



COLLECTION OF DECISIONS AND ORDINANCES OF THE UNIVERSITY OF SOUTH BOHEMIA IN ČESKÉ BUDĚJOVICE

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Rector's ordinance on the use of artificial intelligence in the production of written papers and other types of theses of students of the University of South Bohemia in České Budějovice

Article 1

Introductory provisions

- 1) This ordinance regulates the basic rules for the ethical, creative, and safe use of artificial intelligence (hereinafter also referred to as 'AI') in the production of written works and other types of theses by students of the University of South Bohemia in České Budějovice (hereinafter also referred to as 'student papers').
- 2) For the purposes of this ordinance, written papers refer to all written papers by students, in particular dissertations, theses, bachelor's theses, term papers, and seminar papers.
- 3) For the purposes of this ordinance, other types of theses refer to non-written theses or non-written parts of theses, in particular artistic and audiovisual creations.
- 4) The author of a student paper is a person who, in the context of his studies, prepares the paper on the basis of a clearly defined assignment (hereinafter referred to as the 'author').
- 5) The University of South Bohemia in České Budějovice recognises the importance and benefits of AI tools when used ethically, creatively, and safely. The main purpose of student papers is to develop students' creative potential and critical thinking. Moreover, authentic results of one's own work are much more important in learning than perfect-sounding formulations. Therefore, AI tools should be seen primarily as accessories on the path of developing the skills and abilities associated with studies at a higher education institution.
- 6) This ordinance uses generic masculine forms for simplicity in its text.

Article 2

Artificial intelligence tools

- 1) Artificial intelligence tools are standardly divided into generative and other.
- 2) Generative AI tools are, for example, tools that are used to generate text (e.g. Copilot) or images (e.g. Midjourney). Their operation is based on statistical analysis of training data (e.g. statistical relationships between words or larger units in the case of text generators). They generate objects (e.g. texts or images) that respect the internal rules of the data model while being influenced by user input. It is always the responsibility of the author of the work to declare and specify the use of such tools.
- 3) Other AI tools that, for example, perform translations (e.g. DeepL), suggest language modifications (e.g. Grammarly) or analyse scientific publications (e.g. Elicit) are not primarily focused on generating new content. Unless explicitly and transparently stated in the assignment, the use of such tools need not be declared and specified.



- 4) This ordinance primarily regulates the rules for the use of generative AI tools. For other AI tools, this ordinance is used in the parts that explicitly mention these other AI tools.

Article 3

Cybersecurity rules

- 1) Information provided to AI tools may be visible to their operators outside the University of South Bohemia in České Budějovice (hereinafter also referred to as 'USB'), and therefore students must follow the following rules when using them:
 - a) When registering for AI tools, the same passwords that students use to log in to USB systems must not be used.
 - b) If the AI tool provider allows multi-factor security, students are strongly encouraged to take advantage of this option.
 - c) When registering for and using AI tools, students are prohibited from providing sensitive information about themselves or others, including personal information, to these tools. Students should also review the terms of service as formulated by the providers when registering and determine whether their personal data may be used by other parties or could be accessed by unauthorized persons and misused.
 - d) If AI tools are used in the production of student papers, it is prohibited to provide confidential, internal, proprietary, sensitive, or other non-public information to these tools, including information involving University intellectual property.

Article 4

Basic principles, principles and binding rules for working with AI

- 1) If the author uses AI tools in the creation of the student work, he is obliged to familiarize himself with the principles and basics of the functioning and use of the AI tool in question.
- 2) The use of AI tools must be consistent with academic principles. This includes, for example, adherence to ethical standards, accuracy, objectivity and transparency, proper citation of sources, and respect for intellectual property in research, studies, and scholarly communication.
- 3) Any form of non-transparent behaviour based on presenting someone else's work as one's own (including translation from a foreign language), or attempting to mislead the supervisor, the advisor, and other evaluators and bodies, is regarded as deliberate conduct against good morals, with all the consequences that this entails (see Article 8).
- 4) AI-generated texts can lack a critical perspective on the subject. Information can be erroneous, distorted, incomplete, misleading, contradictory, or even discriminatory. Texts may contain controversial opinions without considering their veracity or context. Often there is no assessment of the pros and cons of a given situation or solution. AI outputs are therefore always only and only an input for the author. The author is responsible for using these outputs and for critically examining and verifying them.
- 5) The basic rule that applies to all AI tools is that the author of the student paper is the author and only the author, not the tool he or she uses. The author is fully responsible for the student paper, as the use of AI tools was a free and informed decision.
- 6) The AI tool is ultimately never the author of the information it presents. Therefore, as with the use of other sources, the author cannot use AI output in his or her student work without critically evaluating or verifying it (for example, a particular formulation, translation, process, idea, or reference to a source in the form of a written or other work).

Article 5

Assignment

- 1) The thesis supervisor or advisor has the right to prohibit or not recommend the use of certain AI tools in the student's paper (e.g. generative AI tools in general or specific language tools, e.g. in the case of linguistic papers).
- 2) If the use of certain AI tools is prohibited or discouraged by the thesis supervisor or advisor in a given student's paper, this must be transparently and explicitly stated in the assignment for that paper, including a clear justification.
- 3) It is recommended to assign student papers that are not trivial and not just of a compilation, or report nature.
- 4) Where possible, it is recommended that the student's own contribution and a special section devoted to his own critical evaluation of the topic be required for the student's paper.

Article 6

References, declarations, and reflections on the use of AI

- 1) The author is obliged to follow the rules of citation ethics, in particular, to distinguish the borrowed ideas from his own, to refer to the original source and to identify the original source so that it can be found.
- 2) Using the right references¹ in the right places in the text is one of the pillars of academic principles. The author of the paper is fully responsible for the accuracy, precision, and correct form of references.
- 3) To fully understand the author's own contribution, the use of generative AI tools must always be declared and specified by the author. A short declaration listing the tools used and their purposes, combined with a statement by the author that he is aware of the benefits and potential limitations of using these tools, has carefully reviewed and edited the entire paper and is submitting it with full authorial responsibility. The declaration includes at least the following text:

'In the preparation of this paper, the author has used [TITLE OF TOOL / SERVICE] for the purpose of [REASON]. After using this tool/service, the author has reviewed and edited the content as necessary and assumes full responsibility for the content of [TYPE OF WORK].'
- 4) Based on instructions from the paper supervisor or advisor, which must be given to the student in advance, in a clear and demonstrable manner, the student may reasonably be required to provide more detail about the use of AI in the preparation of the paper than just the above declaration. These details can take various forms: from a framework where the student states which passages have been processed by the AI tool (and why), to an indication of what basic tasks have been assigned to the AI tools used. However, even with the maximum form of declaration and specification, the student will not be required to give detailed sequences of so-called prompts (requests, assignments) and the AI tools' responses to them.

Article 7

Defence

¹ References are links to the sources from which they were drawn. References are generated by AI generative tools just like any other text. Therefore, AI can generate a reference to a source that does not actually exist. And if the AI already generates a reference to a source that exists, it may not be a source related to the text that the AI generated in that context.



- 1) The defence offers an exceptional opportunity to test the independence of the student's paper. Therefore, part of the defence of a student's paper should always include an emphasis on demonstrating a clear knowledge of the topic, a sufficiently deep understanding of the subject matter, and the ability to discuss the topic in a quality, consistent and critical manner. For a successful defence, the student should be able to defend and critically evaluate the processes and motivations that led to the development of his paper, as well as the claims made in it.
- 2) The evaluation of student papers must always include a check of references and sources used. In the case of ambiguity, it is the student's task and responsibility to dispel such ambiguity by providing clear evidence (e.g. to demonstrate which parts of the literature and sources he has used, where he obtained them, etc.).
- 3) If the student's paper includes data based on research conducted by the student, it is the student's responsibility to preserve the data and present it upon request (e.g. measurements, survey data, etc.).
- 4) In the preparation of qualification papers, a key emphasis is placed on the quality of the management of these papers. Continuous monitoring and verification of the work progress and methodology, verification of the student's knowledge and skills during regular consultations, and verification of how the student worked with sources and literature are essential. It is the responsibility of the author to take into account the opinion of the supervisor or advisor as to whether the qualification paper is ready for submission and subsequent defence and to ensure that the supervisor or advisor has the opportunity to see and comment on the latest version of the thesis before it is submitted. The thesis supervisor or advisor should not allow a student to submit a paper of which they do not have a comprehensive understanding. If the student still submits the paper, they should reflect this in their review and not recommend the paper for defence.
- 5) In order to prevent the possible misuse of AI in the preparation of qualification papers to the detriment of students' own contribution, it is recommended to revise the format of the courses whose content is the preparation of qualification papers. For example, milestones in the process, including the preparation of initial theses of the paper, mock defences, or final theses for defence, could be established as part of the pathway to obtaining credit in these courses.
- 6) The method of verifying the student's work progress and his knowledge and skills, the rules for submitting qualification papers, as well as the format of the courses whose content is the preparation of qualification papers, are entirely within the competence of individual faculties and should be transparently specified by the faculties.

Article 8

Sanction

- 1) If it is proven that a student has used AI tools in his work in violation of the rules set out in this ordinance, it is viewed in the same way as plagiarism, i.e. as unethical conduct with all potential disciplinary consequences, including the initiation of disciplinary proceedings and possible expulsion from studies under the provisions of Section 65(1)(c) of Act No 111/1998, on Higher Education and on Supplements and Additions to Other Acts (Act on Higher Education) (hereinafter referred to as the 'Higher Education Act').
- 2) In the event of a successful defence and subsequent proof of unauthorised or unacknowledged use of AI in the qualification paper, it is viewed in the same way as plagiarism, i.e. as an unethical act with all potential consequences, including the initiation of proceedings for invalidation of the state examination or its part or the defence of the dissertation under the provisions of Section 47c of the Higher Education Act.

Article 9

Final provisions



- 1) This ordinance applies to USB students and, in relevant parts, to supervisors or advisors of their qualification papers, except for student papers whose assignment date precedes the date of this ordinance taking effect. However, even in these cases, they may be questioned about the use of AI and the rationale for its use during their defences.
- 2) The issue of the use of artificial intelligence in the conduct of science and research, including the production of scholarly papers, will be addressed by a separate ordinance of the Rector.
- 3) Typical situations that may arise in connection with the application of this ordinance and recommendations or obligations related to these situations are specified in the methodological document 'Implementation recommendations and obligations supplementing the Rector's ordinance on the use of artificial intelligence in the production of written papers and other types of theses of students of the University of South Bohemia in České Budějovice'.
- 4) USB faculties shall modify their internal regulations so that they are in compliance with this ordinance.
- 5) This ordinance enters into force and takes effect on the date of publication in the collection of the Rector's decisions and ordinances in the public section of the USB website.

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