made at the original retrieval; the host site blocked automated retrieval on 3 November 2026.

S1. Cacho, R. (2024). See References. Coded from the extraction made at the original retrieval.

S2. Piedad, E., Jr., Tabud, S. L. C., Alina-Llabado, J. A., Danao, D. A., Gironella, M. C. A., Lim, J., Francisco, A. S., & Yong, T. K. (2025). *Regulating generative AI in scholarly works: A policy brief for academic institutions in the Philippines*. Asia-Pacific Intellectual Property Management and Innovation Book Series. https://animorepository.dlsu.edu.ph/apipmibookseries/6. Coded from the extraction made at the original retrieval; the repository page returned metadata and the abstract.

S3. Vergara, J. P. C. (2024). *Navigating the generative artificial intelligence era: Charting the course for curricular reform in higher education in the Philippines* (PEJA Policy Paper). Second Congressional Commission on Education; University of the Philippines Center for Integrative and Development Studies. https://edcom2.gov.ph/media/2024/12/11-14_VERGARA-Navigating-the-Generative-Artificial-Intelligence-Era_271124.pdf. Coded from the extraction made at the original retrieval; the host site blocked automated retrieval on 3 November 2026.

Context set (documents that passed the original full-text stage and failed the criteria on re-reading)

X1. University of the Philippines (2023). *Principles for Responsible and Trustworthy Artificial Intelligence*. https://itdc.up.edu.ph/about/policies/up-ai-policy. Reason for exclusion: States general AI principles and creates an AI Advancement Committee. It sets no do's and don'ts for academic work.

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X2. Lyceum of the Philippines University – Cavite. *Academic Affairs Guidelines*. https://cavite.lpu.edu.ph/academics/academic-affairs-guidelines/. Reason for exclusion: Addresses AI in general and restricts AI use in academic work; it does not address generative AI.

X3. Philippine Normal University (2025). *Publication Ethics and Research Guidelines*. https://po.pnuresearchportal.org/wp-content/uploads/2024/08/Publication-Ethics.pdf. Reason for exclusion: A journal publication-ethics policy for authors, editors and reviewers; it does not govern teaching, learning or assessment.

APPENDIX B. DOCUMENT-BY-CODE MATRIX

"Yes" marks a provision that meets the decision rule in Table 1. D1 to D7 are adopted policies; S1 to S3 are proposals. D7 and S1 to S3 were coded from the original extraction, so absences for those four documents mean "not evidenced in the extraction".

Code	Provision	D1	D2	D3	D4	D5	D6	D7	S1	S2	S3
G1	Named institutional values or principles	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
G2	Human accountability for AI-assisted work	Yes	Yes	Yes	Yes	Yes	–	Yes	Yes	–	Yes
G3	Ban on AI authorship	Yes	Yes	–	Yes	–	–	–	–	–	–
G4	Data privacy or confidentiality rule	Yes	Yes	–	Yes	Yes	–	–	–	–	Yes
G5	Named governing body or responsible office	Yes	–	–	Yes	Yes	–	–	–	–	–
G6	Monitoring or scheduled review of the policy	Yes	–	–	Yes	Yes	Yes	–	–	–	Yes
G7	Disciplinary pathway for AI-related misconduct	Yes	Yes	Yes	Yes	–	Yes	–	Yes	–	–
G8	Limit on AI use in grading or evaluative decisions	Yes	Yes	–	Yes	–	–	–	–	–	–
P1	Course-level declaration of permitted AI use	Yes	Yes	–	Yes	Yes	Yes	Yes	–	Yes	–
P2	Assessment redesign or task-level restriction	Yes	Yes	Yes	–	Yes	–	–	Yes	Yes	Yes
P3	AI literacy provision for students	Yes	–	–	Yes	Yes	Yes	–	–	–	–
O1	Student declaration of AI use	Yes	Yes	Yes	Yes	Yes	Yes	–	Yes	–	–
O2	Attribution or citation rule	Yes	Yes	Yes	Yes	Yes	Yes	Yes	–	Yes	Yes
O3	User duty to verify AI output	Yes	Yes	Yes	Yes	Yes	–	–	Yes	Yes	Yes
O4	Plagiarism or AI-detection software	Yes	Yes	–	Yes	Yes	–	–	–	Yes	–
O5	Proctoring or lockdown browser	Yes	–	–	–	–	–	–	–	–	–
O6	Safeguard limiting detector evidence	Yes	Yes	–	–	Yes	–	–	–	–	–
O7	Training for faculty and staff	Yes	–	–	Yes	Yes	Yes	–	–	–	–
O8	Equity or accessibility provision	Yes	–	–	Yes	Yes	Yes	–	–	–	–
	Provisions held (of 19)	19	13	7	16	15	9	4	6	6	7