

Pursuant to Article 6 of the Higher Education Act (Official Gazette of RS, Nos. 32/12 - official consolidated text, 40/12 - ZUJF, 57/12 - ZPCP-2D, 109/12 , 85/14 , 75/16 , 61/17 - UPS, 65/17, 175/20 - ZIUOPDVE and 57/21 - US decision) and Article 21 of the Statute of the EMUNI University (hereinafter: Statute), the Senate of the EMUNI University adopted at its 59th session on 23 March 2026 the following:

EMUNI principles on the use of GenAI tools in education

EMUNI is committed to the ethical, responsible and sustainable use of GenAI and to preparing our staff and students to be leaders in an increasingly AI-enabled world. In line with EUNICoast alliance guidance, EMUNI emphasises AI literacy for all, responsible and ethical use, and inclusive and sustainable innovation.

The rise of generative artificial intelligence (AI) has the potential for a profound impact on the ways in which we teach, learn, assess, research and access education. UNESCO describes this moment as one in which powerful technologies are entering education “not quietly, but as a disruptive force, stirring hope, unease and tension” (UNESCO, 2025, p.6). The question is no longer whether GenAI will be used, but how, by whom, under which conditions, and with what long-term consequences for learners, staff and the communities we serve as higher education and research institutions (Hoernig et al., 2024). GenAI is not only a technological shift but also a pedagogical, ethical, socio-emotional and civic one.

EMUNI wishes to ensure GenAI tools can be used for the benefit of students and staff – enhancing teaching practices and student learning experiences, ensuring students develop skills for the future within an ethical framework, and enabling educators to benefit from efficiencies to develop innovative methods of teaching – while also safeguarding independent thinking, human judgement, well-being, inclusion and sustainability..

In recognition of this, EMUNI has developed the following principles that will guide the approach to GenAI tools across our university and serve as a common baseline for course-level and unit-level policies:

1. The university will support students and staff to become AI-literate for responsible GenAI use.
2. Staff should be equipped to support students to use GenAI tools effectively, critically and appropriately in their learning experience.
3. The university will adapt teaching and assessment to incorporate the ethical use of GenAI and support equal access.
4. The university will ensure academic rigour and integrity is upheld.
5. The university will promote inclusive and sustainable innovation with GenAI, considering environmental impact, hidden labour and global justice.
6. The university will work collaboratively to share best practice as GenAI and its application in education evolves.

These principles are complemented by practical guardrails: (a) do not input sensitive personal or confidential institutional data into public GenAI tools; (b) follow course- and programme-level rules

on permitted GenAI use; (c) verify GenAI outputs against reliable sources; and (d) disclose substantial GenAI assistance where required by institutional and disciplinary norms.

1. The university will support students and staff to become AI-literate.

1.1 GenAI tools are capable of processing vast amounts of information to generate responses, but they have significant limitations. It is important that all students and staff understand the opportunities, limitations, and ethical issues associated with the use of these tools, including the risk of over-reliance (“cognitive debt”) when core planning, reasoning and monitoring are outsourced to GenAI. Users should be able to apply what they have learned as GenAI capabilities evolve. These issues include:

- a) **Privacy and data considerations:** whether a GenAI tool is designed to learn directly from its users’ inputs or not, there are risks to privacy and intellectual property associated with the information that students and staff may enter.
- b) **Potential for bias:** GenAI tools produce answers based on information generated by humans, which may contain societal biases and stereotypes, which in turn may be replicated in the GenAI tool’s response.
- c) **Inaccuracy and misinterpretation of information:** data and information contained within generative AI tools is garnered from a wide range of sources, including those that are poorly referenced or incorrect. Similarly, unclear commands or information may be misinterpreted by GenAI tools and produce incorrect, irrelevant, or out-of-date information. This means that accountability for the accuracy of information generated by these tools when transferred to another context lies with the user.
- d) **Ethics codes:** users of GenAI tools should be aware that while ethics codes exist, they may not be embedded within all generative AI tools and that their incorporation, or otherwise, may not be something that users can easily verify.
- e) **Plagiarism:** GenAI tools represent information developed by others, and so there is the risk of plagiarised content and/or copyright infringement being submitted by a user as their own, and artwork used by image generators may have been included without the creator’s consent or licence.
- f) **Exploitation:** the process by which GenAI tools are built can present ethical issues. For example, some developers have outsourced data labelling to low-wage workers in poor conditions.
- g) **Cognitive development and over-reliance:** GenAI can reduce effort and increase short-term productivity, but may also foster over-reliance and weaken independent reasoning if it replaces core thinking processes.
- h) **Environmental footprint:** GenAI depends on energy-, water- and hardware-intensive infrastructures; responsible use should consider ecological impact and prefer proportionate, efficient uses.
- i) **Socio-emotional risks:** some GenAI systems are designed to feel ‘human-like’, which can blur boundaries, create misplaced trust or emotional over-attachment; users should maintain clear boundaries and seek human support when appropriate.

1.2 The university will provide guidance and training to help students and staff understand how GenAI tools work, where they can add value and personalise learning, as well as their limitations. By increasing AI literacy, EMUNI will equip students with the skills needed to use these tools

appropriately throughout their studies and future careers, and ensure staff have the necessary skills and knowledge to deploy these tools to support student learning and adapt teaching pedagogies and maintain independence from GenAI when needed.

2. Staff should be equipped to support students to use GenAI tools effectively and appropriately in their learning experience.

2.1 The university will develop resources and training opportunities so staff are able to provide students with clear guidance on how to use GenAI to support their learning, assignments, and research, including expectations for disclosure and verification.

2.2 The appropriate uses of GenAI tools are likely to differ between academic disciplines and will be informed by policies and guidance from subject associations. Therefore, EMUNI will encourage academic units to apply institution-wide policies within their own context.

2.3 Engagement and dialogue between academic staff and students will be important to establish a shared understanding of the appropriate use of GenAI tools. Ensuring this dialogue is regular and ongoing will be vital, given the pace at which generative AI is evolving.

2.4 EMUNI recognises that GenAI may support feedback and learning, but it must not compromise privacy or academic integrity. Staff must not upload identifiable student work (or personal, sensitive, or confidential data) into publicly available GenAI tools. Where GenAI is used to support feedback or assessment-related processes, students must be informed and the use must be transparent; final academic judgement and responsibility for grading always remain with the lecturer. Any exceptional processing of a student's original work through GenAI may occur only with the student's explicit, documented consent and appropriate safeguards.

3. The university will adapt teaching and assessment to incorporate the ethical use of GenAI and support equal access.

3.1 EMUNI continually updates and enhances its pedagogies and assessment methods in response to drivers including new research, technological developments, and workforce needs – adapting to the use of GenAI technology is no different. Incorporating the use of GenAI tools into teaching methods and assessments has the potential to enhance the student learning experience, improve critical reasoning skills, and prepare students for the real-world applications of the GenAI technologies they will encounter beyond university, while avoiding assessment designs that incentivise misuse.

3.2 Appropriate adaptations to teaching and assessment methods will vary by discipline, and protecting this autonomy is vital. All staff who support student learning should be empowered to design teaching sessions, materials, and assessments that incorporate the creative use GenAI tools where appropriate, while making students' own learning and process visible.

3.3 In research contexts, EMUNI supports responsible GenAI use as a supportive tool while maintaining ethical and methodological rigour. GenAI tools cannot be listed as authors or co-authors; researchers remain fully accountable and must verify AI-assisted content. Where GenAI makes a substantive contribution, its use must be disclosed (tool, version where applicable, timeframe, purpose) and it must not be used in ways that risk unauthorised disclosure of confidential or unpublished information. If synthetic data are generated or used, this must be clearly labelled and described.

3.4 As GenAI tools develop and new tools become available, elements of GenAI used within the institution may reside behind paywalls or be restricted to paying subscribers. The university will consider how best to respond to a potential proliferation of such subscription tools and attempt to ensure fairness of access so students and staff can access the GenAI tools and computing resources they need in support of their teaching and learning practices. EMUNI will also consider how these tools might be applied appropriately for different student groups or those with specific learning needs.

4. The university will ensure academic rigour and integrity is upheld.

4.1 EMUNI has reviewed its academic conduct policies and guidance to reflect the emergence of GenAI. These policies make it clear to students and staff where the use of GenAI is inappropriate, and are intended to support them in making informed decisions, to empower them to use these tools appropriately, and to acknowledge their use where necessary.

4.2 Such clear and transparent policies are critical to maintaining consistent and high standards of learning, teaching, and assessment across EMUNI.

4.3 Ensuring academic integrity and the ethical use of GenAI can also be achieved by cultivating an environment where students can ask questions about specific cases of their use and discuss the associated challenges openly and without fear of penalisation.

5. The university will work collaboratively to share best practice as the technology and its application in education evolves.

5.1 Navigating this ever-changing landscape will require collaboration between university, students, employers, sector and professional bodies, with the ongoing review and evaluation of policies, principles, and their practical implementation.

5.2 EMUNI will regularly evaluate policies and guidance for staff and students relating to GenAI tools and their impact on teaching, learning, research and assessment practices. This will include monitoring the effectiveness, fairness, well-being and ethical implications of the integration of GenAI tools into academic life and adapting policies and procedures to ensure they remain valid as generative AI technologies evolve.

5.3 Ensuring an inter-disciplinary approach to addressing emerging challenges and promoting the ethical, inclusive and sustainable use of GenAI will be crucial. EMUNI recognises the challenges that lie ahead and will continue to value the input of others, along with contributing expertise to the national and international discussions around GenAI and its applications within teaching, learning, assessment, and support.

6. Additional shared expectations (safety, sustainability and well-being)

6.1 Data protection and confidentiality: do not upload sensitive personal data (e.g., identifiable student work, grades, health or disability information) or confidential institutional materials into public GenAI tools. Where GenAI is used with educational or research data, prefer institutionally approved solutions and follow data-protection guidance.

6.2 Transparency and disclosure: where GenAI has made a substantive contribution (e.g., wording, structure, code, analysis, images), this should be acknowledged in line with course instructions, institutional policy and disciplinary norms. Users remain responsible for accuracy, originality and integrity.

6.3 Sustainability and global justice: when choosing and using GenAI, consider environmental footprint (energy, water, hardware) and the hidden labour and supply chains behind AI systems, and prioritise uses aligned with EMUNI's sustainability and inclusion commitments.

6.4 Socio-emotional boundaries: recognise that GenAI systems may appear persuasive or 'human-like' without having consciousness or moral responsibility. Maintain healthy boundaries, prioritise human relationships and support structures, and avoid delegating sensitive advising or pastoral functions to GenAI without appropriate oversight.

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