

Recommendations for the use of AI tools at the Faculty of Management, Wrocław University of Science and Technology

Introduction

The following recommendations have been prepared for the Faculty of Management at the Wrocław University of Science and Technology in response to the need to indicate best practices related to the use of artificial intelligence (AI)-based tools in both teaching and research conducted at the Faculty.

Given the rapidly evolving landscape in this area, this document is dynamic in nature and remains open to further revision.

Artificial intelligence is becoming an integral part of contemporary management, education, and research. As the Faculty of Management, we regard AI as a tool that supports the development of future competencies, but not as a substitute for critical thinking, individual responsibility and authentic academic relationships. The purpose of this document is to establish consistent guidelines for the use of AI in teaching and research, grounded in the principles of responsibility, academic integrity, transparency, and ethics.

Note: The term "AI-based tools" encompasses a broad range of technologies. Unless otherwise specified, this document focuses primarily on generative artificial intelligence systems, particularly those based on large language models (LLMs).

Fundamental Assumptions

1. AI can assist with data analysis, organizing information, generating solution variants, and decision-making simulations. It cannot, and should not, replace independent reasoning, critical analysis, ethical reflection, and responsibility for creative decisions.
2. The Faculty of Management permits the use of AI-based tools in the learning process. Students are required to disclose whether and to what extent AI was used in any submitted paper, project, or presentation. The Faculty additionally encourages the practice of including brief *AI use statements*.
3. Content generated with the aid of AI does not exempt its author from the responsibility for the provided content. The author is required to personally verify the sources, logical coherence, and factual correctness. The work generated with the aid of AI remains

subject to the same ethical standards as work produced without AI assistance.

4. One of the fundamental principles governing the use of such tools is limited trust to the results they produce, accompanied by fostering analytical and creative thinking, deepening subject-matter knowledge, and continuously expanding one's expertise. Anyone using AI is responsible for verifying the reliability of obtained results.
5. The use of AI-based tools must comply with applicable copyright and intellectual property laws, respect personal data protection regulations (including GDPR), and ensure the confidentiality of information. Sensitive or otherwise protected data must not be entered into AI systems.
6. Acknowledging the importance of well-being and cognitive aspects of human functioning, the Faculty seeks to raise awareness among both students and staff on matters of information hygiene — an issue of particular importance given the risks of cognitive overstimulation and information overload.
7. The teaching goal is to develop critical thinking, the ability to ask probing questions, the capacity to assess information quality, and responsible decision-making in an AI-enabled environment. To this end, the Faculty strives to facilitate the development of these competencies among both students and academic staff.

Recommendations

1. The Faculty of Management regards AI-based systems as supportive tools. They cannot replace conceptual understanding, analytical skills, critical thinking, or the knowledge students have acquired and their ability to apply it.
2. It is recommended that every student complete training in best practices for the use of AI-based tools prior to commencing their first-cycle studies (1st semester of the 1st year of studies).
3. It is recommended that students and Faculty staff be provided with opportunities to develop their competencies in the use of AI-based tools through dedicated courses or seminars.

Teaching

AI systems cannot replace the subject-matter knowledge a person has acquired or their understanding of it. For this reason, the Faculty of Management places primary emphasis on developing substantive competencies, which enable the critical assessment of the output generated by AI-based systems.

Generative AI systems (such as ChatGPT, Gemini, Claude, Perplexity, and others) useful tools, but they are tools nonetheless. Their use cannot replace a student's knowledge, imagination, analytical skills, or creativity. However, they can provide meaningful assistance with certain aspects of academic work. Like any tool, AI-based systems have limitations, which requires the careful verification of all the outputs provided by such systems.

It is therefore recommended that initial training and subsequent teaching familiarize students with the characteristics of the tools available to them, including their respective strengths and limitations.

1. Good practices

1. Generative AI tools can support the creative process through various methods of engagement. Students are nonetheless expected to ask probing questions and consider various approaches to the subject matter.
2. The use of AI-based tools for literature search and review is permitted. Such tools may also support the research process by generating summaries and abstracts. However, they cannot replace independent reading, comprehension of the text and the topics discussed, the research context, methodology, or the experience and knowledge acquired through this process.
3. All results obtained from an AI-assisted literature review must be verified against the original source publications.
4. When citing literature, bibliographic details must always be provided in accordance with the referencing guidelines adopted by the Faculty – not merely the name of the tool used. It must always be ensured that the cited item exists and that its content is relevant to the research in question.
5. AI-based tools may be used to format bibliographies. However, the final output must always be verified for compliance with the required referencing style.
6. All work submitted for evaluation must be the result of the student's own effort. This applies particularly to reports, papers, notes, projects, presentations, written assignments, theses, and other forms of course completion.
7. Generative AI tools may be used for editorial purposes (e.g., proofreading and style editing); however, the final version must be thoroughly reviewed by the author.
8. AI-based tools may also be used for translation; in such cases, the resulting translation must be carefully checked for the accurate rendering of specialised terminology.
9. AI-based tools may be used for data analysis, provided that students demonstrate an understanding of the fundamentals of the analytical methods employed, including what the tools analyse and how they do so.
10. Emphasis should be placed on the ability to interpret and verify the results obtained, justify the methods applied, and draw well-founded conclusions.
11. Any graphics, diagrams, charts, or data analyses generated with the aid of AI must be accompanied by the following annotation: "Graphic / diagram / chart / analysis generated using [tool name]."
12. AI systems may assist in writing source code of computer programmes; however, students are expected to possess a working knowledge of the programming language in question, be able to select appropriate algorithms for a given problem, and understand the methods used and how results are obtained, in order to thoroughly assess the correctness of the solution provided.
13. Instructors are responsible for informing students of the rules governing the use of AI-based tools in accordance with best practices, and that such tools are not to be misused.

2. Transparency

The Faculty ensures transparency in the use of AI-based tools in teaching. The following practices are recommended:

1. Regarding the conduct of classes, instructors are recommended to explain to students the possibilities and rules for using AI-based tools in the context of assignments, projects, and course credit requirements.
2. Where such tools are used, the instructor reserves the right to assess the student's knowledge and skills independently.
3. Instructors should likewise inform students of the extent to which AI-based tools were used in preparing the materials presented during classes.
4. Students and staff are required to disclose the use of AI in all submitted work, both coursework and theses, by including a dedicated statement (e.g., in a footnote). This disclosure should specify:
 - a. the type, model, and version of the tool used;
 - b. the scope of its use;
 - c. the nature of the outputs obtained (e.g., generated text, code, or other content), with a note that repeated use of the same prompt may yield different results.

3. Legal requirements

All data entered into AI-based tools must be anonymised, in accordance with applicable confidentiality principles, intellectual property protection requirements, and current legal regulations. Users must ensure that no personal data, confidential information, data subject to organisational confidentiality obligations, unpublished research results, or materials subject to third-party rights are entered into such tools – unless the explicit consent of the authorised party has been obtained and all relevant University regulations have been complied with.

4. Preparation of Theses

1. When preparing theses, AI-based tools may be used solely in an auxiliary capacity. Their use must comply with the best practices, transparency principles, and legal requirements set out in this document.
2. The topic, objective, research and/or practical problem, selection of research methods, and methods for obtaining results must be determined by the thesis supervisor and the author. The scope of use of AI-based tools must comply with the rules adopted by the Faculty.
3. Full responsibility for any content generated by AI systems and incorporated into the thesis rests with the author.
4. Where AI is used as a research tool, its purpose, scope, and the specific tool employed must be described in a designated section of the thesis (e.g., within the description of the research methodology), in accordance with the best practices adopted by the Faculty.

5. Where AI is used to write code, develop a model, analyse data, or interpret results, its use must be clearly indicated and described, and the student must be able to provide a substantive explanation of the solution obtained. The description must include the following:
 - a. the tool used;
 - b. what was accomplished using the tool (excluding the content of the prompts);
 - c. the extent of its use.

Example: ChatGPT Pro (version 5.5, thinking mode) was used to generate an initial version of a code snippet implementing a sorting algorithm; the code was subsequently corrected and tested by the author.

6. The use of AI to create graphics, diagrams, charts, or data analyses is permitted, provided that each such element is accompanied by the annotation: "Graphic / diagram / chart / analysis generated using [tool name]."
7. In view of the inherent limitations of AI tools – including the risk of generating incorrect information, biased outcomes, outdated data, and incomplete responses, as well as the absence of any guarantee as to the correctness of generated code or analyses – full responsibility for the reliability of the work, the accuracy of its content, compliance with academic integrity standards, verification of the functionality of any generated code, and the correct interpretation of results rests solely with the author.