



# INTERNATIONAL EUROPEAN UNIVERSITY

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## POLICY ON THE USE OF ARTIFICIAL INTELLIGENCE (AI)

*PROJECT*

**APPROVED**

by the Academic Council  
of the International European University  
from \_\_\_\_\_ № \_\_\_\_\_

**COMES INTO FORCE**

by order of the rector  
from \_\_\_\_\_ № \_\_\_\_\_

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## 1. Preamble

Artificial Intelligence (AI) is transforming education, research, and administration worldwide. International European University (IEU) recognizes the immense potential of AI to enhance learning outcomes, foster innovation, and improve operational efficiency. At the same time, IEU is committed to ensuring that AI is used responsibly and ethically, in alignment with our core academic values and international best practices. This AI Usage Policy is grounded in leading frameworks – including the European Union’s AI Act, UNESCO’s Recommendation on the Ethics of AI, the OECD AI Principles, and policies of leading global universities – to promote trustworthy AI that upholds human dignity, transparency, fairness, and human oversight ([Recommendation on the Ethics of Artificial Intelligence | UNESCO](#)) ([OECD AI Principles Resource | Embedding Project](#)). The policy is also fully aligned with IEU’s Code of Corporate Ethics and Academic Integrity (2022), reinforcing our longstanding commitment to honesty, integrity, and ethical conduct in all university activities.

This Policy establishes a comprehensive guide for the use of AI at IEU. It applies to all members of the university community – students, faculty, researchers, and staff – and across all areas of IEU’s operations. The goals of the Policy are to support beneficial uses of AI in teaching, learning, research, and administration while mitigating risks and safeguarding academic integrity and human rights. By adhering to this Policy, IEU aims to harness AI’s benefits for academic excellence and innovation without compromising ethical standards, equity, or compliance with applicable laws and regulations. All AI activities at IEU must therefore conform to this Policy, as well as to relevant laws (including the forthcoming EU AI Act) and the principles of our university’s ethical codes.

## 2. General Provisions

- **Scope and Applicability:** This Policy governs the use of Artificial Intelligence in all IEU contexts, including educational programs, research projects, administrative services, and any other university-related activities. It applies to all IEU constituents: academic and administrative staff, faculty, enrolled students, researchers, and any collaborators or partners using AI within the university environment. The Policy covers both the development of AI (e.g. research into new AI algorithms) and the deployment or use of AI tools and systems in university operations.
- **Purpose:** The primary purpose of this Policy is to ensure that AI is integrated into IEU’s activities in a manner that is ethical, transparent, and aligned with our academic mission. It sets forth standards and procedures to guide responsible AI adoption, aiming to maximize benefits (improved learning, increased research capabilities, enhanced services) while minimizing potential harms. This Policy provides clarity on what constitutes acceptable AI use and establishes accountability for misuse.
- **Guiding Principles:** IEU’s approach to AI is guided by internationally recognized principles for trustworthy AI. These include: respect for human rights, human dignity, and autonomy; fairness and non-discrimination in AI outcomes; transparency and explainability of AI decisions; safety, security, and reliability of AI systems; and accountability for AI’s impacts ([OECD AI Principles Resource | Embedding Project](#)). AI should be a tool to augment and not replace human decision-making in education and research, preserving human oversight at all times ([Recommendation on the Ethics of Artificial Intelligence | UNESCO](#)). The University is committed to a *human-centered* and *values-driven* approach to AI, consistent with UNESCO and OECD guidance, ensuring that technology serves our community equitably and responsibly.

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- **Legal and Regulatory Compliance:** All AI use at IEU must comply with applicable laws and regulations. In particular, the University will observe the provisions of the EU AI Act, which establishes a risk-based framework for AI governance. IEU will avoid any AI practices that are deemed “*unacceptable risk*” under the EU AI Act (such as social scoring or invasive surveillance), and will meet all requirements for “high-risk” AI systems as defined by the Act ([What is the EU AI Act? A comprehensive overview](#)). (Notably, many education-related AI applications are classified as high-risk and thus subject to strict compliance measures ([What is the EU AI Act? A comprehensive overview](#))). Additionally, AI use must respect privacy and data protection laws (e.g. GDPR), intellectual property rights, and any other relevant legal standards in our jurisdiction.
- **Relationship to Other Policies:** This AI Usage Policy complements and does not supersede existing IEU policies. It shall be read in conjunction with the Code of Ethics and Academic Integrity, IT security policies, data protection policies, research ethics guidelines, and other relevant regulations of IEU. In case of overlap, the more specific or stringent provision applies. All members of IEU are still bound by the general duties of academic honesty, research integrity, and professional conduct when using AI, as articulated in other university codes. This Policy provides additional guidance specific to AI to ensure consistency and clarity in its use.
- **Authorization and Review:** This Policy is approved by the IEU Academic Council and is effective as of the date of approval. The University will establish a mechanism (see Section 7) to oversee the implementation of the Policy. The Policy will be reviewed periodically (at least annually or as needed) to ensure it remains up-to-date with rapid technological changes and evolving legal requirements. Amendments may be issued subject to appropriate approvals. All users of AI at IEU are responsible for staying informed about the current Policy and any updates.

### 3. Glossary of Definitions and Abbreviations

For the purposes of this Policy, the following key terms and abbreviations are defined:

- **Artificial Intelligence (AI):** A broad term referring to computer systems or software that can perform tasks typically requiring human intelligence. This includes capabilities such as learning from data (machine learning), reasoning and problem-solving, perceiving patterns, understanding natural language, and generating content. AI systems can range from simple automated decision-making programs to advanced machine learning models and generative AI like large language models.
- **AI System:** An algorithmic system (software, model, or a combination of software and hardware) that processes data and inputs to produce outputs such as predictions, recommendations, or decisions. The EU AI Act defines an AI system as one developed with techniques like machine learning, logic- or knowledge-based approaches, or statistical methods, which can, for a given set of objectives, generate outputs influencing the environment. In this Policy, “AI system” encompasses any tool or application utilizing AI techniques.
- **Machine Learning (ML):** A subset of AI involving algorithms and statistical models that enable computers to *learn* from data and improve their performance on tasks without being explicitly programmed for each instance. Examples include neural networks, decision trees, and reinforcement learning. ML is often the technology behind predictive analytics and pattern recognition in AI systems.
- **Generative AI:** AI systems (often based on ML models like deep neural networks) that *generate new content* in various forms – such as text, images, audio, code, or video – often resembling

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human-created content. Examples include language models (e.g. ChatGPT), image generators (e.g. DALL-E), and others that can create essays, designs, or other outputs. Generative AI can be useful for creative and educational purposes but also raises unique concerns about accuracy, originality, and attribution.

- **High-Risk AI System:** In line with the EU AI Act, this refers to an AI application that poses a significant risk to health, safety, or fundamental rights of individuals, thus requiring stringent oversight and compliance. Under Annex III of the EU AI Act, certain AI uses in education (such as systems that may determine access to education or evaluate students) and in employment, law enforcement, etc., are classified as high-risk ([What is the EU AI Act? A comprehensive overview](#)). High-risk AI systems must meet strict requirements (e.g. risk management, transparency, human oversight) before and during deployment. IEU will treat any AI use that can seriously impact individuals’ academic or employment opportunities, well-being, or rights as a high-risk system under this Policy.
- **Unacceptable AI Practice:** An AI use-case that is prohibited due to unacceptable risk – these include AI systems that contravene fundamental rights, safety, or ethical values. Examples (as per EU AI Act prohibitions) are AI for social scoring of individuals, exploitation of vulnerable populations through subliminal manipulation, or mass surveillance violating privacy ([What is the EU AI Act? A comprehensive overview](#)). IEU categorically bans any use of AI that falls into such unacceptable practices, in line with legal prohibitions and ethical standards.
- **Academic Integrity:** As defined in IEU’s Code of Academic Integrity, it refers to the ethical standards and honesty expected in academic work, including avoidance of plagiarism, cheating, fabrication, or other misconduct. In the context of AI, academic integrity means that any use of AI in coursework or research must be properly authorized and attributed, and must not misrepresent one’s own work or learning. Using AI to produce work that one then passes off as original (without disclosure) is a violation of academic integrity, equivalent to plagiarism or unauthorized assistance ([Examples of possible academic integrity policies that address student use of generative AI tools - Eberly Center - Carnegie Mellon University](#)).
- **Human Oversight:** Active involvement of human judgment in the use and decision-making of AI systems. Human oversight can include review, intervention, or the ability to override AI outputs. This Policy stresses human oversight to ensure AI remains a tool under human control and does not operate autonomously in critical decisions without accountability. For example, a faculty member reviewing AI-generated grading or a staff member being able to modify an AI-based decision are forms of human oversight, reflecting the principle that AI should augment rather than replace human decision-making ([St. John's University AI Policies and Guidelines for Academic and Administrative Use](#)).
- **IEU:** International European University, including all its institutes, departments, faculties, administrative offices, and associated campuses or online platforms. The term “University” or “the University” in this Policy refers to IEU.

*(Other technical terms or abbreviations used in this Policy (such as “UNESCO”, “OECD”, “GDPR”, etc.) are meant as commonly understood in context: e.g., UNESCO – United Nations Educational, Scientific and Cultural Organization; OECD – Organisation for Economic Co-operation and Development; GDPR – General Data Protection Regulation of the EU.)*

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## 4. Prospects for the Application of AI at the University

IEU envisions leveraging Artificial Intelligence as a positive force to advance our educational mission and institutional effectiveness. The University is actively exploring and investing in AI applications that can improve teaching, learning, research, and administrative processes. This section outlines the key prospects and areas where AI can be beneficially applied at IEU:

- Enhancing Teaching and Learning:** AI offers novel opportunities to enrich the educational experience. For instance, intelligent tutoring systems and adaptive learning platforms can provide personalized feedback and support to students, catering to individual learning paces and styles. AI-driven educational software might help identify when a student is struggling with a concept and suggest targeted resources or exercises for improvement. Virtual assistants or chatbots can answer students' frequently asked questions about course material or university services at any time. Moreover, generative AI tools can assist in creating engaging learning content (such as quizzes, simulations, or multimedia explanations), potentially freeing instructors to spend more time on interactive teaching. These innovations, if used thoughtfully, could help address some of the challenges in education and improve student success ([Artificial intelligence in education | UNESCO](#)).
- Empowering Research and Innovation:** In the research domain, AI can accelerate discovery and innovation at IEU. Machine learning algorithms can analyze large datasets far faster than manual methods, uncovering patterns or insights in fields ranging from biomedical science to economics. AI-driven simulation and modeling can enable researchers to explore complex scenarios or test hypotheses (for example, simulating climate patterns or molecular interactions) efficiently. Natural language processing tools can assist in literature reviews by quickly summarizing vast bodies of publications, helping scholars stay abreast of developments. Furthermore, IEU encourages interdisciplinary AI research – both in developing new AI methods and in applying AI to traditional disciplines – as a means to expand knowledge frontiers. The University sees prospects for collaborative projects where AI expertise is combined with domain expertise (such as AI in healthcare, AI in law, etc.), positioning IEU at the cutting edge of research innovation.
- Improving Administrative Services:** AI has significant potential to streamline administrative and campus services, thereby improving efficiency and the student/staff experience. IEU can deploy AI solutions for tasks like automating routine administrative workflows (e.g. processing admissions documents, scheduling classes, managing facilities maintenance) to reduce turnaround time and human error. Chatbot assistants may be used in administrative offices (such as the Registrar or Student Services) to provide instant answers to common inquiries about enrollment, financial aid, campus information, etc. Predictive analytics might help the University in decision-making; for example, analyzing student performance data to identify those who might need academic support, or forecasting enrollment trends for better resource planning. In the library, AI-powered search and recommendation systems could help users find relevant academic resources more effectively. By integrating AI into these operations, IEU aims to enhance responsiveness, personalization, and effective resource use in its management practices.
- Inclusive and Accessible Education:** A key prospect of AI at IEU is using technology to make education more inclusive and accessible. AI tools (like speech-to-text transcription, real-time translation, or text-to-speech readers) can assist students with disabilities by providing accommodations such as captioned lectures or audio materials. Language translation AI can help bridge language barriers for international students, offering translations of course content or

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enabling multilingual support in tutoring systems. Moreover, AI can help personalize learning for students from diverse backgrounds, ensuring that educational content is relevant and accessible to each learner. In line with UNESCO’s guidance, IEU is committed to harnessing AI in ways that promote equity and inclusion, and do not widen digital or social divides ([Artificial intelligence in education | UNESCO](#)). The promise of AI for IEU is an “AI for all” approach where every student and staff member can benefit from the technology, not just a few.

**Future Opportunities and Collaboration:** IEU will remain adaptive and forward-looking in identifying new AI opportunities. The University plans to collaborate with industry partners, other academic institutions, and international organizations in AI initiatives. Participation in global consortia or research projects on AI ethics, educational technology, or AI governance will be sought to keep IEU at the forefront of best practices. The University is also considering establishing dedicated AI labs or innovation centers to pilot new AI applications in a controlled, research-driven manner. Through continuous learning and collaboration, IEU will update its AI strategies to take advantage of emerging tools (such as advancements in generative AI, robotics in education, or learning analytics) always with a critical eye on aligning with our educational values. In sum, IEU embraces the potential of AI to drive positive change in the university’s core functions, while maintaining vigilant oversight to ensure these prospects unfold in an ethical, human-centric way ([Artificial intelligence in education | UNESCO](#)). Following the results of the European Commission's competitive selection, the International European University has joined the EUonAIR Alliance of European Universities as an associate partner. EUonAIR (European University on AI in Curricula, Smart UniverCity, and (Return) Mobility) is an alliance of ten European universities that aims to transform higher education through the responsible and collaborative use of artificial intelligence (AI). One of the key areas of activity is: AI-enabled mobility - a comprehensive approach to academic mobility (before, during and after participation).

*(While exploring these prospects, IEU acknowledges that with opportunity comes responsibility. The University is aware that rapid technological development brings risks and challenges that can outpace policy – hence the need for this comprehensive Policy to guide AI integration ([Artificial intelligence in education | UNESCO](#)). The following sections detail the specific policies governing AI use in various areas of IEU’s activities.)*

## **5. Artificial Intelligence in the Educational Activity of IEU**

AI will be utilized in IEU’s teaching and learning processes to enrich education while upholding pedagogy and academic integrity. This section provides policy guidelines on how AI may – and may not – be used in the educational activities of IEU:

- **Augmenting, Not Replacing, Educators:** AI tools may be adopted to assist instructors in their teaching duties (for example, for generating supplementary exercises, providing automated feedback on quizzes, or analyzing learning analytics data). However, AI must not replace the *professional judgment of human educators*. Key academic decisions – such as grading final projects, evaluating student understanding, or developing curriculum – must remain under human control. Faculty should use AI in a way that supports and enhances interactive teaching, not as an automatic substitute for teacher engagement. This principle echoes global best practices: for instance, St. John’s University’s guidelines state that AI should “*not replace human decision making*” in teaching and assessment ([St. John's University AI Policies and Guidelines for Academic and Administrative Use](#)). IEU similarly requires that instructors

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maintain oversight over any AI-derived outputs used in the classroom and are ultimately accountable for the educational content and assessments provided to students.

- **Faculty Guidelines for Classroom AI Use:** Instructors who choose to incorporate AI in their courses must do so transparently and responsibly. Faculty shall clearly communicate to students the extent and manner in which AI tools may be used in the course. This includes syllabus statements or guidelines on whether students are permitted to use generative AI for assignments, and if so, to what extent (for example, drafting versus proofreading) and under what conditions (such as requiring citation of AI assistance). Instructors should model ethical AI use by disclosing any AI-generated content they incorporate into teaching materials and verifying its accuracy and quality before use ([St. John's University AI Policies and Guidelines for Academic and Administrative Use](#)). When using AI-powered educational platforms or grading assistants, instructors must review and validate the results – e.g., checking automated grading for fairness and correctness – particularly for high-stakes assessments. Faculty are also encouraged to highlight to students the learning purpose of assignments, emphasizing that the goal is skill development; thus, unauthorized AI use would defeat the purpose. Overall, faculty should set the tone that AI is a tool under the teacher’s guidance, integrated in a pedagogically sound manner.
- **Student Use of AI in Coursework:** Students are expected to complete their assignments using their own knowledge and skills, unless an instructor explicitly allows assistance from AI tools. Using AI to generate essays, solve problems, write code, or produce any work without permission and proper attribution is prohibited and will be treated as academic misconduct (see Section 11). By default, coursework must be the student’s original work; if an instructor permits AI assistance (for instance, allowing a grammar-checking AI or asking students to experiment with a generative AI in a draft), the student must adhere strictly to the given boundaries. Any allowed use of AI must be disclosed clearly in the submitted work. For example, a student might write a statement in the assignment noting, “Portions of this essay’s draft were generated with ChatGPT and then revised by the author,” and include the prompt and a copy of the AI-generated text in an appendix if required ([Examples of possible academic integrity policies that address student use of generative AI tools - Eberly Center - Carnegie Mellon University](#)). Failure to disclose AI involvement when it was used, or using AI when it has been forbidden, constitutes a violation of IEU’s academic integrity rules. Students should also understand that even if AI is permitted, *they are responsible for the content of their work*. Simply put, AI is never an excuse for poor quality or incorrect work – any factual errors, biases, or plagiarized passages produced by an AI and included in a student’s submission will be treated as the student’s own error.
- **Academic Integrity and Plagiarism Prevention:** IEU emphasizes that the use of AI must not undermine academic integrity. Submitting AI-generated content as if it were one’s own original work is plagiarism. All members of the IEU academic community should avoid “contract cheating” via AI (i.e., having AI do work on one’s behalf that one then presents as personal work). Instructors are empowered to investigate and address suspected AI-enabled cheating just as they would other forms of cheating. This may involve the use of AI-detection tools, requiring oral defenses or additional questions to verify a student’s understanding, or other academic integrity procedures. The same penalties that apply to plagiarism or cheating (such as failing an assignment or course, or disciplinary action) will apply to misconduct involving AI. As one example of global practice, St. John’s University explicitly states that “*AI-enabled cheating on assignments and assessments will be subject to the same rules and consequences*” as any Academic Honor Code violation ([St. John's University AI Policies and Guidelines for Academic and Administrative Use](#)). IEU likewise will enforce its Academic Integrity Code in all cases of AI misuse. On the flip side, if students *appropriately use and credit* AI as part of learning

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(permitted by the instructor), it will not be penalized; the key is transparency and honesty about AI's role.

- Permissible Uses and Innovation in Learning:** IEU encourages innovative and beneficial uses of AI that can improve learning outcomes, as long as they align with this Policy. For instance, students may use AI-based language learning apps to practice a new language, or use AI tools to check their programming code for errors, or get study support (like quiz generation for self-testing). These uses are generally acceptable so long as they supplement the student's own effort and do not violate any course rules. Faculty are encouraged to design assignments in ways that incorporate AI appropriately – e.g., assignments that have students critically evaluate AI outputs, compare their own solutions with an AI's solution, or learn about AI ethics – thereby turning AI into an object of learning itself. By integrating AI literacy into the curriculum, IEU aims to prepare students for a future where AI is ubiquitous. However, any integration must be done thoughtfully to maintain academic rigor. The University will provide resources (workshops, guides) for both faculty and students on how to use AI tools in academically constructive ways (see Section 10 on training). At all times, AI should be used to enhance learning, not shortcut it. Any educational use of AI that threatens to replace the fundamental learning process or gives undue advantage undermines the educational mission and is disallowed.
- Equity and Access in AI for Education:** When deploying AI in teaching, IEU is mindful of equity. If an instructor uses or allows a particular AI tool, the University (or instructor) should strive to ensure all students have access to it (e.g., not a paid tool accessible only to some). No student should be disadvantaged due to lack of access or familiarity with an AI resource. Similarly, AI tools used should be accessible to students with disabilities (or suitable alternatives provided), in line with our commitment to inclusive education. The University will monitor the impact of AI on different student groups to ensure no biases or disparities are introduced. For example, an AI tutoring system should be evaluated to be sure it works well for students of various backgrounds and does not contain cultural or gender bias in its feedback. AI should promote educational equity, not inadvertently create new gaps ([St. John's University AI Policies and Guidelines for Academic and Administrative Use](#)). If any AI application is found to negatively impact fairness or access, IEU will take corrective action, which may include adjusting or discontinuing its use.
- Protection of Privacy in Learning Analytics:** Some AI in education involves collecting and analyzing student data (e.g. learning management systems that track progress or adaptive learning software adjusting to student performance). IEU will ensure that student privacy rights are respected in all such cases. Personal data used by AI systems must be minimized and secured in accordance with data protection policy. Students should be informed about what learning data is collected and how it is used by AI (transparency). Any use of AI to monitor student activities (such as proctoring tools or analytics identifying disengaged students) must be carefully governed and only implemented with appropriate justification, transparency, and with human oversight of any actions taken based on AI outputs. The University will avoid intrusive AI-driven monitoring that infringes on privacy or autonomy. In sum, AI in IEU's educational activity should abide by the maxim of doing no harm, preserving trust between students and educators.

*(By adhering to these guidelines, IEU seeks to embrace AI as a powerful educational ally – one that can innovate teaching and learning while preserving the integrity, fairness, and human touch that define a quality education.)*

## 6. Artificial Intelligence in the Scientific Activity of IEU

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IEU’s researchers and scholars are encouraged to leverage AI in scientific inquiry and innovation, with a commitment to research integrity, ethics, and excellence. This section delineates policy for the use of AI in research and scientific activities at the university:

- Enabling Research Through AI:** Researchers at IEU may employ AI techniques (such as machine learning, data mining, natural language processing, simulation, and modeling tools) to advance their studies. The University recognizes that AI can significantly enhance research capabilities – from analyzing complex data sets and discovering patterns, to accelerating computations and enabling new methodologies. IEU supports the integration of AI into research projects as appropriate, and will provide infrastructure and resources (e.g. high-performance computing, specialized AI software, training in AI methods) to facilitate this. The prospect of AI-assisted research opens opportunities for IEU scholars to make novel discoveries and remain competitive globally in their fields. Faculty are also encouraged to pursue research *about* AI (e.g. AI ethics, AI technology development, interdisciplinary studies on AI’s impact on society), contributing to the global discourse on AI. All such endeavors, however, must be pursued with a strong ethical foundation and respect for academic standards, as detailed below.
- Research Ethics and Compliance:** The use of AI in research must adhere to the highest standards of research ethics and compliance with applicable regulations. Any research involving AI that processes personal data or human subject data must comply with data protection laws and, if human subjects are involved, obtain approval from the relevant ethics review board (IRB or equivalent). Researchers must be transparent about how AI is used in their methodology, ensuring that results are credible and reproducible. If an AI algorithm is used to generate research data or perform analysis, the methodology section of publications should clearly describe this and any parameters or training data involved, to allow peer scrutiny. Particular care should be taken to avoid biases in AI-driven research: for example, if training data for an AI model has inherent biases, researchers should acknowledge and try to mitigate this, so that conclusions aren’t skewed. In fields like medicine or social science, where AI recommendations could directly affect human well-being, researchers must prioritize a “do no harm” approach, validating AI results with human expertise and caution. All research uses of AI at IEU should align with the principles of responsible research and innovation – ensuring scientific rigor, ethical acceptability, and societal benefit.
- Integrity of Research Outputs:** When AI tools are used to generate or assist in creating research outputs (papers, articles, reports, datasets, images, etc.), researchers remain fully responsible for the integrity and quality of those outputs. AI is a tool, not an author. As a matter of policy, AI (such as a text generator) *cannot be listed as an author or co-author* on any scholarly publication or academic work produced at IEU. Authorship implies the ability to take responsibility for the work – since an AI cannot be accountable for the content, it does not qualify as an author ([St. John's University AI Policies and Guidelines for Academic and Administrative Use](#)). Researchers using AI to help write manuscripts or theses should treat the AI like a supporting tool (similar to a grammar checker or data analyzer) and must carefully review, edit, and verify all AI-contributed text or results. Any portion of a research publication (text, figures, etc.) that was AI-generated should be explicitly disclosed in a footnote or acknowledgments section as appropriate, in line with emerging academic norms. For example, a researcher might note that “ChatGPT was used to assist with drafting the background section, which was then extensively edited by the authors.” Many academic journals and conferences now require disclosure of AI assistance, and IEU expects its researchers to follow such guidelines to maintain transparency. Under no circumstances should AI be used to fabricate data, references, or experimental results – doing so is scientific fraud and will be treated as such.

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- Accuracy and Verification:** Researchers must independently verify the accuracy of any content or analysis that AI tools provide. AI-generated content may contain errors (“hallucinations” in the case of generative AI) or inaccuracies. For instance, if a scholar uses an AI system to summarize literature or translate a text, they must cross-check the summary or translation for correctness. If a machine learning model produces analytical results (such as classifying images or predicting outcomes), the researcher should validate those results through established scientific methods or experiments. Trust in research findings is paramount; thus, reliance on AI output without validation can undermine research integrity. The policy requires that any AI-derived result influencing a conclusion must be corroborated by the researcher’s expert analysis or additional evidence. In grant proposals or project reports, if AI was used to generate any content or preliminary result, that usage should be mentioned and the team should remain accountable for its validity. Essentially, the use of AI does not reduce a researcher’s responsibility for their work – if anything, it requires heightened diligence to ensure no flaws or falsehoods introduced by the AI go unnoticed.
- AI in Data Analysis and Experimentation:** When integrating AI into experimental design or data analysis, researchers should ensure robustness and reproducibility. This involves keeping detailed documentation of AI models or algorithms used (version, parameters, training data sets, etc.), so that others could replicate the AI’s part of the work if needed. It is recommended to use open-source or well-documented AI tools when possible, or to publish the code and model parameters if a custom AI is developed, to contribute to open science. Researchers should also perform bias and error analysis on AI models – for example, checking if a predictive model has different error rates for different demographic groups, which could signal bias. If biases are found, they should be reported and mitigated. In fields where AI is used for sensitive tasks (like diagnosing diseases or informing policy), a thorough risk assessment should be done as part of the research design, considering what could go wrong with the AI’s predictions and how to safeguard against it. Human oversight is again important: automated research processes should have human checkpoints, especially if an AI suggests a surprising or consequential action (e.g., an AI chemical discovery tool suggesting a certain experiment – a scientist should evaluate the suggestion’s merit and safety before execution).
- Collaboration and Expertise Sharing:** The University encourages collaboration between AI specialists and domain researchers for best results. If a research team lacks AI expertise, they are urged to consult with IEU’s AI experts or data science center to properly implement AI methods. This can ensure that the AI is used correctly and ethically. IEU may establish an internal advisory group or support service for “AI in research” to help teams with issues like algorithm selection, data management, and interpretation of AI results. By sharing knowledge and best practices internally, IEU’s academic community can elevate the overall quality of AI-facilitated research. Researchers are also encouraged to engage in discussions on AI ethics related to their field – for example, a social scientist pondering AI’s implications on privacy, or a legal scholar examining AI’s impact on law – contributing to scholarship on responsible AI use.
- Use of AI in Peer Review and Evaluation:** As a matter of ethical practice, AI should not be the agent of evaluation in scholarly peer review processes or thesis examinations. Academic judgment must remain human. Reviewers for journals or conference papers at IEU should not delegate the task of reading and assessing a manuscript to an AI. Similarly, faculty evaluating student research work (like dissertations) should personally engage with the work rather than rely on AI summaries or scoring. The confidentiality of unpublished research and the nuanced understanding required in evaluation make human involvement critical. An AI might assist a reviewer in checking for plagiarism or summarizing a long paper, but the final evaluation must be by the reviewer. The University upholds that while AI can provide supporting information,

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*the essence of academic peer review and grading is a human intellectual responsibility that cannot be outsourced to machines without compromising academic integrity.*

- **Intellectual Property in AI Outputs:** In research contexts, questions may arise about who owns AI-generated results or creations. IEU will treat AI outputs as part of the research products owned by the University or creators per existing IP policies, with the understanding that the human researchers who use the AI are the creative agents behind them. If a researcher uses AI to create, say, an artwork or a piece of code in a project, the default assumption is that the output is a derivative of the researcher’s inputs and direction, and thus the researcher/IEU holds the intellectual property (just as if a software tool was used). However, researchers should be aware of and respect any third-party AI tool’s terms of service regarding output ownership or usage rights. If an AI platform claims ownership or restriction over generated content, that could conflict with academic openness, so researchers should ideally use tools that do not impose such restrictions or have a clear license for generated content. The University will develop additional guidelines or seek legal advice on complex IP scenarios involving AI, but the guiding principle is to ensure that the fruits of AI-assisted research can be shared and utilized consistent with academic collaboration and innovation.

*(In summary, AI is a powerful new aid in IEU’s scientific endeavors, but its use must be coupled with rigorous ethical standards. IEU researchers must use AI in ways that uphold the credibility of research, the safety and rights of subjects, and the honor of academic scholarship, in line with both university policy and international principles for ethical AI in science.)*

## **7. Management System for the Use of Artificial Intelligence**

To effectively oversee AI adoption and ensure compliance with this Policy, IEU will establish a structured management and governance system for AI usage. This system will embed AI oversight into the University’s quality management processes and create clear responsibilities for implementation. The key components of IEU’s AI management system are:

- **AI Governance Committee:** IEU will constitute an AI Governance Committee (or assign an existing committee) responsible for oversight of AI use across the University. This multidisciplinary committee will include representatives from academic departments, IT services, legal/compliance office, the data protection officer, and others relevant. The committee’s mandate will be to develop and update AI-related guidelines, evaluate proposals for new AI deployments, monitor compliance with this Policy and external regulations, and advise university leadership on AI strategy. The committee shall stay informed about changes in the regulatory landscape (e.g., EU AI Act implementations) and emerging ethical concerns, ensuring IEU’s policies remain current. It may also function as the review board for any high-risk AI projects (similar to an ethics committee for AI). Major decisions or exceptions regarding AI use at IEU must be reviewed by this committee.
- **Risk Assessment and Classification:** All significant AI systems or applications proposed for use at IEU will undergo a risk assessment as part of the approval process. In line with the EU AI Act’s risk-based approach ([What is the EU AI Act? A comprehensive overview](#)), the committee (or delegated experts) will classify each AI application into an appropriate risk category:
  - *Minimal or Low Risk:* Applications that have negligible impact on individuals or operations (e.g., AI for organizing library collections) may be green-lit with minimal oversight.

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- *Limited Risk:* AI tools that interact with users but with low stakes (e.g., a campus information chatbot) may be allowed with certain transparency measures (like informing users they are interacting with AI ([What is the EU AI Act? A comprehensive overview](#))).
- *High Risk:* AI systems that impact important decisions or rights (e.g., an AI used in student admissions decisions, or an automated system flagging academic misconduct) will be treated as high-risk. Such systems must meet strict criteria and ongoing monitoring as described below and may require formal approval by the governance committee before deployment.
- *Prohibited (Unacceptable) Risk:* Any AI use case that falls under disallowed practices (as defined by law or this Policy, e.g. AI that would profile individuals in a harmful way) will be rejected outright.

This classification ensures that higher-risk AI uses receive proportionately intense scrutiny and control ([EU AI Act: What it means for universities](#)). The classification decision and rationale will be documented for accountability.

- **Risk Management and Mitigation:** For each approved AI system, especially those classified as high-risk, IEU will implement a risk management system throughout its lifecycle ([EU AI Act: What it means for universities](#)). This involves:
  - Identifying potential risks (ethical, legal, technical) associated with the AI.
  - Implementing measures to mitigate those risks (e.g., bias audits, accuracy testing, security safeguards).
  - Regular monitoring and testing of the AI’s performance, including checking for drift in accuracy or new biases over time.
  - Designating responsible personnel (“AI system owner”) for maintaining the system and responding to any incidents or malfunctions.
  - Keeping logs or records of the AI system’s operations (automated record-keeping) to enable auditing and to trace decisions if issues arise ([EU AI Act: What it means for universities](#)).
  - Ensuring there is a process for human review of the AI’s outputs – i.e., effective human oversight mechanisms are in place so that a human can intervene or override if the AI behaves unexpectedly ([EU AI Act: What it means for universities](#)).
  - Establishing fallback plans in case the AI system fails (for example, if an AI grading system goes down, having humans ready to grade or an alternative method).

These risk management practices align with the obligations identified for high-risk AI system providers under the EU AI Act ([EU AI Act: What it means for universities](#)) ([EU AI Act: What it means for universities](#)). By formalizing them at IEU, we aim to preemptively address issues and ensure AI systems remain under control, reliable, and safe throughout their use.

- **Data Governance and Quality:** Any AI deployed at IEU must adhere to strict data governance standards. The data used to train or operate AI (especially high-risk AI) should be relevant, high-quality, and as free of errors or biases as possible ([EU AI Act: What it means for universities](#)). Prior to deploying an AI, the responsible team must vet the training and testing data for representativeness (e.g., if it’s an AI assisting in admissions, the data should not be biased against any group). Personal data used in AI must follow IEU’s data protection policy and GDPR – meaning use only what is necessary, obtain consent if required, anonymize where feasible, and ensure security in storage and processing. The AI Governance Committee may issue additional

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data handling guidelines, for example requiring bias testing on datasets or approval from the Data Protection Officer for certain data uses. Documentation of data sources and characteristics should be maintained (per the EU Act’s technical documentation requirements ([EU AI Act: What it means for universities](#))). In sum, **sound data governance** will underpin trustworthy AI use, preventing garbage-in/garbage-out and protecting individual privacy.

- **Technical Standards and Procurement:** When acquiring or developing AI systems, IEU will follow a standardized procurement and testing protocol. Any third-party AI software or service should be vetted for compliance with this Policy and legal standards. Vendors may be asked to provide information on how their AI meets requirements for transparency, non-discrimination, security, etc. The IT department, in coordination with the AI Governance Committee, will maintain a list of approved AI tools for various purposes (teaching, administrative, etc.). Faculty or departments wishing to use an AI tool not yet approved will need to submit a request with justification and undergo the risk assessment process. Internally developed AI projects must likewise undergo review before full deployment on campus. Additionally, IEU will strive to use AI systems that allow explainability – meaning the system’s functioning can be understood and explained in general terms to users or oversight bodies. Black-box AI without any insight into how it reaches decisions will be discouraged for high-stakes uses. Security testing is also mandated: before an AI system goes live, it should be tested for cybersecurity vulnerabilities to avoid breaches or manipulations (for instance, ensuring that an AI cannot be easily tricked or that it doesn’t expose sensitive data).
- **Quality Management and Continuous Improvement:** Consistent with IEU’s ISO 9001:2015-aligned quality management system, the University will integrate AI oversight into its continuous improvement cycles. This means regularly evaluating whether AI implementations are meeting their intended goals and adhering to this Policy. The AI Governance Committee (or designated quality unit) will conduct periodic audits of AI systems in use. These audits could include reviewing decision outputs for fairness, reviewing logs for any anomalies, checking that documentation is up-to-date, and confirming that required training for users/operators of the AI has been done. Feedback from students, staff, or faculty interacting with AI systems will be collected to identify any unforeseen issues. If an audit or feedback indicates problems (e.g., an advising chatbot giving inappropriate answers, or an AI tool that faculty find unusable), the University will take corrective action – which might involve retraining the AI, improving guidelines, or in some cases pulling the AI from service until fixed. The findings from these reviews will be reported to senior leadership and used to refine policy or practice. By embedding AI governance in our quality assurance, IEU ensures a living management system where AI use is continually monitored, evaluated, and improved.
- **Training of Personnel:** A crucial part of managing AI is ensuring that all individuals involved understand their responsibilities and the proper use of these systems. IEU will provide specialized training for those who develop, implement, or oversee AI systems (for example, IT staff managing an AI platform, or faculty using an AI tool extensively in their course). This training will cover the ethical and legal obligations, technical operation, and incident response procedures related to AI. The University may certify certain staff or faculty as “AI stewards” who can guide others in using AI appropriately. (General awareness training for all members is covered in Section 10.) No high-risk AI system should be operated by an untrained person; part of the approval to deploy an AI will include confirming that the relevant personnel have been trained.
- **Incident Response and Accountability:** In the event that an AI system at IEU malfunctions, produces a harmful or biased outcome, or is suspected to be involved in a violation of this Policy, the University will respond promptly. The AI Governance Committee or a designated officer

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(e.g., an AI Compliance Officer) should be notified of any such incidents. IEU will maintain an incident handling procedure specifically for AI-related issues. This may include steps like: immediately pausing the AI system if harm is ongoing; investigating the cause (whether technical error, data issue, misuse, etc.); informing affected parties if appropriate (for instance, if an admissions algorithm error affected someone’s application, they should be notified); and rectifying the situation (correcting any decisions made in error, fixing bugs, retraining models, or enhancing oversight to prevent recurrence). Accountability will be determined by investigating whether there was negligence or policy violation in the use of the AI. If a user did not follow protocol leading to an incident, that user may face disciplinary action as per Section 9. Conversely, if the incident was purely technical, the focus will be on technical fixes rather than blame. Lessons learned from incidents will be documented and fed back into risk management (e.g., updating guidelines or adding new checks in the system). The University’s approach is to be proactive and transparent in addressing AI issues, to maintain trust within the community and with external stakeholders.

- **Coordination with External Requirements:** The management system will also ensure that IEU’s AI use is coordinated with external accountability mechanisms. For example, if national or European authorities require registration or conformity assessment of certain high-risk AI systems, IEU will comply (such as by registering an AI system in a national database if mandated, or undergoing external audits if required by law). IEU will prepare for the EU AI Act’s implementation by potentially conducting self-assessments or obtaining certifications for its AI systems that fall under regulated categories. The University will also respond to any legal orders or guidelines regarding AI (e.g., if a government issues new rules for AI in higher education). The AI Governance Committee will keep track of such developments and ensure IEU’s practices are in line with them. In summary, IEU’s internal governance will be harmonized with the broader regulatory environment for AI to ensure full compliance and leadership in meeting emerging standards.

*(Through this robust management system, IEU commits to responsible stewardship of AI – making sure that as we integrate AI into our university life, it is done with careful oversight, clear accountability, and a continuous commitment to ethical and effective use.)*

## **8. Risks and Warnings in the Use of Artificial Intelligence in University Activities**

While AI offers many benefits, IEU is cognizant of the various risks and challenges associated with its use. All members of the university community should be aware of these risks and exercise caution. This section highlights the key risks and provides warnings to guide safe use of AI in all university activities:

- **Bias and Discrimination:** AI systems can inadvertently perpetuate or even amplify biases present in their training data. This poses a risk of unfair or discriminatory outcomes. For example, an AI used in recruitment or admissions might favor or disfavor candidates of a certain gender, ethnicity, or background if the data or algorithms are not carefully checked. This is unacceptable as it conflicts with IEU’s commitment to fairness and equality. Users of AI must be vigilant for biased outputs – e.g., a language model that uses discriminatory language or an AI grading system that consistently scores a particular group lower – and address them immediately. The University warns that *bias in AI is a well-documented risk* and must be proactively mitigated through diverse training data, bias testing, and oversight. In line with UNESCO and OECD

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principles, ensuring non-discrimination and equity in AI outcomes is paramount ([OECD AI Principles Resource | Embedding Project](#)). If any community member suspects an AI tool is producing biased results, they should report it to the AI Governance Committee or relevant authority at once. Unchecked AI bias could lead to violations of individuals’ rights and the University’s values, and thus is treated very seriously.

- **Inaccuracy and Misinformation:** Not all information produced by AI is reliable. Generative AI models, in particular, can produce factually incorrect or misleading content with a confident tone (sometimes called “hallucinations”). There is a risk of spreading misinformation if AI outputs are taken at face value. For instance, an AI might generate a fake citation in an academic paper or an incorrect explanation of a concept. IEU cautions that *AI outputs must be verified* by human users. Students and staff should double-check facts or calculations from AI, just as one would critically evaluate any source. Over-reliance on AI without verification could result in academic errors, poor decisions, or embarrassment. Always use AI as an aid, not an authoritative source, unless it is a very well-validated system for that specific task. This risk also means one should avoid using AI to generate content in high-stakes situations (like public communications or final research conclusions) without thorough human review. Emphasizing the principle of human oversight, users should treat AI suggestions as *proposals* to be vetted, not final truths ([Recommendation on the Ethics of Artificial Intelligence | UNESCO](#)).
- **Privacy and Data Security:** Many AI applications require large amounts of data, some of which may be personal or sensitive. If not handled properly, AI use can lead to privacy infringements or data breaches. For example, inputting student personal information into an AI cloud service could violate privacy laws if done without safeguards. There is also risk if AI systems are not secure – they could be hacked, exposing data. IEU warns all users to comply with data protection rules when using AI. Do not feed confidential or sensitive data (personal details, health information, unpublished research data, etc.) into AI tools, especially those provided by third parties, unless you are sure it is authorized and secure. Even when using internal AI systems, only the minimum data necessary should be used (data minimization). The University will enforce GDPR compliance in all AI data processing. Additionally, AI developers at IEU must ensure strong cybersecurity around AI systems, including encryption, access controls, and regular security testing. If a data breach or leak is suspected in relation to an AI system, it must be reported immediately following IEU’s incident response protocols. Remember that protecting individuals’ privacy is a legal and ethical obligation – AI use does not exempt anyone from that duty.
- **Over-reliance and De-skilling:** AI can be so convenient and capable that users might become over-reliant on it, potentially undermining their own skills development or judgment. In an academic context, students may be tempted to let an AI do their work, which can hamper their learning and critical thinking abilities. Faculty or staff might rely on AI outputs without applying their expertise, leading to a decline in vigilance or even atrophy of certain professional skills over time. IEU warns that AI should not become a crutch that replaces learning or decision-making. *Users must remain actively engaged* – for instance, a student should still learn how to write an essay themselves, even if an AI can help outline it; an instructor should still be able to grade qualitatively and not just accept whatever score an AI might suggest. Over-reliance also increases risk if the AI fails; if people have lost practice in doing tasks manually, a sudden AI outage could cause disruption. Thus, IEU encourages maintaining a healthy balance: use AI to enhance productivity and insight, but continue to cultivate human skills and double-check AI decisions. We are an educational institution dedicated to human intellectual growth, and AI should serve that, not hinder it.

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- Ethical and Legal Misuse:** AI’s capabilities can be misused in ways that pose ethical or legal risks. Examples include generating deepfakes (synthetic media that impersonates real people), creating misleading academic work (plagiarism or fabrication), or using AI surveillance beyond acceptable limits. Such misuse can harm individuals and the institution – e.g., a deepfake could damage someone’s reputation or an AI surveillance tool might violate laws and trust. IEU explicitly prohibits using its resources to develop or disseminate malicious AI applications. Students and staff should refrain from any AI use that could be construed as harassment, deception, academic dishonesty, or rights infringement. Additionally, certain uses of AI might be illegal (such as breaking copyright with AI by reproducing protected works, or violating export controls with some AI tech). Users are responsible for ensuring their AI-related activities stay within legal bounds. The University highlights that *any AI system falling under “unacceptable risk” (per Section 3 definition) is forbidden* – for instance, social scoring of students or staff (i.e., attempting to rank individuals’ trustworthiness using AI across contexts) is not allowed ([What is the EU AI Act? A comprehensive overview](#)). Likewise, any form of AI that engages in surveillance must be carefully vetted; blanket monitoring of classrooms with AI face recognition, for example, would raise serious ethical issues and likely breach privacy laws, hence it’s disallowed. Always consider the ethical implications: just because AI can do something doesn’t mean it should be done.
- Transparency and Explainability Issues:** Some AI models, especially complex machine learning systems like deep neural networks, operate as “black boxes” that even experts find hard to interpret. This lack of explainability can be a risk in itself, as it may be unclear how or why an AI reached a decision. In an educational or administrative setting, not being able to explain an AI’s reasoning can undermine trust and accountability – e.g., if a student is denied admission by an AI system, the University must be able to explain the legitimate reasons behind that decision, or else face rightful criticism. IEU therefore warns that deploying AI without sufficient transparency is risky. Users should favor AI tools that can provide understandable outputs or reasons. When an AI is inherently complex, those using it should at least be able to explain what factors the AI considers, even if not the exact algorithmic path. The University will strive to ensure any automated decisions that significantly affect individuals are transparent and contestable – meaning individuals have the ability to ask for an explanation or human review. If you encounter an AI output that you don’t understand, do not just accept it; seek clarification or apply your reasoning to make sense of it. A culture of questioning AI, rather than venerating it, will help mitigate this risk.
- Safety and Reliability:** AI systems, like any technology, can fail or behave unpredictably. The difference is that AI might fail in non-obvious ways (e.g., an image recognition system suddenly misclassifies an object because of a slight change in input pattern). In contexts where safety is a concern (labs, engineering projects, etc.), an AI malfunction could have physical consequences. While most AI use at IEU is likely to be in digital or decision-making domains, we note the risk of technical failures. Always have a backup plan if an AI tool is critical to an operation. Ensure that any AI controlling physical equipment (for example, a research robot) has appropriate safety constraints and emergency stop mechanisms. Reliability also ties to maintenance: AI models might need retraining or updates as data evolves; using an outdated model could degrade performance and yield incorrect results. The warning here is to treat AI systems as needing regular maintenance and not assume they’ll work perfectly forever once set up. Monitoring and timely updates are necessary to maintain reliability.
- Misinterpretation by Users:** Another subtle risk is misinterpreting AI outputs. People may imbue AI with more authority than warranted or misunderstand what an output represents. For example, a predictive model might give a risk score for student dropout – but if a staff member

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interprets that as a definite fate rather than a statistical likelihood, they might treat the student unfairly. Or a student might see an AI-generated feedback comment and take it out of context, harming their learning experience. It’s important for users to understand the scope and limits of an AI’s output. Training and awareness (as we emphasize in Section 10) are key to preventing misinterpretation. This includes understanding metrics like accuracy rates, confidence levels, and not expecting perfection from AI. The University warns against both *over-trusting and under-trusting* AI – both can be harmful. Strive for a calibrated understanding: know that AI can be very useful, but also know its margin of error.

- **Psychological and Social Impact:** The introduction of AI into education and work can have psychological effects – some might feel anxiety about being replaced or monitored by AI, or there might be overdependence causing reduced confidence in one’s own abilities. Socially, using AI (like chatbots for support) might reduce human interaction, which can affect community cohesion or learning outcomes. IEU advises being mindful of these impacts. We encourage maintaining human interaction and not isolating behind AI interfaces. The University will ensure that AI augmentation does not come at the expense of the mentorship, collaboration, and social aspects of campus life. If any member of the community feels undue stress or confusion due to AI use, they should communicate this to their supervisors or the AI Governance Committee. Our goal is to integrate AI in a way that *supports* the humans in our community, not alienates or pressures them.

*(In light of these risks, IEU reiterates that vigilance and a principled approach are required in all AI usage. This Policy, along with ongoing education efforts, aims to equip our community to use AI wisely. All users are urged to heed these warnings, use common sense, and when in doubt about an AI application’s appropriateness or output, seek guidance or second opinions.)*

## **9. Responsibility for Violation of the AI Policy, and Procedure for Reviewing Cases of Policy Violation**

IEU expects all members of its community to follow this AI Usage Policy. Failure to do so can result in harm to individuals or the institution and will be addressed through established disciplinary channels. This section outlines the responsibilities and consequences related to policy violations, as well as procedures for handling such cases:

- **Accountability of Individuals:** Every student, faculty member, researcher, and staff member at IEU is personally responsible for understanding and adhering to this AI Policy. Ignorance of the Policy will not excuse violations. Individuals who use AI in their university role (be it in assignments, teaching, research, or administration) must ensure their usage aligns with the guidelines herein. If anyone is unsure whether a certain AI-related action might violate the Policy, it is their responsibility to seek clarification in advance (from a supervisor, the AI Governance Committee, or relevant university office). By using AI within IEU’s context, individuals implicitly agree to uphold the standards and practices defined by this Policy.
- **Types of Violations:** Violations of this Policy can take many forms, including but not limited to:
  - *Academic Misconduct Involving AI:* e.g., a student submitting AI-generated work as their own (plagiarism/cheating), or a researcher failing to disclose AI fabrication of data.
  - *Unethical Use:* e.g., deploying an AI tool that breaches privacy or fairness rules, such as using an unapproved surveillance AI or engaging in prohibited AI practices.

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- *Non-compliance with Procedures:* e.g., a department implementing a high-risk AI system without undergoing the required approval and risk assessment, or a staff member ignoring the mandated human oversight and letting an AI make autonomous decisions affecting people.
- *Security or Data Breach:* e.g., mishandling data in an AI context leading to a leak, or intentionally manipulating an AI system for malicious purposes.
- *Interference or Misrepresentation:* e.g., attempting to interfere with AI detection measures (such as a student using techniques to evade AI plagiarism checks), or an individual falsely claiming an AI system has been approved or is reliable when it is not.

Any behavior that contravenes the letter or spirit of this Policy will be considered a violation. The severity can range from minor (perhaps a first-time misuse with low impact) to serious or egregious (willful, harmful breaches of ethical or legal duties).

- **Disciplinary Consequences:** Violations of the AI Policy will carry consequences comparable to violations of other university policies, proportional to the severity and context of the offense:
  - *For Students:* AI-related academic misconduct (cheating, plagiarism, etc.) will be handled under the Academic Integrity Code procedures. Consequences may include receiving a failing grade on the assignment or course, academic probation, suspension, or expulsion in severe or repeat cases. Using AI to gain unearned advantage is viewed as seriously as any other form of cheating ([St. John's University AI Policies and Guidelines for Academic and Administrative Use](#)). Non-academic violations (say, misuse of AI that causes harm or legal issues) will be addressed under the student conduct code, with sanctions ranging from warnings to expulsion depending on impact.
  - *For Faculty:* Faculty who violate the Policy (for example, by knowingly implementing a biased AI practice or not respecting student rights in AI usage) may face review under faculty conduct or research misconduct policies. This could lead to reprimands, loss of research privileges, required additional training, or in severe cases, impact on performance evaluations, funding, or employment status. An egregious breach, such as research fraud via AI or violation of laws, could result in termination following due process.
  - *For Staff:* Staff members found in violation (for instance, exposing data via an AI tool against policy or bypassing required approval processes) will be subject to the usual HR disciplinary process. Actions might include formal warnings, mandatory retraining, suspension, or termination of employment, based on the seriousness of the breach and any prior record.
  - *For Researchers (including students in research roles):* Research misconduct involving AI (like fabricating or falsifying results with AI assistance) will trigger the research integrity investigation processes. Sanctions could encompass retraction of publications, removal from projects, and other penalties as per research misconduct guidelines, in addition to any academic consequences.
  - *Legal Ramifications:* If a violation also breaks the law (for example, a data privacy violation under GDPR or unauthorized export of certain AI technology), the individual may face legal consequences outside the university. IEU will not shield individuals from law enforcement and will comply with investigations or proceedings as required by law.

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In all cases, the principle of proportionality will guide outcomes – unintended minor infractions may be met with education and corrective action, whereas intentional or reckless breaches will meet firm penalties.

- **Reporting of Violations:** IEU encourages an environment where members can report suspected AI Policy violations without fear of retaliation. If a student or staff member believes a violation has occurred, they should report it to the appropriate authority:
  - Academic violations by students: report to the course instructor or the Academic Integrity Committee.
  - Faculty/staff violations or any general concerns: report to the department head or the AI Governance Committee or the Ethics Committee (if one exists).
  - Research-related violations: report to the Research Integrity Officer or equivalent body.
  - Alternatively, reports can be made to the University’s designated ethics hotline or email (if available) for confidential reporting.

The University will treat reports seriously and, as appropriate, confidentially. Retaliation against anyone who reports a concern in good faith is strictly prohibited and can itself result in disciplinary action.

- **Investigation Procedure:** When a suspected violation is reported, the University will follow a fair and structured procedure to review the case:
  1. **Preliminary Assessment:** A preliminary review will determine if the concern has enough merit to warrant a formal investigation. This may involve fact-finding such as checking system logs, collecting the AI-generated content in question, or getting initial statements from parties involved.
  2. **Investigation Body:** Depending on the type of violation, a relevant body or officer will investigate. For academic cases, this could be the Academic Integrity Committee; for staff, an HR-appointed investigator; for research, a Research Misconduct Board. The AI Governance Committee may provide expert input on technical AI matters during investigations.
  3. **Evidence Gathering:** The investigator(s) will gather evidence – this might include the AI tool outputs, witness statements, data logs, assignment materials, etc. They may also interview the individual accused of violation, who will have a chance to explain their side and provide any exonerating evidence or context.
  4. **Determination:** The investigating body will determine whether a violation occurred, and if so, its severity. This decision will be based on the evidence and in accordance with defined standards (e.g., preponderance of evidence for academic integrity cases, or other standards as per policy).
  5. **Recommendation of Sanctions:** If a violation is confirmed, the body will recommend appropriate sanctions or corrective actions, considering factors like intent, impact, and whether the person had prior violations.
  6. **Communication of Outcome:** The individual(s) involved will be informed of the outcome and any sanctions in writing. In student cases, typically the instructor and relevant academic offices are informed; in staff cases, the supervisor and HR; etc. The outcome might also outline any required remedial steps (like training or correction of work).
  7. **Right to Appeal:** IEU will ensure that anyone found to have violated the Policy has the right to appeal the decision through the usual channels (e.g., an Academic Appeals Board

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for students, or a faculty grievance committee for faculty, etc., depending on existing university processes). The appeal should be lodged within a specified time and will be heard by an impartial party not involved in the initial decision.

Throughout this process, due process rights will be respected. The goal is a fair evaluation, protecting the rights of those accused while also upholding community standards.

- **Mitigation and Rectification:** In addition to punitive measures, IEU focuses on rectifying any harm caused by a violation. For instance, if a student’s misuse of AI gave them an unfair advantage, the work may be re-graded under supervision or they may be asked to redo the assignment without AI. If an AI system misuse negatively impacted others (say, a biased AI decision denied someone an opportunity), the University will work to remedy that – perhaps by revisiting the decision with proper methods and offering the affected person a fair reconsideration. The University will also address systemic issues revealed by violations: e.g., if a particular new AI tool was widely misused by students, IEU might issue a clarification or additional training about that tool or adjust the curriculum to incorporate it properly. The aim is to restore integrity and trust after an incident, and to learn from it to prevent future occurrences.
- **Documentation and Transparency:** Confirmed violations and their resolutions (sanitized of personal identifying details) may be documented in aggregate reports to help the University track patterns and improve policy enforcement. For example, the AI Governance Committee might produce an annual summary of AI Policy violations (e.g., number of academic integrity cases involving AI) to identify if additional measures are needed. These summaries can be shared with university leadership and relevant committees. However, personal data about individuals involved will remain confidential in line with privacy rules; only those with a need-to-know will be privy to specific case details. Transparency in the sense of general trends can help raise awareness (for instance, informing the community that “X number of plagiarism cases involved AI this semester” might underscore the importance of abiding by the rules).
- **Integration with Academic Integrity and HR Policies:** This AI Policy does not exist in isolation but is integrated with IEU’s broader disciplinary frameworks. Cases of academic misconduct involving AI feed into the Academic Integrity processes, and any sanctions will be recorded just as any other integrity violation. Similarly, HR will treat staff AI violations under the existing employee code of conduct. What this section clarifies is that the *use of AI is not an extenuating circumstance* for misconduct – i.e., one cannot claim “the AI did it, not me” as a defense. Individuals are responsible for actions involving AI as if they were their own actions. Conversely, disciplinary bodies handling a case will consult this Policy to understand the specifics of how AI should have been used, to gauge the nature of the violation. They may also call upon experts (perhaps from the AI Governance Committee) to help interpret technical aspects. This collaborative approach ensures that each case is evaluated with appropriate expertise and fairness.

*(IEU’s message is clear: we hold our community members accountable for ethical AI use. By enforcing this Policy through fair procedures, we aim to deter misuse, educate our members, and uphold the trustworthiness and integrity that define our academic environment.)*

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## 10. Measures to Raise Awareness of the Use of Artificial Intelligence

IEU is committed to fostering a well-informed community when it comes to Artificial Intelligence. Raising awareness and building competencies in AI ethics and usage are essential to ensure that all members can use AI responsibly and effectively. To that end, the University will implement a series of measures and programs focused on education, training, and open dialogue about AI:

- **AI Ethics and Literacy Training for Students and Faculty:** IEU will integrate AI ethics training into its regular orientation and professional development programs. All new students will receive an introduction to the ethical use of AI during their orientation or first-year seminar, which will cover basics of this Policy, what constitutes acceptable vs. unacceptable use of AI in coursework, and how to cite or acknowledge AI assistance. Likewise, faculty (and teaching assistants) will be offered workshops and resources on incorporating AI in teaching and detecting AI-related misconduct, as well as on the broader ethical implications of AI in academia. The University’s Center for Teaching and Learning (or equivalent) will host periodic seminars on “Teaching in the AI Era” to help faculty redesign assignments or assessments in light of AI, rather than trying to simply prohibit it. These measures ensure everyone starts on the same page regarding AI expectations. Over time, IEU aims to achieve a high level of AI literacy across campus – meaning that our graduates and staff are not only savvy in using AI tools but also understand their pitfalls and ethical challenges. As one higher education action plan notes, “*proactive AI training can help key stakeholder groups better understand the pitfalls to watch out for*”, building comfort and competence with these tools ([2024 EDUCAUSE Action Plan: AI Policies and Guidelines | EDUCAUSE](#)).
- **Ongoing Workshops and Seminars:** Beyond initial training, IEU will offer ongoing educational opportunities related to AI. This includes:
  - **Workshops** each semester open to all students on topics like “Using AI for Research and Avoiding Plagiarism,” “AI Tools for Effective Studying,” or “Careers in AI and What You Should Know.” These sessions will not only teach tool usage but also emphasize ethical and effective practices.
  - **Faculty Development Sessions:** covering new AI tools and pedagogical strategies (for example, how to create assignments that encourage critical thinking even if AI is available, or how to set up AI-inclusive project guidelines). Faculty will also share experiences and best practices with each other in these forums.
  - **Guest Lectures and Panels:** inviting experts in AI ethics, industry professionals, or faculty researchers working on AI to discuss emerging trends and issues. This can include public lectures open to the entire university community and even the public, thereby positioning IEU as a hub for thoughtful discourse on AI in society.
  - **Student-led Discussions:** encouraging student organizations (like an AI Club or ethics debate group) to hold discussions or hackathons on ethical AI use. Peer-to-peer learning can be effective, and students can often better articulate to each other the academic integrity expectations in the face of new tech (some innovative instructors even involve students in co-creating AI usage guidelines).

By institutionalizing these events, IEU ensures that AI awareness isn’t a one-time thing but a continuous part of campus life, adapting to new developments in technology.

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- **Online Resources and Guides:** IEU will develop and maintain a comprehensive set of online resources accessible via the university intranet or website:
  - An AI Usage Policy FAQ;
  - Guidelines Documents;
  - Tutorial videos;
  - Scenario-based examples;
  - Links to external resources.

These resources will be regularly updated by the AI Governance Committee or a dedicated team to ensure they remain current. The idea is to make guidance readily available at the moment of need – e.g., a student wondering about AI on a weekend can find the answer on the website rather than waiting to ask a professor. It also signals the University’s openness: IEU is transparent about its AI stance and provides help, rather than leaving people to guess or operate in fear of the unknown.

- **Curriculum Integration:** Recognizing that AI is reshaping many fields, IEU will strive to integrate AI-related content into the curriculum where appropriate. This may include:
  - **General Education Modules:** possibly offering a module or elective on “Digital Literacy and AI” that teaches all students the basics of AI, data science, and ethical considerations as part of their undergraduate program. This could be made a recommended or required component, ensuring broad exposure.
  - **Program-Specific Content:** Encouraging each academic program to consider where AI impacts their discipline and to include relevant discussions. For example, business courses discussing AI in finance, medical programs discussing AI in diagnostics and the importance of doctor oversight, humanities classes debating AI’s impact on creativity, etc. Law and ethics courses might specifically include cases on AI regulation. This contextual learning helps students appreciate AI’s role and responsibilities in their future professions.
  - **AI-focused Academic Offerings:** Expanding courses and perhaps new degree programs in AI, data science, or AI ethics for those interested. While this goes beyond policy, it aligns with raising awareness by developing expertise. IEU might also partner with other institutions or online platforms to offer Massive Open Online Courses (MOOCs) on AI ethics – echoing UNESCO’s initiative to develop a global AI ethics MOOC ([UNESCO and LG AI to Develop a Global Massive Open Online ...](#)).
  - **Student Projects and Research:** Encouraging students to take on projects or thesis topics related to AI’s societal impact, thereby contributing to the body of knowledge and reflection on AI. The University could offer small grants or awards for student research on responsible AI in education, for example.

By weaving AI topics into education, IEU ensures that awareness is not just at the policy level but embedded in the intellectual growth of its students and faculty.

- **Awareness Campaigns:** IEU may run periodic awareness campaigns similar to how universities run academic integrity weeks or safety weeks. For example, an “AI Awareness Week” on campus where each day features a theme (Privacy Day, Integrity Day, Innovation Day, etc. in AI context) with booths, info sessions, and pledge drives (students signing a pledge to use AI ethically, etc.). Contests could be organized – such as an essay or video contest on “AI and Me: Ethical Reflections” – to spur engagement. The library and IT services can collaborate to showcase

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approved AI tools and demonstrate them. Visual reminders like posters or screen displays can highlight key pointers (e.g., “Think before you AI – verify the output!” or “Using AI on your assignment? Don’t forget to cite it.”). Such campaigns keep the conversation active and reinforce norms in a creative way.

- **Faculty and Staff Capacity Building:** In addition to student focus, staff (administrative and technical) will receive training relevant to their roles. For example, HR staff might be trained on the pitfalls of using AI in hiring, and how to do so fairly if at all; IT staff will train on AI system maintenance and security; academic advisors trained on interpreting any AI-driven student risk predictors ethically. The University will incorporate AI topics into regular staff development courses. Moreover, leadership awareness is crucial: University executives and decision-makers should also stay informed via briefings on AI trends in higher education and how IEU can proactively adapt (this ensures top-down support for the policy’s ethos).
- **Monitoring Effectiveness and Feedback:** IEU will monitor the effectiveness of its awareness initiatives. Surveys or feedback forms may be used to gauge how well students and staff understand the AI Policy and feel prepared to use AI responsibly. For instance, a question in the annual student survey could be “Do you feel you have sufficient guidance on using AI in your coursework?” If gaps are identified (say, many students still confused about citation), the University will adjust its training or communications. The AI Governance Committee will review such feedback and update the awareness program accordingly. The Policy itself may be summarized in a user-friendly charter that community members can easily reference or even sign as an acknowledgment each year.
- **Creating an Ethical AI Culture:** Ultimately, the measure of success is a culture at IEU that openly dialogues about AI’s role and ethics. The University will encourage departments to talk about AI in faculty meetings, for mentors to discuss it with mentees, and for everyone to feel they can ask questions. By normalizing these discussions, awareness becomes part of our institutional culture. Our aim is that an IEU student or staff member not only abides by rules but genuinely understands why certain practices (like transparency, fairness, and integrity in AI use) matter. We want critical thinkers who can adapt to new AI innovations long after they leave IEU, carrying forward the ethical mindset instilled here. As such, our awareness measures are geared not just to enforce compliance, but to empower individuals with knowledge and ethical reasoning skills regarding AI.

*(Through sustained training and open conversation, IEU intends to demystify AI and promote a community of informed users. Awareness is our first line of defense against misuse and our catalyst for innovation – ensuring AI is applied thoughtfully and creatively to enhance our academic mission.)*

## **11. Artificial Intelligence, Ethics and Academic Integrity**

At the heart of IEU’s approach to AI is the unwavering commitment to ethics and academic integrity. The introduction of AI into academia does not change the fundamental values that IEU upholds; rather, it presents new contexts in which these values must be affirmed. This section explicitly connects AI usage with the principles of ethics and academic integrity that are central to IEU’s educational philosophy:

- **Reaffirming Core Values:** IEU’s **Code of Ethics and Academic Integrity** upholds principles such as honesty, trust, fairness, respect, accountability, and responsibility in all academic work. These core values apply fully to activities involving AI. Honesty means being truthful about

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one’s own work and any assistance used – therefore, representing AI-generated material as one’s own original creation is dishonest. Fairness means ensuring equal conditions and not gaining unfair advantage – thus, if some students use AI disallowed by the instructor, it’s unfair to others. Responsibility and accountability mean owning the outcomes of one’s actions, which includes the outputs of any AI one employs. This Policy serves as an extension of IEU’s ethical code into the realm of AI, ensuring that the technology is used in a way that reinforces, not undermines, our academic integrity. Members of the IEU community are expected to integrate these values into every decision about using AI tools.

- **Ethical Use of AI – Do’s and Don’ts:** To operationalize ethical principles, the following guidelines summarize ethical conduct with AI:
  - **Do use AI as a learning aid, not a cheating tool:** Leverage AI to help you understand material (e.g., asking it to explain a concept you then study), to practice skills, or to enhance creativity – but not to do your assignments or exams in your stead. The latter is cheating, pure and simple.
  - **Do acknowledge AI contributions:** If an AI tool contributed significantly to your work (text, images, analysis), give credit as you would for any source. For instance, cite the AI model or describe its role in an appendix or footnote. This honesty preserves transparency in scholarship ([Examples of possible academic integrity policies that address student use of generative AI tools - Eberly Center - Carnegie Mellon University](#)).
  - **Do maintain human judgment:** Use AI to inform or advise, but apply your own critical thinking before accepting results. Ethical use involves not abdicating decisions wholly to a machine, especially where judgment about people or complex issues is involved.
  - **Don’t plagiarize or misattribute:** Presenting AI-generated content without credit, or using it to copy someone’s style or work without acknowledgment, is plagiarism. If AI helps write code or text, ensure it’s either original or you have rights to use that output and cite it if needed.
  - **Don’t fabricate data or sources with AI:** It is unethical to use AI to fabricate survey responses, experimental data, or references in a bibliography that do not exist or were not actually consulted. Such fabrication is a serious academic offense.
  - **Don’t violate others’ rights:** For example, do not use AI to analyze or generate content about someone without authorization in ways that infringe on their privacy or intellectual property. Scraping data to feed an AI without consent or using AI to produce defamatory content would be unethical.
  - **Don’t ignore ethical red flags:** If an AI application or output makes you uncomfortable or seems wrong (e.g., it produces a hateful statement, or it suggests an unethical action like hacking something), that’s a red flag. Ethically, you should not follow through on such outputs and, if appropriate, should report the issue.

By adhering to these do’s and don’ts, individuals ensure their use of AI aligns with both the letter and spirit of ethical academic conduct.

- **AI and Plagiarism/Misattribution:** A special note on plagiarism: The ease of generating essays or solutions via AI has blurred the lines for some users on what plagiarism means. IEU defines plagiarism in the AI context as using AI-generated text, code, or ideas in your work without proper attribution and passing it off as your own creation. This is fundamentally no different from copying-pasting from an uncited source. Moreover, if you instruct an AI in a manner that essentially mirrors someone else’s work (e.g., “Write an essay just like [Author X]’s paper on Y”), and it produces content derived from that prompt, it is equivalent to misappropriation of

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Author X’s ideas. Students should treat AI outputs as they would any source: if you didn’t originate the words or content, you must give credit, regardless of the fact that a machine generated it. The University encourages instructors to discuss and clarify how they expect AI to be cited in their disciplines (since citation formats for AI are new and evolving). For instance, using a style guide’s recommendation (APA, MLA, etc. now have guidelines for citing AI-generated content). Acknowledging AI not only is honest but also shows that the student is not trying to hide anything, which goes a long way in maintaining trust. Conversely, using AI in secret is a breach of integrity. IEU’s Academic Integrity Board will consider undisclosed AI assistance as a form of academic fraud.

- **Authorship and Intellectual Contribution:** In academic work, taking credit only for what one contributes is a key ethical concept. With AI, the question arises: if AI contributed to a piece of work, how do we define the author's contribution? IEU’s stance is that authorship should reflect human intellectual contributions. Since AI lacks intent or understanding, it cannot be an author; authorship entails responsibility for content ([St. John's University AI Policies and Guidelines for Academic and Administrative Use](#)). Therefore, if a student or researcher uses AI to produce a draft or an image that ends up in a project, they must critically engage with that output—revise it, ensure its accuracy, integrate it with their own original ideas. In doing so, they transform it with their own intellectual labor, which could justify authorship, but they should still credit the AI’s role. If someone simply submits raw AI output as a finished work, they are essentially claiming authorship of something they did not truly contribute to (aside from providing a prompt), which is unethical. We encourage faculty to design assessments to emphasize personal contribution (for example, oral exams or reflections where students must explain their thought process, which would reveal over-reliance on AI). Researchers should note in acknowledgments if AI did things like translate a text or generate an image used, which is akin to acknowledging a software tool or assistant. The bottom line is clarity about who did what. If an AI was used ethically, the work should clearly delineate the student’s/author’s own ideas and additions.
- **Ensuring Academic Integrity with AI Tools:** IEU will also deploy measures and tools to support academic integrity in the age of AI. This includes using plagiarism detection software that may incorporate AI-output recognition features, developing internal capabilities to spot machine-generated text, and training faculty to identify when a student's work may not match their known level or style. However, we approach this not as a witch-hunt, but as quality control. The use of AI detection tools will be balanced with respect for student privacy and will not be the sole basis for accusations (these tools are not foolproof). They serve as one indicator that can prompt further inquiry (e.g., a conversation with the student or an additional oral test). Just as with any suspected misconduct, accusations of AI-related cheating will be handled through due process (as described in Section 9). Students and faculty alike should see these measures as part of the academic integrity infrastructure, not an adversarial stance: the ideal outcome is that everyone understands the rules well enough that violations are rare. In fact, we encourage a trust-but-verify culture – trusting students to follow the honor code, but verifying through both technological means and astute academic judgment. This dual approach underscores that integrity is expected, and there are systems to uphold it.
- **Ethics of AI Development and Research:** For those at IEU involved in creating or researching AI (such as computer science students building AI systems, or researchers experimenting with AI algorithms), ethical considerations are equally crucial. These individuals should adhere to ethical guidelines in AI research, including the IEEE or ACM codes of ethics for software engineering, and considerations like avoiding harmful uses and bias in their algorithms. If a student is writing a thesis on an AI model, for example, they should include a discussion of the ethical implications of that model. The University promotes the idea of “ethical by design” in AI

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development – meaning thinking about potential misuse or harm at the design phase and incorporating safeguards (e.g., if building a content generator, think about how to prevent it from generating hate speech). Academic integrity in research also means rigor and honesty in how results are reported, as discussed in Section 6. IEU may set up an ethics review for student AI projects, analogous to human subject research review, to instill this mindset. Ultimately, we aim to graduate professionals who will carry forward ethical standards in AI industries and research labs globally.

- **Consulting the Code in Doubt:** The interplay of AI and academic integrity will continue to evolve. Students and staff are urged that whenever they are in doubt about whether an AI-related action is ethical or permissible, they should consult this Policy, the Code of Ethics, or seek advice. Ethics is rarely just about strict rules – it's also about asking the right questions. Does using AI in this way align with the values of honesty and fairness? If unsure, pause and ask an instructor or colleague. IEU fosters an environment where such questions are welcome. It is far better to ask ahead than to apologize later for a breach. Faculty will not penalize a student for inquiring about the correct way to use or cite AI – on the contrary, that shows integrity. As AI technology advances, new scenarios will arise that our current policy may not explicitly cover; our community's ethical compass will guide interim decisions until policies catch up. The Code of Ethics and this Policy together provide the compass bearings: prioritize integrity, transparency, and respect for knowledge.
- **Promoting Academic Honesty in the AI Era:** As a concluding emphasis, IEU believes that incorporating AI does *not* dilute academic honesty; instead, it challenges us to broaden the ways in which honesty is practiced. Just as the internet forced a rethinking of plagiarism and source attribution, AI forces a rethinking of authorship and originality. We treat this as an opportunity to deepen students' understanding of what it means to produce original work and to collaborate with tools. By consciously engaging with the ethics of AI, students can learn about intellectual property, the value of their own perspective, and the importance of truth in an era of generated content. IEU will continue to promote a culture of integrity by possibly revising honor pledges to include AI (e.g., having students affirm for a major assignment: "I have neither given nor received unauthorized aid, nor used AI in violation of the instructions, in completing this work"). The cultivation of ethical AI habits during university will serve students in their careers, where they will likely encounter AI and need to make responsible choices. Our aim is not merely to prevent cheating, but to graduate individuals who uphold ethical principles naturally, seeing them as integral to any work involving advanced technology.

*(In summary, academic integrity is timeless, even as technology changes. IEU's stance is that ethical principles and honesty must govern the use of AI just as they do any other resource. By embedding ethics into AI usage, we uphold the honor of scholarship and the credibility of our institution's work.)*

## 12. Final Provisions

This Policy on the Use of Artificial Intelligence at IEU is hereby formally enacted and binding as of the date of its approval by the University's relevant authority (Academic Council or Board of Trustees, as applicable). The following final provisions outline the implementation and future maintenance of the Policy:

- **Approval and Effective Date:** This AI Usage Policy was approved by the IEU Academic Council on *[Date]* and takes effect immediately upon approval (or on a specified date if so

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decided). All departments and units of IEU are required to incorporate this Policy into their operational guidelines henceforth. The University administration will issue an official communication announcing the Policy to all faculty, staff, and students, and the Policy document will be made publicly accessible (e.g., on IEU’s website and internal policy repository).

- **Responsibility for Implementation:** The University’s Rector (or President) and the top management endorse this Policy, signaling institutional commitment from the highest level. The practical implementation and monitoring are delegated to the AI Governance Committee (as described in Section 7) in coordination with the Quality Assurance Department and other relevant offices (Academic Affairs, Research Office, IT Services, etc.). Every dean and departmental head is expected to ensure their teams understand and follow the Policy. Instructors should update their course syllabi and academic guidelines to reflect this Policy where relevant. The HR department should integrate awareness of the AI Policy into onboarding for new employees. Essentially, implementation is a shared responsibility across the University, overseen by designated bodies, to ensure the Policy’s provisions are realized in daily practice.
- **Dissemination:** IEU will ensure wide dissemination of this Policy. It will be published in English (as the working language of the Policy) and may be translated into other languages used at IEU (e.g., Ukrainian) for ease of reference by all community members. Workshops (as per Section 10) will accompany the roll-out, so stakeholders are not only informed but also comprehend the Policy. The University will also communicate this Policy to partner institutions and affiliates, especially if joint programs or collaborations are affected (to ensure mutual understanding of AI use expectations). The Policy’s availability on the website means it also serves as a statement to external audiences (accreditors, prospective students, etc.) of IEU’s stance on ethical AI.
- **Review and Amendment:** Given the rapid evolution of AI technology and the legal landscape, IEU commits to reviewing this Policy on a regular basis. At minimum, an annual review will be conducted by the AI Governance Committee to assess if any sections need revision or if additional guidelines are required. In addition, if major developments occur – such as the EU AI Act coming fully into force with specific provisions affecting universities, or new ethical frameworks emerging – the Policy may be reviewed earlier. Recommendations for amendments can be submitted by any member of the University community to the AI Governance Committee, which will consider them and draft changes as necessary. Substantive changes to the Policy will be subject to approval by the same authority that approved this original Policy (to ensure proper governance). Minor updates or clarifications (e.g., adding new definitions or updating links to resources) can be made with the committee’s authorization and communicated to the community. The Policy document will indicate the date of last revision so readers know they have the latest version.
- **Associated Guidelines:** This Policy provides the high-level framework. It is understood that some implementation details may be handled through supplementary guidelines or protocols that can be updated more frequently. For example, a detailed “AI in Classroom Handbook” for instructors, or a technical standard for AI data management maintained by IT. These documents should be consistent with the Policy and are referenced in it (but not appended here due to their likely more dynamic nature). The existence of such sub-documents will be communicated and they will typically be maintained by the relevant offices with oversight from the AI Governance Committee. The Final Provisions here assert that such guidelines are considered extensions of this Policy and carry the expectation of compliance.
- **Legal Precedence:** In the event that any part of this Policy conflicts with national or international law or regulations (including the EU AI Act once in effect, or data protection laws), the legal requirements will take precedence. The Policy is intended to be compliant with current law, but if a conflict arises, IEU will amend the Policy accordingly. Until such amendment, the law

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overrides the policy clause in conflict. All users of AI are expected to also use their judgment to follow the law – compliance with law is the floor of compliance; this Policy often sets a higher standard than law in line with ethical commitments. But one should never interpret the Policy in a way that would violate legal obligations.

- **No Contractual Rights Created:** This Policy is an internal document to guide conduct at IEU. It does not create contractual rights for any third party nor does it create legal obligations beyond what is stated (i.e., you cannot sue IEU for not getting a certain AI tool because of this Policy; likewise, IEU’s enforcement or leniency in one case does not guarantee the same in another). However, IEU will apply the Policy consistently and fairly as part of its good governance.
- **Conclusion and Endorsement:** In conclusion, IEU affirms that this AI Usage Policy stands as a testament to the University’s dedication to responsible innovation. By adopting this Policy, IEU positions itself among forward-thinking global universities proactively shaping AI’s role in higher education. The University leadership endorses this Policy and calls on every member of the IEU community to engage with AI in a manner that reflects the integrity, excellence, and humanity that define our institution. The Policy underscores that while we welcome the new horizons that AI opens, we do so grounded in ethical principles and a commitment to academic integrity.

Together, as faculty, students, and staff of International European University, we will implement this Policy in our daily endeavors – ensuring that AI is used for the benefit of all, in alignment with our educational mission and values. By following these guidelines, we not only comply with rules but also contribute to a culture of trust and innovation where AI is harnessed thoughtfully and ethically.

This Policy is hereby enacted and remains in force until further notice or revision. Let it be known and observed by all concerned.