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Ethical Frameworks for Artificial Intelligence Integration in Higher Education

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Abstract

The rapid integration of generative AI tools into higher education raises fundamental ethical questions about academic integrity, equity, and the nature of learning. This paper proposes a four-pillar ethical framework ? transparency, equity, agency, and accountability ? drawing on stakeholder interviews with 89 faculty members and 210 students across six universities in Georgia and Eastern Europe. We find that institutions lacking explicit AI policies experience significantly higher rates of academic integrity violations and student anxiety about AI-mediated assessment.

Keywords: AI ethics, higher education, academic integrity, generative AI, educational policy

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