Guidance on the Use of Artificial Intelligence (AI)

International Institute for the Sociology of Law (IISL)

1. Purpose and Scope

This policy establishes guidelines for the ethical, responsible, and transparent use of Artificial Intelligence (AI) tools by students enrolled in the IISL Master's Program or its single courses, fellows, and researchers producing work that references the Institute's participation or support.

We acknowledge that the use of Generative Artificial Intelligence (GenAI)[1] and other AI developments and applications is evolving rapidly. The Institute is committed to endorsing ethical, transparent, and responsible use of these tools. These guidelines serve as a framework that will be reviewed and refined over time as new technological challenges and opportunities arise.

We aim to uphold academic integrity, protect intellectual property, promote sustainable research practice, and foster critical socio-legal reflection on emerging technologies.

The IISL aims to give an integral education, open to new challenges, but preserving and developing the critical thinking, the intellectual potential, and the reflective capacities of our community. We value interdisciplinary work and the application of socio-legal methods that enable the interpretation and interrogation of the social world. We believe that we need to cultivate a higher sensitivity to human suffering, a stronger commitment to human rights, a greater awareness of environmental harm, and a deeper understanding of social issues. Technology can be used for these purposes as long as we are aware of its potential, pitfalls, and perils such as plagiarism and academic dishonesty, procrastination and poor time management, deficient study or research strategies, not developing critical skills, over-reliance on outdated or inaccurate data, unconscious bias, mental health challenges, and isolation, among others.

2. Guiding Principles

- **Academic Integrity**: AI must not be used to misrepresent authorship, fabricate data, or circumvent intellectual effort.
- **Transparency**: Students and researchers producing work that references the Institute's participation or support must disclose any substantive use of AI in academic submissions.
- **Respect for Intellectual Property**: AI-generated content must not infringe on third-party rights or violate licensing terms.
- **Open and Constant Consultation:** the advice and guidance of professors, tutors, supervisors and the scientific directorship will be available in relation to the use of AI tools.
- **Information:** Prior notice by professors and the scientific director on the appropriateness of the use of AI is encouraged.

[1] "Generative AI is a type of artificial intelligence that can learn from and mimic large amounts of data to create content such as text, images, music, videos, code, and more, based on inputs or prompts". Harvard (n.d) https://www.huit.harvard.edu/ai/guidelines

- **Critical approach to AI:** The IISL encourages critical reflection on the role of AI in law, society, ecology and knowledge production. Students are encouraged to examine the socio-legal implications of AI in their coursework and research, particularly in relation to its limitations, inconsistencies, and biases. The IISL admits the ethical, transparent and responsible use of AI tools in socio-legal research, as a complementary tool to the competent use of the methodological tools recognized in this scientific field.

- **Continuous examination of the policy:** due to the evolving nature of this technology and the emerging challenges it involves, this policy is submitted to continuous review and reflection. New cases will illuminate this policy; our spirit remains open to new advancements and application of technology supporting our core academic values.

- **Discouraged Non-academic uses**: AI is strongly discouraged to replace therapy, mental or physical health support. The lack of human nuance and social contextualization may result into inaccurate advice and originate harmful interventions.

- **Security awareness:** the use of Generative AI should be used with conscious awareness of the risks that can facilitate the personal information and sharing of your own intellectual work by others. Appropriate prevention measures are encouraged.

- **Environmental awareness:** the use of AI tools should consider the environmental footprint of its operation.

3. Disclosure Requirements and Assessment of the content

The use of AI tools must be explicitly acknowledged in the submitted work from the start of the work. A recommended format is: “This work has benefited from the use of [Tool Name] for [purpose], under the guidelines of the IISL AI Use Policy.”

Failure to disclose any substantive AI use may be treated as academic misconduct.

AI-generated content and AI-assisted data processing requires a cautious assessment of the content. Each person is responsible for reviewing and fact-checking any content using AI-generated material. Please ensure accuracy before using AI-generated information. Undisclosed or inappropriate use of AI may result in sanctions under the Institute’s academic ethics framework

4. Acceptable and unacceptable Uses

Generative AI can be a valuable academic tool if used responsibly as long it does not replace substantive work. Examples of appropriate uses, that do not require disclosure include:

a) language refinement and grammar correction.

b) detection of available sources of information.

c) Translation assistance, with the user retaining responsibility for accuracy.

d) Locating sources of information or generating bibliographic leads, provided students critically evaluate them.

e) Brainstorming and idea generation as a preliminary step to independent research with proper care about bias, inaccuracy, and other academic perils.

On the other hand, substantive use of AI that is generally considered a violation of academic ethics includes: submitting AI-generated content as original work without disclosure; using AI to generate entire or parts of essays, theses, or research papers; using AI to impersonate others or simulate interviews.

5. Sanctions

Violations of this policy will be addressed under the Institute's academic ethics framework and may result in Revision requests, Grade penalties, Formal warnings, or more severe measures, including expulsion. Sanctions will be addressed with respect to due process, proportionality with the severity and nature of the misconduct, and care for academic learning and responsibility.

6. Review and Updates

According to the principle of continuous examination, this policy may be reviewed annually to reflect technological advancements, evolving legal standards, and changing pedagogical needs. Students and faculty are welcome to propose amendments through the Scientific Directorship. The IISL will actively engage in research to identify and address bad practices, thereby enhancing knowledge in the field.

10. Faculty Autonomy and Pedagogical Discretion

Each professor retains the right to establish specific rules regarding the use of AI tools in their courses, assignments, or supervised research. Differences between disciplines may involve a range of variations between classes and assignments. These rules must be clearly communicated to students at the beginning of the course or project. They should align with the overarching principles of academic integrity, responsibility and transparency outlined in these Guidelines. In the absence of that declaration, the present guidelines entirely apply to the classes except for a different regulation from the University of the Basque Country with regard to the Master.

Professors are encouraged to articulate how AI uses support or challenge their pedagogical aims, and to foster open dialogue with students on the ethical, societal and environmental dimensions of emerging technologies.

11. **Authorship of the Guideline**

This guideline was produced by the Scientific Directorship based on multiple sources from different universities that have published Guidelines, including the University of Oxford, Stanford University, Massachusetts Institute of Technology (MIT), Harvard University, and the University of Cambridge, and received comments from the Oñati Community, who contributed to this resource.

12. Questions, comments and observations

Please direct your comments to: c.umana@iisj.es