

Policy for the Use of Artificial Intelligence

Faculty of Business and Economics, University of Pécs

1. Introduction: Motivation and Definitions

1.1. The rapid development of artificial intelligence (AI), particularly generative AI, offers immense potential for enhancing education, research, and administration. However, its use also raises challenges related to academic integrity, data security, and ethical practice. This policy provides a structured framework for the responsible use of AI at the Faculty of Business and Economics (UPFBE) to ensure that these tools align with our academic values.

1.2. This policy provides guidelines for the responsible and effective use of Artificial Intelligence (AI) tools in teaching, research, and administration, ensuring ethical standards and academic integrity.

1.3. Definitions:

- Artificial Intelligence (AI): Computer systems that can perform tasks typically requiring human intelligence.
- Large Language Models (LLMs): AI systems trained on text data that can generate human-like content (e.g. text, image, audio).
- AI Tools: Software applications utilizing AI technology (e.g., ChatGPT, Claude, Grammarly, DALL-E, PodLM).
- Sensitive Contexts: Situations involving personal data, grades, or crucial academic decisions.

1.4. Connection to other UP and external regulations

This policy was set in line and in connection with related EU-level, national and university level regulations as follows:

- EU Commission Artificial Intelligence Act, 2024.
- Code of Studies and Examinations of the University of Pécs
- Code of Ethics, Faculty of Business and Economics, University of Pécs

2. Application Area

2.1. This policy applies to all members of the academic community, including students, faculty, and administrative staff, when using AI tools in education, research, and administrative tasks. It also applies to external collaborators and third parties working with UPFBE institutional resources.

2.2. This policy sets out general rules and principles that must be obeyed by all faculty, students and administrative staff. Following the principle of subsidiarity, these guidelines may be overridden by specific rules on the course, program or department levels, but these shall not be weaker than outlined in this policy.

3. General Guidelines for the Use of AI

3.1. UPFBE encourages responsible exploration of generative AI tools. However, users must carefully consider critical aspects such as information security, data privacy, regulatory compliance, copyright concerns, and the maintenance of academic integrity.

3.2. Users of AI tools must be aware of the limitations of this technology, especially that LLMs can reflect biases found in their training data and may provide incorrect or 'fabricated' information (hallucinations). AI outputs shall be critically evaluated and cross-verified before further use.

3.3. Faculty, students and administrative staff therefore shall use AI tools in line with the following principles.

3.3.1. Transparency and Responsibility: All users are responsible for the accuracy of any information provided by AI tools. Any use of AI must be clearly declared and, where applicable, properly cited. This responsibility falls on all authors or users collectively in case of teamwork.

3.3.2. Data Security: Confidential or sensitive information must not be inputted into AI tools unless they are explicitly approved for such purposes by the University's information security regulations. Data or content available from third parties (databases, case studies, etc.) must not be inputted into AI tools unless the contract with these parties states otherwise.

3.3.3. Ethical Usage: AI should not be used to undermine academic integrity, such as by generating uncredited content for assessments or research.

3.3.4. Training and Awareness: Members of the UPFBE community are supported to attend workshops and training sessions to understand the potential and limitations of AI tools.

4. Guidelines of using AI for students

4.1. Faculty might permit the use of generative AI (ChatGPT, Copilot, etc.) and similar technologies in certain situations. However, students need to confirm that such use is allowed and understand any restrictions before utilizing these tools.

4.2. When using ChatGPT or other generative AI technologies, students must be aware of the limitations of this technology and adhere to best practices, particularly ensuring the following.

4.2.1. Data Security: Students should not enter confidential or classified data, including non-public research data, into publicly-available generative AI tools. Information shared with generative AI tools using default settings is not private and could expose proprietary or sensitive information to unauthorized parties.

4.2.2. Responsibility: Students are responsible for any content that they produce or publish that includes AI-generated material. AI-generated content can be inaccurate, misleading, or entirely fabricated, or may contain copyrighted material. Students must review all AI-generated content very carefully, recognizing that they are ultimately responsible for the accuracy of any work they submit.

4.2.3. Proper citation and referencing: As clarified in other UPFBE regulations, students must cite their use of these AI tools appropriately. Not doing so violates the regulations of study and evaluation and fall under the same evaluation as plagiarism. Submission of unedited and uncited GenAI output in a written thesis, semester paper or equivalent assignment may be treated as academic misconduct. For proper citation, see the Appendix to this policy.

5. Guidelines of using AI for faculty

5.1. UPFBE is dedicated towards academic freedom and understands the diversity of teaching and evaluation methods across its programs and courses. Therefore, it adopts a flexible framework that allows different approaches to be taken by different courses. In general, all courses shall take one of the three positions according to the use of AI tools.

Position 1: No authorized use of AI in assessments. This means that generative AI tools cannot be used for your formative or summative assessments and using generative AI in your assessments will be considered academic misconduct. The use of AI tools for grammar and spell-checking is not included in the full prohibition under Position 1.

Position 2: Limited authorized use of AI (e.g., research assistance or specific tools and service providers). This means that generative AI tools can be used in specific ways for assessments. The specification of the tools and the assessment elements where AI tools can or can not be used is the responsibility of the module leader. Instructors must specify in their syllabi the allowed and disallowed uses of AI for their courses. Students must adhere to these rules.

Position 3: Full authorized use of AI, provided it is appropriately cited and does not compromise learning outcomes.

5.2. In all cases, the course syllabi must clearly declare the position of the given course with respect to AI use. This declaration must provide information on the *permitted, required and prohibited* elements of AI support in the given course.

5.3. Taking any of the positions, the main role of faculty remains to educate students to ethically and responsibly use different AI tools in order to efficiently support their learning process and problem-solving skills.

6. Using AI in Research

6.1. *Critical Evaluation:* Researchers must critically assess AI-generated content for accuracy, reliability, and ethical compliance.

6.2. *Citation:* Any use of AI in research outputs must be transparently declared and appropriately cited, including a description of the tool's use in methodologies or appendices.

6.3. *Data Integrity:* Non-public research data must not be entered into AI systems unless explicitly approved by relevant authorities.

6.4. *Originality:* AI should be used as a support tool and not replace the researcher's intellectual contribution.

6.5. *Special Research Considerations:* Ethical reviews, data management plans, publication guidelines, and collaboration protocols must be followed when using AI in research.

7. Using AI in Administration

7.1. *Efficiency and Accuracy:* AI tools may be used to streamline administrative processes, such as drafting communications, generating reports, or scheduling, provided they meet institutional data security standards.

7.2. *Approval Process*: Procurement or adoption of AI tools for administrative purposes must be reviewed and approved by the University's IT and Data Privacy offices.

7.3. *Human Oversight*: Outputs generated by AI must be reviewed and validated by staff to ensure accuracy and appropriateness.

7.4. Permitted and Prohibited Administrative Usage:

7.4.1. *Permitted*: Scheduling, organization, data analysis, reporting, and communication drafting.

7.4.2. *Prohibited*: Automated decision-making affecting student outcomes, processing sensitive personal data without safeguards, replacing human judgment in crucial decisions, and using AI for confidential matters.

8. Sanctions for Improper Use of AI

8.1. Improper use of AI, such as failing to disclose its use, violating course-specific rules, or compromising data security, will be considered a breach of academic or professional integrity.

8.2. Non-compliance will be addressed according to institutional misconduct policies.

9. Final Provisions

9.1. This policy will be reviewed regularly to reflect technological advancements and evolving academic standards. Faculty, students, and staff are expected to remain informed of updates. Questions or concerns regarding this policy should be directed to the Dean's Office.

9.2. The review of policy effectiveness, stakeholder feedback analysis, technology update evaluation, and regulatory compliance checks should be done annually.

9.3. Update procedures should involve stakeholder consultation, draft revision circulation, and an approval process.

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Prof. Dr. András Takács
dean