

AUB Mediterraneo AI Guidelines

AUB Mediterraneo is committed to the ethical, transparent, and equitable use of generative AI¹, promoting the emergence of faculty and students as leaders in an increasingly AI-enabled world.

The rise of generative AI has the potential for a profound impact on teaching, learning, assessment, and access to education. AUB Mediterraneo wishes to ensure that generative AI tools are used for the benefit of students and faculty– 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 teaching².

These guidelines encourages a proactive, integrative, and responsible approach towards generative AI use in classes across the curriculum.

Faculty and students must adhere to ethical principles, respecting human rights, privacy, and data protection, and be mindful of sharing confidential information with AI.

Key principles and suggestions for AI Guidelines

- Complementarity: Students should develop AI literacy and understand that generative AI can be utilized as a tool “to push thinking, not skip it.” Students should learn the value of writing to learn, explore, and develop understanding. In this regard, first-year undergraduate and graduate students will enroll in an AI literacy presentation/workshop.
- Transparency: Students should cite any AI-generated content in the required format. There could be a consensus about a certain “acceptable” percentage of AI use in assignments.
- Originality and verification. Students should apply their subject matter knowledge through the lens of course content and fact-check AI-generated content as AI can misinform, generate false data, and present stereotypical and biased perspectives.
- Faculty members, across the curriculum, are encouraged to update and adapt their teaching curricula, assignments, and assessment methods to tackle challenges

¹ “Generative AI” includes any machine-based tool designed to consider user questions, prompts, and other inputs (e.g., text, images, videos) to generate a human-like output (e.g., a response to a question, a written document, software code, or a product design). Generative AI includes both standalone offerings such as ChatGPT, Bard, Stable Diffusion, and offerings that are embedded in other software, such as Github’s Copilot

² Adapted from [Russell Group principles on the use of generative AI tools in education](#)

faced with generative AI, and they are encouraged to spread AI awareness through class activities that guide students toward effective AI literacy.

- Faculty can use AI detection software for an overview of AI-generated content but must be aware that these software programs are inaccurate, unreliable, biased and cannot keep up with changes.
- Faculty cannot use AI tools to assess student work.
- Faculty cannot use AI tools (even if it is an open-source AI tool) for accreditation related activities.
- Staff members cannot use AI to process student enrollment and admissions documents.

To consistently monitor, evaluate, and document AI use, AUB Mediterraneo will create annual surveys/questionnaires for students, faculty, and staff members.

The AUB Mediterraneo AI guidelines will be revised at least once per academic year to update content based on new developments.

A list of commonly used generative AI Tools for writing, assignments, and research:

- ChatGPT
- Quillbot
- Gemini
- Notion AI
- SciSpace
- ResearchPal
- PaperPal
- Samwell