CUSU stance on Artificial Intelligence in Circle U.

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Introduction

The goal of this paper outlines CUSU's vision for integrating Artificial Intelligence (AI) responsibly within Circle U. universities. It aims to establish guidelines for Circle U.-universities that harness AI's potential to enhance learning and research while safeguarding academic integrity, promoting inclusivity, and addressing ethical, social, and legal considerations. Through these recommendations, CUSU seeks to prepare students and institutions for a future where AI has a presence in higher education.

In this document we use the term Artificial Intelligence (AI) in an educational context to refer to softwares capable of generating text, images and similar content based on descriptive input from the user. AI is also characterized by producing outputs based on structures and patterns in a large dataset. Examples include tools such as ChatGPT.

AI in teaching and learning processes

Both students, professors, academic staff, as well as other relevant staff should get training in the use of AI. **Professors need to understand how AI works, its possibilities and its limits, to even start teaching about AI.** Students need training and guidance on the use of AI so that it can be a co-creative tool, and not a replacement for critical thinking and human interactions. Discussions with other students and guidance from a professor is essential in a learning environment, and AI should never be the only tool used. Circle U. must find a good balance between technology and human interaction to ensure an optimal study experience.

Critical thinking

It is the role of universities to teach their students critical thinking in this new era of academia. Circle U. should have courses on how to use AI, its limitations, AI's role in academia and the conduct of science. These courses should include information about how language models work, the impact that AI has on research, misinformation as well as knowledge about

where AI downloads sources and data from. Checking sources and not trusting the AI to provide correct information are essential. AI is not to be used for writing entire papers nor theses. **All of these elements are of high importance in regards to students to maintain analytical, critical and scientific thinking skills when relating to and working with information from AI.**

AI Education & Accessibility

a. Societal implications

To ensure that AI education aligns with societal needs and remains accessible to all, **we advocate for a teaching approach grounded in interdisciplinarity, critical analysis and broad accessibility**. AI should not be taught as a purely technical subject detached from the societal implications it carries. Instead, courses on AI should weave in discussions on how AI affects democracy, public health and sustainability, recognizing that these societal domains face new challenges and opportunities with the rise of generative AI. It is essential that students across all fields, regardless of their academic background, have the opportunity to engage with AI education that emphasizes these critical intersections.

AI education also has a democratic imperative (like education on media). Generative AI poses risks to the public sphere, from misinformation to ethical concerns around data use. Teaching students about AI's potential impacts, both positive and negative, on democratic systems is crucial to equipping future generations with a balanced, informed perspective. For example, we envision programs like interdisciplinary winter or summer schools that address these issues directly, structuring modules to reflect the intersections of AI with fields like public health, sustainability, computer science, and governance. By doing so, we foster a culture of **AI education** that not only builds technical skills but also emphasizes social responsibility.

b. AI accessibility

This approach demands a global vision of AI education, one which considers diverse academic and cultural backgrounds. Many current AI programs remain highly specialized and accessible primarily to informatics students or those with significant technical expertise. **To democratize AI knowledge, universities and institutions should create AI courses, for example Winter and Summer Schools, accessible to students from any discipline. They should be based on curricula that communicate core principles without prior knowledge.** Ultimately, AI education should be a resource for the greater good, preparing students to harness AI responsibly, not only for technical advancement but for meaningful societal impact across domains.

Student-professor relations

What students need the most are clear rules on when and how to use AI. These rules should be stated clearly and readily accessible in a document by the university or the lecturer. It is important that during the exam period, usage of AI should be well explained and exemplified in order to not confuse students on what is authorized or not. It is furthermore important that structures are set up for how to handle issues of plagiarism when AI is involved.

The professors should expect the students to use AI critically and honestly. Students are required to be clear about the usage and methodology, but conversely are professors required to be clear on the expectations. The professors should be given an explanation on the whereabouts of AI and what are the limits of it. It is suggested that professors should ask for help from colleagues or student administration in case there are misunderstandings or conflicts about AIs.

We emphasize the development of an alliance-wide guideline for the usage of artificial intelligence in education. The guideline should focus on giving students security on where and how AI is allowed, especially in graded tasks such as exams and papers.

Inclusive and equitable AI

AI tools should not be restricted in the pursuit of equality and inclusiveness. Circle U. should focus on increasing access for all students and making sure it is safe to use. We must work towards increasing the bar rather than lowering the ceiling.

Inclusivity

AI tools used within educational platforms should be designed with accessibility in mind from the start, adhering to recognized standards and incorporating user feedback from students with diverse needs. This includes features such as screen reader compatibility, alternative text for images, and customizable display settings to support students with visual, auditory, or cognitive disabilities. AI-driven platforms should also offer language options and simplified interfaces to accommodate students who may face language barriers or prefer more intuitive, less text-heavy interfaces.

AI tools can also be an enhancer of inclusivity. AI can play an instrumental role in creating an inclusive environment for neurodiverse students, such as those with ADHD, dyslexia, autism, or other cognitive variations. AI-powered note-taking tools, interactive study aids, and organizational apps can provide structured support, helping neurodiverse students manage their workload and improve focus. These tools can offer customizable settings that allow students to personalize their experience, enabling them to engage with course materials in ways that work best for their individual cognitive preferences. Moreover, considering the will of of promoting multilingualism, AI can be a one of the tools that will help to do so.,

Economic inclusivity and accessibility

To ensure economic inclusivity, AI-driven tools should be accessible to all students regardless of their financial situation. Universities should adopt or develop open-source AI tools or provide free or subsidized access to AI-powered educational software. Additionally, AI resources should be compatible with a sufficient range of accessible softwares, to accommodate students with a variety of operating systems, tools and digital preferences.

Risks

If AI-driven assessments are used in addition to classical grading systems in higher education, it is critical that these tools do not reinforce biases or disadvantage certain groups. For example, AI algorithms used in grading should undergo regular audits to identify and mitigate biases that may affect students based on language, cultural background, or socioeconomic factors. By establishing clear, unbiased grading criteria and involving educators in reviewing automated assessment processes, institutions can ensure that AI-based evaluations remain fair and representative of students' true capabilities. It is furthermore extremely important to state that AI-driven assessments are in no way to be considered a substitute to classical grading, only as an assisting tool

Circle U. AI implemented in the Open Campus

One of the possible solutions to the inclusivity and equitability of AI for Circle U. students would be to implement a Circle U. steered AI through the new Open Campus platform. This would ensure an easy access to information and promote "open" knowledge.

Ethical, legal and social aspects

As AI continues to evolve, it raises critical ethical, legal, and social questions that demand urgent attention. The integration of AI technologies into everyday life has the potential to transform industries, enhance productivity, and improve decision-making processes. **However, this rapid advancement also presents significant challenges, including issues of bias, accountability, and privacy.**

In this context, **higher education institutions play a pivotal role in shaping the discourse. We are obligated to not only advance the technological capabilities of AI but also to ensure that its development is guided by a robust philosophical foundation that prioritizes ethical considerations and social responsibility.** By examining the implications of AI through these lenses, we can foster a more comprehensive understanding of its impact on society, ultimately guiding the creation of frameworks that promote fairness, inclusivity and transparency.

Ethical and social aspects

First, advocate for sustainable AI practices is necessary and can be done by promoting energy-efficient algorithms and responsible resource usage. Institutions should consider the

environmental impact of their AI systems, including power consumption and heat production, and strive to minimize their carbon footprint. Also promoting initiatives that focus on "Green AI," by emphasizing the development of environmentally friendly AI technologies should also be encouraged. This includes research and projects that aim to reduce the ecological impact of AI systems and prioritize sustainability in technological advancements.

Secondly, another matter that should be considered is recognizing the historical context and potential biases embedded in AI systems. **Institutions should educate students about the implications of AI in reinforcing colonial or ruling thoughts and the importance of critical examination of AI technologies in a global context.**

Concerning intellectual property and data exploitation, the unregulated collection and use of data can lead to exploitation, especially of those in economically vulnerable situations, often without recognition or reward. **Many AI systems rely on web scraping for data collection, often without obtaining explicit consent from content creators. This raises significant ethical questions about ownership and the rights of individuals and organizations whose data is used. Also there might be a tendency for companies to leverage data from disadvantaged countries without fair compensation, perpetuating economic inequalities.**

Legal aspects

Institutions hosting courses should clearly communicate their stance on AI and how it is regulated. This transparency ensures that students are informed about the ethical framework and institutional commitments regarding AI usage. Another important part of the institution's work is prioritization of data protection when utilizing AI technologies. **This includes complying with local and international data protection laws, ensuring that students' personal information is secure and used ethically. Educating students on their rights regarding data privacy is essential. This also includes providing information on grievance procedures, rights related to AI assessments and the implications of AI in academic integrity.**

The institutions need to address the complexities of copyright in AI-generated content. **Universities should develop clear guidelines about ownership of AI-generated work, ensuring students understand their rights and responsibilities regarding intellectual property.**

Recommendations

Establish Clear Data Use Policies: Develop and communicate transparent policies on data collection, usage, and sharing, ensuring all practices comply with legal and ethical standards.

Implement Ethical AI Frameworks: Develop and adhere to ethical guidelines for AI development, focusing on fairness, accountability, and transparency throughout the AI lifecycle.

Conduct Bias Assessments: Regularly evaluate AI systems for bias and discriminatory outcomes, and implement corrective measures when necessary.

Engage Stakeholders: Involve a diverse range of stakeholders, including community representatives, ethicists, and industry experts, in the implementation of AI systems in research and higher education curricula.

Transparency in Algorithms: Strive for transparency in algorithmic decision-making processes, allowing users and affected parties to understand how decisions are made and the data that informs them.

Support Regulatory Compliance: Stay informed about evolving data protection laws and regulations, ensuring compliance with all applicable legal requirements.

Invest in Ethical Training: Provide regular training for employees on ethical data practices and the implications of AI technologies to foster a culture of responsibility and awareness.

***Cooperation on AI Guidelines*:** Encourage collaboration among institutions to establish unified guidelines for AI usage within the educational alliance. This can foster best practices, ethical standards, and shared resources that benefit all member institutions.

Informing the student: We recommend that the institution which hosts the course is obligated to inform about its stance on AI and how it is regulated. This is to secure the legal protection of the student in meeting with other institutions.

Conclusion

The adoption of AI in higher education presents an opportunity to enhance learning and streamline administrative processes while maintaining high ethical standards. Through commitment to ethical principles, strategic recommendations, and cross-institutional collaboration, **Circle U. universities should ensure that AI is implemented in ways that support academic integrity, equity, inclusivity and multilingualism.** By fostering an environment where multiple languages are valued, we can make AI resources and tools more accessible to a diverse student body. The thoughtful, responsible integration of AI in education will prepare students for a future where AI is ubiquitous while upholding the core values of academia.

In conclusion, CUSU advocates for a multidisciplinary, accessible, inclusive and critical approach to education and the sharing of practices. Future events surrounding the AI Knowledge Hub should thoroughly consider both the risks and benefits of AI, while raising awareness of its societal impact. As AI is a tool that will shape our way of life and research, it is essential to implement an AI education policy that addresses its ethical, social, environmental and inclusivity dimensions.