

**UNIVERSITY OF SPLIT
FACULTY OF HUMANITIES AND SOCIAL SCIENCES**



**Guidelines for the Appropriate Use of Artificial Intelligence Tools in
Teaching, Student Coursework, and Scientific Work at the Faculty of
Humanities and Social Sciences in Split**

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The Guidelines for the Appropriate Use of Artificial Intelligence Tools in Teaching, Student Papers, and Scientific Work at the Faculty of Humanities and Social Sciences in Split were prepared by the members of the Working Group, consisting of: Prof. Zorana Šuljug Vučica, PhD, Vice-Dean for Education and Student Affairs, Assoc. Prof. Suzana Tomaš, PhD, Assoc. Prof. Ana Torlak, PhD, Doc. Lada Maleš, PhD, Anita Lunić, PhD, Senior Assistant, Slaven Kušljic, BSc
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1. Introduction

Over the past decade, the development and availability of artificial intelligence (AI) tools have had a profound impact on all aspects of society, including the academic community. Artificial intelligence is becoming an inevitable part of academic and professional life, offering significant potential for the advancement of learning, teaching and research.

The Faculty of Humanities and Social Sciences in Split (hereinafter: FFST) recognises the importance of AI tools in advancing education and scientific research, as well as their efficiency in carrying out administrative tasks. FFST therefore supports the use of AI tools while upholding academic integrity, the protection of privacy, intellectual property, and the legal frameworks in force.

When used responsibly and appropriately, AI tools have the potential to significantly improve academic processes. This includes, for example, the personalisation of learning (analysing individual students' learning styles and current knowledge and assigning personalised tasks accordingly), increasing research productivity (automating routine tasks such as processing large data sets, supporting literature searches, etc.), and supporting accessibility and inclusiveness (speech-to-text conversion, automatic captioning and speech synthesis, which improve the accessibility of materials for students with different needs). However, the use of AI also brings a range of challenges and risks that require a systematic and responsible approach.

In 2024 the European Union (EU) adopted *the Artificial Intelligence Act* (Regulation 2024/1689), which regulates the development, application and oversight of AI systems. In accordance with this Act, the purpose of this document is to establish clear and comprehensive recommendations for the responsible and ethical use of AI tools at FFST, with a view to maximising their benefits and minimising the associated risks.

These *Guidelines* seek to ensure that the use of AI in the academic environment contributes to scientific excellence, critical thinking, the advancement of digital competences and social responsibility, in line with the values of the academic community and the European Union's regulatory framework. They apply to all employees, students, external associates and other persons who, within FFST, use AI tools for teaching, research or administrative purposes. FFST confirms that AI systems classified under the Artificial Intelligence Act as unacceptable-risk systems or high-risk systems shall not be used.

In line with the above, the principles governing the use of AI at FFST are defined as follows:

- *Responsibility*: the use of AI tools must be consistent with institutional values and ethical norms.
- *Equality*: avoiding bias or discrimination in the application of AI tools, while promoting fairness and equality.
- *Privacy and security*: personal and institutional data must be protected against misuse.
- *Transparency*: it is essential to clearly communicate when and how AI tools have been used.
- *Innovation*: FFST encourages a climate of experimentation and innovative application of AI tools in order to improve outcomes and advance processes.

2. Use of AI Tools in Teaching

2.1. Use of AI Tools in Teaching (Instruction)

Teachers play a central role in the responsible integration of AI tools into the educational process. They are expected to develop digital and ethical competences, understand the possibilities and limitations of AI tools, and use them thoughtfully and critically.

Artificial intelligence, like any other auxiliary tool, can be useful in planning and preparing classes, designing educational materials, analysing learning data, or carrying out organisational activities. The teacher is responsible for the use and application of this, as well as any other tool, and is required to apply pedagogical, didactic and methodological standards.

AI tools must not replace the assessment process, the creativity, or the responsibility of teachers towards students. Where AI tools are used in the preparation of teaching materials, the teacher must clearly indicate their contribution.

Responsibility for the accuracy, appropriateness and scientific soundness of teaching content always remains with the teacher. The teacher must ensure that AI tools do not produce biased, inaccurate or ethically questionable content, and that their use does not develop into a form of automated teaching and assessment. Teachers determine the rules governing the permitted use of AI tools within their own courses, but must clearly communicate these rules to students and ensure equality of access.

Accordingly, *acceptable uses of AI tools include:*

- developing digital and ethical competences and understanding the possibilities and limitations of artificial intelligence tools
- using artificial intelligence tools thoughtfully and critically, in line with pedagogical objectives and academic values
- applying artificial intelligence tools in the following activities:
 - planning and preparing classes
 - designing educational materials
 - analysing learning data
 - organisational and administrative tasks
- transparently indicating the contribution of artificial intelligence tools where they have been used in the preparation of teaching content, provided that the role of AI is not substantial
- ensuring the accuracy, appropriateness and scientific soundness of content used in teaching
- monitoring and evaluating the results generated by AI tools and identifying possible errors, bias or unethical elements
- establishing rules on the permitted use of AI tools within one's own course
- ensuring equality of access and equal rules for all students.

Unacceptable uses of AI tools include:

- using AI tools as a substitute for the process of assessment, teaching, or providing feedback to students
- presenting AI-generated teaching content as one's own, without indicating the contribution of AI tools
- relying on content produced by AI tools without verifying its accuracy, appropriateness and ethical soundness
- using AI tools that generate biased, inaccurate or ethically questionable content
- delegating decision-making to AI tools.

2.2. Use of AI Tools to Support Students in Learning, Completing Assignments and Producing Written Work

The use of AI tools must be ethical and transparent, and must be consistent with these *Guidelines*, the requirements of the *Code of Ethics* of the Faculty of Humanities and Social Sciences in Split, and *the European Code of Conduct for Research Integrity*.

In selecting and using AI tools, students should be guided by academic standards and the ethical principles of transparency, responsibility, integrity and honesty.

AI tools may serve as a stimulus for learning, research and organisation, but must never be used to produce content that a student presents as their own. AI tools cannot replace independent thinking, research and writing.

Permitted Use

The permissibility of using AI tools in learning, completing assignments and producing written work is determined by the teacher or supervisor.

Where expressly permitted by a supervisor or teacher, students may use AI tools for:

- language improvement of the work (grammar, spelling)
- structuring the content of the work
- translating sources, literature or their own authored texts
- reviewing, summarising and analysing literature or data
- developing and elaborating ideas
- manipulating visual and other content in the work
- producing graphic, visual, multimedia and schematic representations
- producing accompanying multimedia and other content.

Critical Evaluation of Results, Reliability and Security

Students must take into account the possibility of errors, hallucinations and bias in the output produced by AI tools.

Students are required to verify and critically evaluate the accuracy and reliability of generated content using standard academic research methods (e.g. literature review).

Students must respect privacy and academic research standards. Students must not use or input personal, confidential or sensitive data when interacting with AI tools.

Transparency and Disclosure of the Use of AI Tools

Where a teacher permits the use of AI tools, students are required to clearly and transparently disclose this in the introduction and methodology of the work, stating:

- the name and version of the tool used
- a record of the prompts used and relevant interactions
- a description of how the generated content was produced and used
- the date of use
- a description of how the accuracy and reliability of the generated content were verified.

Unacceptable Uses

Unacceptable uses of AI tools include:

- presenting content generated using AI tools as one's own work
- using AI-generated content without applying standard methods to verify its accuracy and reliability
- using AI tools without clearly disclosing their contribution and the manner of their use
- relying exclusively on AI tools to the detriment of one's own understanding, research and analysis
- entering personal, confidential or sensitive data into AI tools or online services
- using AI tools in any part of the teaching process without the teacher's permission.

Academic Integrity

Where students decide to use AI tools, they are required to do so in accordance with these *Guidelines*, the *Code of Ethics* of the Faculty of Humanities and Social Sciences in Split, and the *European Code of Conduct for Research Integrity*.

Students are responsible for the accuracy and reliability of the information they use and cite in their work.

Use of AI tools without adequate disclosure and documentation shall be considered plagiarism.

Use of unverified AI-generated content constitutes a breach of academic integrity.

Failure to comply with these *Guidelines* constitutes a breach of academic integrity.

3. Use of AI Tools in Scientific and Research Work

FFST is committed to safeguarding the integrity of scientific work, promoting innovation, and upholding publisher rules, privacy and confidentiality, and ethical standards in the use of AI tools in research. FFST encourages a critical approach to the use of technology, ensuring that the use of AI tools complements, rather than replaces, the skills and intuition of researchers.

The use and application of AI tools must be consistent with scientific and ethical standards and must comply with these *Guidelines*, the requirements of *the Code of Ethics* of the Faculty of Humanities and Social Sciences in Split, and *the European Code of Conduct for Research Integrity*.

3.1. Use of AI Tools in Research

AI tools can considerably facilitate data analysis and the development of new ideas or scientific methods. Researchers bear full responsibility for the interpretation of the results obtained and for drawing conclusions. AI tools cannot replace human expertise and critical thinking.

Accordingly, permitted uses of AI tools include:

- identifying patterns and analysing data, as well as forecasting trends
- locating relevant sources (subject to the researcher's obligation to verify the reliability of those sources)
- literature searching.

3.2. Use of AI Tools in the Preparation and Writing of Scientific Papers

Critical Evaluation of Results, Reliability and Security

Some AI models, in particular generative language models, are prone to hallucination and may provide inaccurate data or references. Researchers are required to carefully verify the accuracy and reliability of data generated by AI.

AI algorithms may contain implicit bias arising from the quality or structure of the data on which they were trained. Researchers are required to assess potential bias and to make every effort to reduce it, for example through additional validation and the use of different data sets.

When using data of a particularly sensitive or confidential nature (e.g. personal, health or business data), researchers are required to comply with all applicable laws and regulations on data protection and to ensure that the use of AI tools does not compromise the privacy or safety of research participants.

AI-based research must ensure reproducibility by documenting workflows and providing access to data and models (wherever possible). Continuous monitoring of the development of AI technologies, including new tools and protocols, is recommended to ensure the relevance and effectiveness of research processes.

Transparency and Citation of AI Tool Usage

In all scientific papers, projects, or other forms of dissemination of research results in which AI was used, it is necessary to clearly indicate which AI tool was used and in what way. All details of use, including prompts, tools used, and their versions, must be clearly stated.

In addition, authors are responsible for ensuring data accuracy and avoiding plagiarism. Authors are solely responsible for the final content, conclusions, and positions presented in the paper, even when they are partially based on results generated by AI. Researchers/authors are obliged to check whether materials generated by AI tools comply with the rules of publishers, research project funding sources, and the institution (FFST) before public publication or dissemination.

Academic Integrity

AI tools must not be used to generate entire authored works.

Content generated by AI tools must be appropriately labeled and cited (in accordance with the instructions of the publisher where the scientific work is published).

To ensure the credibility of information, every citation generated by AI tools in scientific and thesis papers must be confirmed by citing scientific literature.

Reviewers are not recommended to use AI tools; however, if they use them in the review process, they are obliged to transparently declare any assistance from AI, taking into account limitations and potential confidentiality issues.

These *Guidelines* will be updated depending on the development of AI tools, ethical challenges, and legal changes.

FFST promotes the responsible use of AI technologies in research, with an emphasis on transparency, ethics, and respect for intellectual property. All stakeholders in the scientific and educational process (teachers, researchers, and students) are called upon to adhere to the Guidelines, taking into account the recommendations and policies of publishers or research funding sources, to jointly contribute to the development of the scientific community and the maintenance of high standards of academic excellence.

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DEAN

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