

AI Aware
Universities



AI Policy Recommendations

AI Aware Universities

About

The AI Universities Project

The AI Aware Universities project is organized by the Center for Information, Democracy, and Citizenship (CIDC) at the American University in Bulgaria and funded by People Powered. The project invites five European Universities: LCC University, Bard College Berlin, European Humanities University, BISLA, Central European University, to work together on addressing the growing influence of Artificial Intelligence on universities and education.

At AUBG, student facilitators led collaborative discussions among students, staff, and faculty regarding appropriate AI use within our university. These productive exchanges resulted in the policies presented here, reflecting the thoughtful contributions of diverse voices across the AUBG community.

The recommendations were presented to AUBG faculty and administration upon the project's conclusion.

Principle 1

Skill Development & Assessment

Assignments designed to develop specific skills that AI can replicate (such as writing, coding, or translating) must clearly indicate when independent work is required. Faculty should explicitly prohibit AI use when the assignment's purpose is to develop the very skills that AI would replace. For example, in writing courses, AI may be forbidden for drafting, editing, and revising because these processes are the core skills students need to develop.

Principle 2

Mutual Trust & Transparency

The university community operates on the foundation that student work is completed by students and faculty work is created by faculty. Both students and faculty members must disclose use of AI in their academic work. This transparency maintains trust and intellectual honesty within the academic community.

Principle 3

Clear Expectations

Faculty must provide explicit guidelines regarding acceptable and unacceptable AI use for each course and assignment. Course syllabi must clearly state AI policies, including specific permissions and prohibitions. These expectations should be communicated at the beginning of the course and reinforced when introducing assignments with specific AI-use parameters.

Course Policy Recommendations

1. All course syllabi should include clear statements regarding AI use policies.
2. Faculty must explicitly state whether AI use is permitted or prohibited (or to what degree) for each assignment.
3. When allowing AI use, faculty should provide pedagogical rationale aligned with student learning outcomes.
4. Faculty should distinguish between process-oriented assignments (where AI might be restricted completely) and end-product assignments (where AI may be used to help in editing and creating a more polished work).
5. Assignments designed to assess skills that AI can replicate should be clearly identified as requiring independent work.

Principle 4

Alignment

Use of AI in classwork should have pedagogical purpose that aligns with the student learning outcomes. AI use for mere convenience should be avoided.

Principle 5

Ethical & Pedagogically Appropriate AI-Use

Student AI Use Guidelines – examples of permitted and prohibited uses.

Permitted Uses

1. Brainstorming ideas and concepts
2. Assisting with vocabulary and word choice (like a thesaurus)
3. Expanding class notes with additional examples or explanations
4. Creating practice questions for exam preparation
5. Using as a study tutor with existing notes (e.g. anticipating exam questions while reviewing)
6. Getting started with research

Prohibited Uses*

1. Generating end-product assignments or portions thereof
2. Writing term papers, exams, or reports (including group work)
3. Completing coding or math assignments
4. Translating text in language courses
5. Recording and transcribing lectures without explicit permission
6. Direct cutting and pasting of AI-generated content
7. Presenting AI-generated answers without fact-checking

Principle 5 (continued)

Ethical & Pedagogically Appropriate AI-Use

Faculty AI Use Guidelines – examples of permitted and prohibited uses.

Permitted Uses

1. Using AI as an educational tool to teach editing, writing, and correction skills
2. Demonstrating AI capabilities and limitations as part of course content
3. Creating case studies or other content with a clear purpose (AI-generated work should be cited as such)
4. Creating lecture outlines and other teaching materials

Prohibited Uses

1. Using AI for grading student work or providing automated feedback without human review
2. Failing a student based solely on automated AI-detection programs.

Principle 6

Disclosure Requirements

The integrity of academic work depends on transparency regarding its creation. When work is presented as original, members of the university community should be able to trust that it was created by the person claiming authorship. To maintain this trust:

- Students must clearly disclose any AI assistance used in completing their academic work at the time of submission, including the extent and nature of that assistance. Style guides (APA, MLA, etc.) provide specific citation guidelines for disclosure of AI-use.
- Faculty must disclose AI use in developing course materials, providing feedback, or assisting with grading whenever students would reasonably expect such work to be solely the product of the instructor's expertise and effort.

Principle 7

Academic Integrity & Enforcement

- Undisclosed use of AI in violation of course policies constitute a breach of academic integrity.
- No academic penalty may be imposed based solely on AI detection software results. If a student is suspected of prohibited AI-use, a discussion with the student should precede any grade penalty.
- Grade appeals related to AI use allegations follow the standard university grade appeal process. “If a student believes the grade assigned is unfair, the student may file a written appeal with the Dean of Faculty” (AUBG Student Handbook 2023-2024, p. 56)

Additional Guidelines

Faculty

- Faculty are encouraged to design assignments that elicit personal reactions and responses.
- Course expectations should specify whether technical proficiency (polished writing) or authentic expression (raw writing) is being assessed. If a professor says they want less polished writing, the grading should reflect that value.
- Faculty should familiarize themselves with current AI-models. Knowing what they can do will help guide the discussion with students about appropriate and inappropriate use of these models.
- Professors may consider changing the format or administration of assignments and exams that decrease the ability for the students to use AI-models (i.e., more in-class, hand-written work)

Students

- When you have a question about whether AI-use is permitted, ask. Do not assume the level of AI-use permitted.
- Professors may have academic and pedagogical reasons for prohibiting the use of AI for course assignments that may not always be clear to students. When in doubt, ask for clarification.

AI Literacy Requirements

It is recommended that all students and faculty complete an AI Literacy course on a regular basis.

AI-literacy training may be incorporated into existing university orientation courses (e.g., AUB 1000) and introductory level courses.