



Cairo University
Faculty of Computers and Artificial Intelligence



FCAI Policy and Guidelines for use of Generative AI in Postgraduate Studies and Research

September 4, 2023

<<Version 1.0>>

1. Introduction

Advancing knowledge and technology is one of the key objectives of pursuing postgraduate study and conducting innovative research. The mismatch between the speed by which knowledge and technologies evolves compared to that of regulations and policies has raised several concerns in the academic and research communities. Accordingly, it is important to strike a balance between the benefits and risks of adopting and adapting emerging knowledge and technologies.

Generative artificial intelligence (AI) is one of the recent advances that has been evolving much faster than most organizations can comprehend and control. Generative artificial intelligence (AI) uses machine learning (ML) to respond to prompts inputted by the user. Several technologies have emerged over the last few years including, for instance, the text generator ChatGPT and the image generator DALL-E 2, and Stable Diffusion.

Recently, the use of generative AI in education, and more specifically, in research, has raised a great concern in academia from both ethical and scientific perspectives. Some recent efforts have emerged to attempt to develop policies, regulations, and guidelines for the various academic stakeholders (researchers, students, faculty staff) to ensure that the use of generative AI in academic does not violate the norms and standards that have been long established and enforced.

This document represents the first attempt for the Faculty of Computers and Artificial Intelligence- Cairo University (FCAI-CU) to develop its policy for using generative AI technologies in teaching and research. In doing so, this living document serves as initial guidelines that will be adopted for the Academic Year 2023-2024. New versions will be issued as the technology matures and we gain more understanding of the benefits and risks of using generative AI in education. This document is based on various guidelines and policies developed at Stanford, Toronto, and Deakin University.

2. Policy Development Approach

FCAI-CU, as in all international academic institutes, is keen to progressively develop its policy and regulations for using generative AI in teaching and research. As it progresses, the policy should not prevent innovative use and exploration of the potential of generative AI in teaching and research; while at the same time ensures highest academic standards and adherence to FCAI-CU code of ethics and research regulations.

To this end, this document serves as a set of guidelines for using generative AI in teaching and research at FCAI-CU. While this initial version is being adopted at FCAI-CU, regular feedback will be collected from all stakeholders on the use of the guidelines. In addition, we will continue to monitor and analyze policies and regulations that evolve in worldwide academic institutes. Eventually, a new version of this document will be released in the near future followed by continuous improvement cycles to evolve the document as novel technologies evolve over time.

3. Key Guidelines for Using Generative AI in Teaching and Research

The following are the key initial guidelines for using generative AI in teaching and research in FCAI-CU for postgraduate studies.

3.1 Scope of the Guidelines

These guidelines applies to all courses taught at postgraduate level including diplomas, Master, and Doctorate programs. It applies to coursework, projects, research proposals, and thesis and dissertations, and related scientific publications. For scientific publications, researchers will need to consult the publisher policy for any further regulations imposed on the use of generative AI and related technologies.

3.2 Coursework

- Instructors are free to decide whether to allow or prevent the use of generative AI in their courses. Instructors shall clearly indicate in course syllabus the rules they see appropriate for the use of generative AI in the various activities of the coursework.
- In the absence of clear instructions on the use of generative AI in the coursework, the use of such tools should be treated as an assistance from another person and evaluated based on the regular policies and regulations for such case.
- In all cases, students are responsible for clearly understand the course policy on using generative AI. When they are in doubt, students must ask their instructors for clarification.
- Students should acknowledge the use of generative AI using the suggested citation in Section 3.4 below.

3.3 Research Proposals, Thesis, and Dissertations

The bottom-line, any use of generative AI tools at any step in the process of graduate thesis research, writing, and publication must always take place with full transparency and in adherence to the norms and highest standards of research ethics, intellectual

property, and accountability. The following key guidelines represent the minimum expectations for graduate researchers at FCAI-CU when using generative AI tools in their research.

- Supervisors must agree in advance how any generative AI tools will be used at any stage of the thesis/dissertations development. Such agreement must be in writing using unambiguous statements and well-defined scope of use. The original approval document shall be kept in the student file at postgraduate office with clear timestamp log for the document generation.
- If the use of generative AI tools is approved by supervisor(s), it must be clear to the student what evidence they need to provide to demonstrate their own contributions and how they made use of any AI tools, and how their work will be assessed by the supervisor and committee.
- Unauthorized use of generative AI tools for scholarly work shall be treated as research misconduct, and hence, police and regulations for academic research misconduct will be applied.
- Students are fully responsible for contents generated by AI that they decide to include in their thesis. Students must be able to explain and defend any use of generative AI, as well as the contents of the thesis during their thesis/dissertation defense.
- Any use of generative AI tools must be appropriately acknowledged (See Section 3.4 for more details). This includes the use of generative AI tools in searching, designing, outlining, drafting, writing, or editing the thesis/dissertation, or in producing audio or visual content for the thesis/dissertation, and may include other uses of generative AI.
- students working with sensitive types of data (e.g., confidential information related to specific areas or industry partnership, human/individual data) are responsible for the risk of using such data with third party generative AI tools if such data is revealed or disclosed. Students must take appropriate measures to protect the data and/or obtain written approvals from relevant stakeholders before submitting the data to the third party tools.
- Supervisors are highly discouraged to give permissions to their students to use generative AI tools in writing their thesis/dissertation. This is because learning the practices of scientific scholarly writing is crucial for graduate students. The use of generative AI tools could adversely impact the development of these writing skills.

3.4 Referencing Guidelines

The following guidelines are adopted from Deakin University guide on referencing:

- Provide details of the owner/publisher of the AI tool and the year of publication. You might also provide further details of how you used the AI tool, for example a transcript on inputs/outputs, in an appendix.
- References: **Author/Owner of AI model. (Year). Name of AI model (Version) [Type or description of AI model]. URL**
- Example OpenAI. (2023). ChatGPT (May 24 version) [Large language model]. <https://chat.openai.com/chat>