Pursuant to Article 21 of the Statute of the Euro-Mediterranean University, the Senate adopted the guidelines at its 51st session on 15 January 2025 and amended at its 59th session on 23 March 2023.

Guidelines on the Use of Generative Artificial Intelligence (GenAI) in Teaching and Research at EMUNI

In alignment with EMUNI values and principles, and informed by the EUNICoast GenAI Guide, the following guidelines outline appropriate, ethical, and effective use of generative artificial intelligence (GenAI) in the context of teaching, learning, and research. The guidelines aim to support AI/GenAI literacy for all, responsible and ethical use, and inclusive and sustainable innovation, while safeguarding academic integrity, creativity, and critical thinking.

1. Introduction

Generative artificial intelligence tools, such as ChatGPT and Copilot, are rapidly evolving technologies that provide significant opportunities for enhancing teaching, learning, and research activities. At EMUNI University, the responsible and ethical application of these tools is essential to maintain academic integrity while supporting innovation in teaching and research. The principles outlined here are intended to:

- Promote transparency, accountability, and fairness in the use of GenAI.
- Equip students and staff with AI/GenAI literacy to use GenAI critically, contextually, and responsibly.
- Advance inclusive and sustainable innovation, while safeguarding academic integrity, creativity, and critical thinking.

Definitions

1. GenAI Tools: Systems capable of creating text, images, code, audio, or other content derived from large datasets (e.g., ChatGPT, Copilot).
2. Responsible Use: The responsible implementation and application of GenAI that respects academic integrity, intellectual property, data protection and privacy, and applicable legislation.

AI/GenAI Literacy: The ability to understand what GenAI systems are (and are not), how they work and where they can fail, and to use them critically and ethically, including awareness of social and environmental impacts.

2. Foundational Principles for Using GenAI

The adoption of GenAI tools at EMUNI shall align with the following principles:

1. AI/GenAI Literacy: Students and staff should develop competence to use GenAI critically, including understanding limitations (e.g., hallucinations), bias, and verification practices.
2. Responsible and Ethical Use: Users must consider academic integrity, research ethics, data protection and privacy, intellectual property, and professional standards when using GenAI.
3. Transparency: Any substantive use of GenAI in teaching, learning, assessment, and research must be clear, disclosed, and appropriately acknowledged or cited, in line with course and institutional requirements.
4. Accountability and Human Oversight: Users remain accountable for GenAI outputs and their integration into academic work. GenAI should support - not substitute - critical thinking and human judgement; high-stakes decisions require meaningful human oversight.
5. Equity and Accessibility: Ensure equitable access to GenAI tools for all students and staff, considering financial, disciplinary, language, and accessibility barriers (including paywall effects).

6. Sustainability and Well-being: Consider environmental footprint and broader socio-emotional impacts (e.g., dependency or anthropomorphic systems); prioritise uses that support human flourishing and EMUNI values.

3. Guidelines for the Use of GenAI in Teaching

3.1 Key principles for the use of GenAI in the teaching and research process at EMUNI:

- Teachers and students must be appropriately informed about the possibilities and limitations of these tools.
- GenAI should function as a supportive tool, not as a substitute for human judgement and critical thinking.
- Understanding ethical aspects such as impartiality in content generation, data security, and privacy protection is essential.
- Irresponsible use of GenAI can lead to misinformation or plagiarism; therefore, adherence to academic standards is critical.

3.1a Course-level GenAI rules and minimum guardrails

Course leaders should state clearly in the syllabus and each assessment brief whether GenAI is: (a) not allowed, (b) allowed with restrictions, or (c) encouraged for specific purposes. Where GenAI use is permitted, students should be instructed how to disclose use and how evidence of learning will be assessed.

Minimum “do/don’t” rules (apply unless local policy states otherwise):

- Do not enter sensitive personal data or confidential institutional information into public GenAI tools.
- Always verify GenAI outputs (facts, references, calculations) using trusted sources; treat outputs as draft material.
- Disclose substantive GenAI use and keep brief records of how outputs were checked and revised.
- Prefer institutionally approved tools where educational or research data are involved; follow local procurement/approval processes.

3.2 Use of GenAI in the teaching process

Depending on the course nature and the expectations of the course leader, EMUNI’s teachers may follow one of three fundamental principles regarding GenAI in the teaching process (see Harvard University, 2023):

i) Prohibition of GenAI usage: Teachers may decide that all submitted student work must be original, without the use of GenAI tools. In such cases, any use of GenAI, including during preparatory stages, must be explicitly prohibited.
Guidelines for providing instructions to students:
"We expect all work submitted by students within the framework of this course, “COURSE NAME”, to be their own. In cases where the task is group-based, we expect all members who contributed to the task to be identified in the submission, or only those who participated in its creation. The use of tools such as ChatGPT, Copilot, or any other generative artificial intelligence (GenAI) tools is explicitly prohibited at all stages of the work process, including the preparatory phases. Students are reminded that principles regarding the use of GenAI may vary between courses within the study programme. Therefore, it is the responsibility of each student to familiarise themselves with the specific principles for using GenAI tools in each course."

ii) Encouragement of GenAI usage: Teachers may encourage the use of GenAI tools, such as ChatGPT (and similar tools), as research tools, but students must clearly disclose and cite the use of such tools in their work.

Guidelines for providing instructions to students:
"This course, “COURSE NAME”, encourages students to explore the use of generative artificial intelligence (GenAI) tools such as ChatGPT, Copilot, and others for assignments and assessments. However, every use of such tools must be fully and appropriately disclosed and cited. Students are responsible for validating and ensuring the appropriateness of all outcomes generated through GenAI usage; the ultimate responsibility for submitted work lies with the student. Students are reminded that principles regarding the use of GenAI may vary between courses within the study programme. Therefore, it is the responsibility of each student to familiarise themselves with the specific principles for using GenAI tools in each course."

iii) Mixed principles: Teachers may allow the use of GenAI tools for certain tasks while explicitly prohibiting their use in others. This approach offers flexibility based on the nature of the task and the course objectives.

Guidelines for providing instructions to students:
"Certain tasks within this course, “COURSE NAME”, will allow or even encourage the use of generative artificial intelligence (GenAI) tools such as ChatGPT, Copilot, and others. However, in general, the use of these tools is not permitted unless explicitly stated otherwise. Any use of GenAI tools must be appropriately disclosed and cited. Students are responsible for validating and ensuring the appropriateness of all outcomes generated through GenAI usage; the ultimate responsibility for submitted work lies with the student. Violations of these principles will be treated as breaches of academic integrity. Students are reminded that principles regarding the use of GenAI may vary between courses within the study programme. Therefore, it is the responsibility of each student to familiarise themselves with the specific principles for using GenAI tools in each course."

4. Use of GenAI in the evaluation of student work

Principle of responsible use of GenAI in the evaluation of student work: Any use of GenAI in assessing student work must adhere to principles of privacy protection, intellectual property respect, and transparency.

GenAI should not be used to make final grading or high-stakes decisions without meaningful human oversight; any GenAI-assisted feedback must be reviewed by the teacher before being shared with students.

When considering the use of GenAI to provide feedback on student work, each teacher must reflect on whether it is appropriate to input student work into GenAI systems like ChatGPT, Copilot, or similar systems, to check originality or other aspects. This decision must be made carefully, taking into account potential impacts on privacy and intellectual property.

- Guideline: Confidential or sensitive data must not be entered into GenAI systems, as these systems do not ensure privacy or confidentiality.
- Teachers must obtain explicit, documented consent from students before inputting any original student work into GenAI tools, e.g., for feedback provision or assessment purposes. Failing to do so may violate transparency and student rights.

Recommendations for informing students about risks:

- Students must be informed about potential risks associated with inputting their work into GenAI systems. These risks include the possibility that AI tool providers may access, store, or

use their data in accordance with the platform's terms of use. For instance, tools such as ChatGPT grant providers the right to access and process any information entered into the system.
- Guideline: The use of GenAI for checking originality or assessment must always be transparent, and students must be informed about risks associated with submitting their work to such systems.

It is crucial to exercise caution when using GenAI tools for educational purposes, as improper conduct may lead to breaches of privacy or student intellectual property.

5. Use of GenAI in research

Research processes involving GenAI require additional attention to ensure research quality, ethical compliance, and transparency.

Key principles for research (European Commission, 2024):
- Reliability: Researchers must ensure the quality of their research by using verified sources and carefully validating outputs generated by AI. AI should serve as a tool supporting the research process rather than replacing it.
- Fairness: Any use of GenAI in the research process must be clearly disclosed and cited. This includes precise information on the tool, version, date of use, and how it was integrated into the research process.
- Respect: The use of GenAI must respect the privacy of research participants, intellectual property rights, and applicable legislation.
- Accountability: Researchers are responsible for the outcomes supported by GenAI tools, and they must monitor biases and errors that may arise from the use of such tools.

Guidelines for responsible use of GenAI in research (European Commission, 2024):
- Researchers must use GenAI tools transparently and in accordance with applicable laws (national, European, and international).
- GenAI systems should not be used in cases involving unauthorised disclosure of confidential information related to human research, unpublished research, potential intellectual property claims, proprietary, or classified research.
- Researchers are accountable for the integrity of content created with GenAI tools or their support. GenAI systems are neither authors nor co-authors. Authorship is an active and responsible act, and it remains the domain of human researchers.

Recommendations for researchers (Resnik and Hosseini, 2024; European Commission, 2024):
- Transparency: Researchers should disclose, describe, and explain the use of GenAI in research, including its limitations, in language that non-experts can understand. Citation of the tool should include its name, version, date, and other details, as well as how the tool was used and impacted the research process. Relevant input prompts and outputs may be included in line with open science principles.
- Privacy and intellectual property: Special attention must be given to issues of privacy and intellectual property rights when handling data generated by AI.
- Education on AI ethics: Researchers should continuously educate themselves about the use of GenAI and the ethical issues arising from its application.
- Bias and error management: Researchers should identify, describe, mitigate, and monitor biases and random errors associated with AI use.
- Synthetic data: Researchers using synthetic data must (1) identify which data elements are synthetic, (2) clearly label synthetic data, (3) describe how the data were created, and (4) explain how and why the data were used.

6. Supporting Students and Staff

6.1. AI Literacy Training

EMUNI commits to equipping its community with the skills to responsibly and effectively use GenAI tools. Training sessions and resources will:

- Highlight ethical considerations (e.g., issues with plagiarism, bias, and intellectual property).
- Educate about technological limitations (e.g., outdated or inaccurate outputs).
- Encourage critical engagement with AI as a supportive tool rather than a replacement for creativity or rigorous inquiry.

6.2. Equal Access and Inclusion

- EMUNI will ensure that GenAI tools are accessible to staff and students, removing financial barriers where possible.
- Policies will address the specific needs of students with disabilities to ensure inclusivity in AI-supported learning environments.

7. Monitoring and Evaluation

As GenAI evolves, EMUNI will continue to:

1. Assess the implementation of these guidelines to ensure alignment with the university's values.
2. Incorporate feedback from students, faculty, and researchers to refine AI-related policies.
3. Participate in international dialogues on best practices for AI in education and research, fostering collaboration with other institutions globally.

8. Conclusion

The integration of GenAI into teaching and research offers immense potential for innovation. Yet, responsible, transparent, and ethical application is paramount to ensure alignment with EMUNI's commitment to academic integrity and rigorous educational standards. By fostering AI literacy, supporting equitable access, and encouraging responsible usage, EMUNI aims to position its community of students and staff as leaders in an increasingly AI-enabled world.

References and Resources

1. [EMUNI AI Principles, 2024]
2. Harvard University - AI Guidance: Link, https://oue.fas.harvard.edu/ai-guidance
3. European Commission - Responsible Use of Generative AI in Research: Link, https://research-and-innovation.ec.europa.eu/document/2b6cf7e5-36ac-41cb-aab5-0d32050143dc_en
4. Resnik & Hosseini (2024) - The Ethics of Using AI in Research: Link, https://link.springer.com/article/10.1007/s43681-024-00493-8
5. EUNICoast Generative AI Guide

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