

Dean's Instruction No. 2/2025

Guidelines and Recommendations for Using AI at FZP CZU

In today's academic environment, we increasingly encounter advanced tools based on artificial intelligence (AI). AI is becoming a common part of study, research, and professional practice. It is therefore important to agree on the principles and guidelines that should be followed to ensure its effective and responsible use.

1) Principles for Using AI in an academic environment

- I. **Transparency.** The extent of AI use is defined by the student together with the instructor, or directly by the instructor. Always respect if your instructor advises against using AI tools for a specific task. Just as with literature and software citations, it is mandatory to clearly state the AI tools used in any academic work, including the specific product and its purpose.
- II. **Responsibility and critical assessment of AI outputs.** The author of the work bears full responsibility for any content generated using AI. AI outputs can be incorrect, misleading, based on stereotypes, or discriminatory. AI can easily produce texts that appear plausible but are not based on real data or sources (so-called hallucinations). If such texts are included in your work, you become their author.
- III. **Safety.** Before using AI, always check the data privacy policies of the given platform. Never provide AI tools with personal or sensitive information that is not public and must not be shared with unauthorized individuals. Similarly, do not share information containing the intellectual property of the university. Extra caution is required especially when using tools developed or operated by entities under jurisdictions with limited academic freedom, as these may pose heightened risks as mentioned above.

2) Levels of AI Use

The allowed level of AI use may vary by course, depending on the decision of individual instructors. Below are five levels of AI use, which differ based on the extent to which AI is involved in the creative process. Note that a higher level does not automatically include uses allowed in the lower levels.

1	No AI	The task is completed entirely without AI assistance. This ensures students rely solely on their own knowledge, understanding, and skills.
2	AI-assisted idea generation and structure	AI may be used for brainstorming, structuring (e.g., outlines or mind maps), and generating ideas to improve the work.
3	AI-assisted editing	AI may be used to improve clarity or quality of student-created work, such as translations, language corrections, or stylistic adjustments. However, AI must not be used to generate entirely new content.
4	AI-generated parts with human evaluation	AI is used to produce certain parts of the task, which students must critically evaluate or revise. This level requires constructive interaction with AI and evaluation of its output. Examples include writing an abstract or creating a bibliography.
5	Full AI use	AI is used as a copilot throughout the entire process of completing the task. AI-generated content can be freely combined with original content. However, the use of AI must still be clearly specified.

3) Use of AI in Final Theses

All tasks associated with writing the final thesis, whether language editing, debugging code, searching for relevant sources, or summarizing articles, require increased attention when AI is used. AI can speed up keyword-based literature searches or assist in summarizing texts. However, information obtained this way must always be verified, and original sources must be consulted. Similarly, the functionality of generated code must be checked by the author. Use of AI in result interpretation must also be approached with caution. Data interpretation must reflect the author's critical thinking. AI may help identify patterns that would otherwise be difficult to detect, but the final interpretation must always be based on the author's expert judgment.

Caution is necessary when using AI to formulate hypotheses and research questions. Aside from AI's limitations in this area, developing these skills is a fundamental part of the students' academic growth and critical thinking. The use of AI for automatically writing parts of the thesis must also be approached carefully. Without proper verification and citation, this may lead to unethical behavior. AI must not replace the author's academic work when producing original scientific content.

Routine uses of AI in final thesis writing typically include language corrections, stylistic edits, outline drafting, improving text clarity, explaining algorithms, and helping with data

visualization. Even in these cases, the author must remain cautious and carefully review all outputs.

Lastly, users must be aware that all queries and inputs submitted to AI tools are accessible to the service provider outside the university. By using AI tools, you share various types of information with their providers, including potentially sensitive content. Always act with maximum caution when working with AI applications. Check each platform's data protection policy before use. Never provide AI tools with personal or confidential information, or content that includes university intellectual property. Extra vigilance is required when using tools operated by entities in jurisdictions with limited academic freedom, as these may present increased risk as mentioned above.

If AI tools are used, for example, for language or stylistic editing, the author must state this in a dedicated chapter after the list of references. If AI tools are used as part of the methodological work, they must be clearly described in the methods section of the relevant study.

General rules for using AI when preparing bachelor and master theses are specified in the CZU Rector's Directive 5/2019, as amended by update 2/2024 (Article 6).

This instruction comes into force on May 7, 2025.

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