TIAS

SCHOOL FOR
BUSINESS AND SOCIETY

TIAS BASIC RULES ON AI

February 2025

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We extend our gratitude to our colleagues from the TiU and Tu/E. With their approval, we have adapted their Policy on AI in Education to align with the specific situation at TIAS and to match the ongoing AI developments within our teaching and departments.

Leading Principle

TIAS Business School aims to educate participants within the context of their studies to become competent and responsible users of GenAI tools, aligning with academic practices, attitudes, critical thinking and principles of our code of conduct (Feb 2025).

Working Agreement for AI-use in TIAS Education

1. The use of AI tools is allowed as an aid for general functionalities (teaching and study tool/assistant/input for own work) unless explicitly forbidden by the examiner (see point 3). General functionalities include brainstorming, gaining inspiration, summarizing general information, refining one's own work (e.g., language correction, language assistant), translation, and self-study/sparring partner (e.g., generating practice exam questions and answers). AI tools are not reliable scientific sources and the output must always be evaluated critically according to academic practices (e.g., as stated in the TIAS Code of Conduct, (ethical conduct, 2025). Faculty is always responsible for the educational activities they design and/or perform. Participants are always responsible for the work they submit.

2. When using GenAI functionalities (creation of new content, replacement of own work), complete mentions are required. The important distinction with the functionalities as mentioned under rule 1 is when GenAI partially replaces or outsources the participants own work and learning process. If a participant uses GenAI in a manner other than meant under rule 1, it must be explicitly mentioned. This way, the teacher can provide more targeted feedback on the acquisition of academic practices and responsible use of tools. Standard scientific referencing methods (APA) are taught and applied. Based on this, a complete mention must at least include:

    1. The name and version of the tool
    2. Purpose and method of use

The generation of quantitative and qualitative research data with GenAI is fundamentally prohibited, unless explicit consent is given by the examiner (see point 3).

Note: Teacher/faculty responsible for educational programs and courses may impose additional requirements on the form and content of the mention, such as a more detailed statement of use, examples of entered prompts, reflection on reliability and bias, and verification of information.

3. If, in addition to rules 1 and 2, there are supplementary rules regarding the use of GenAI functionalities, this will be communicated before the start of the course. In case of doubt, the professor/teacher will provide clarity and improve communication if necessary. The use of tools for functionalities other than those mentioned under rule 1 may be

- entirely allowed,
- not allowed at all,
- partially allowed,
- or the use may be mandatory.

This all can vary by program and course, as it depends on the learning outcomes. Participants will be informed about the supplementary rules in a timely manner (prior to the course). The supplementary rules regarding the use of GenAI functionalities, should be available on the Canvas homepage of every course. For the use 4 icons have been made to see in an instant what is (not) allowed in the use of GenAI in an assignment. If no supplementary rules are provided, these working agreements apply.

Fraud

4. Using AI tools counts as fraud if any of the following conditions are satisfied:

4.1. The submitted work is no longer sufficiently the student's own, in the sense that knowledge, insight, and skills as described in the learning outcomes cannot be assessed and tested. Delegating work to tools (or to someone else) to this degree is not allowed because it affects the core of academic practices (TIAS Rules and Regulations, 2024-2025 and code of conduct 2025). The participant must always take responsibility for verifying and analyzing information and for their own scientific substantiation. The professor/teacher guides participants in the education to understand this connection.

4.2. The participant has not included a correct naming/mention about the AI use.

4.3. The participant has used AI tools, even when a professor/teacher has communicated that it was not allowed or only partially allowed. A correct mention of tool use does not change this.

The definitions of fraud/plagiarism as described in the Rules and Regulations of the Examination Board of the program apply here. In case of suspected fraud, the Examination Committee must always determine on a case-by-case basis whether fraud has actually occurred. Scores from AI detection tools do not count as sufficient evidence of fraud.

In case of suspected fraud, an additional investigation may be conducted through an oral check. This is not an additional assessment moment.

5. Take advantage of the positive functionalities of AI tools, but remain aware of risks and be a critical user. It is the own responsibility to use AI tools consciously, critically, and responsibly. AI tools offer many wonderful opportunities. However, the use of tools also comes with risks regarding the reliability of output (e.g., factual inaccuracies, biases, non-existent references), environment (e.g., energy consumption and cooling water usage), and data processing (e.g., violation of copyrights, NDA, intellectual property, and privacy, security, and storage of personal, corporate, and research data). Therefore, do not enter sensitive information or data. Follow the GDPR (General Data Protection Rules, see Code of Conduct, 2025).

6. When the use of tools is mandatory in education, processing agreements/TIAS licenses are a prerequisite. If there is no processing agreement between TIAS and the owner of the tool and/or there is no TIAS license, participants may not be required to create a personal account or purchase a tool (or version with more functionalities) themselves. A suitable free alternative must then be provided. This also applies to open-source tools. The processing and storage of personal data and information must be well regulated when tools are used mandatorily in education, and participants must have access to equal resources.

7. Faculty remains responsible for the content of the education and the assessment of participants. They are encouraged to use tools in designing courses, in teaching and assessment, such as automated grading of multiple-choice exams based on pre-determined answers. However, automated decision-making/grading based on a GenAI model without human oversight over the assessment process is not permitted. The examiner is legally responsible for conducting exams and determining the results.

8. For theses/final projects, interim checks by the thesis coordinator need to be conducted. The thesis or final project is an important part of the program in which many of the learning outcomes are assessed. Therefore, there is/are always (an) interim check(s) to safeguard that AI is not improperly used in the project (for example, through a face-to-face discussion, intermediate product, through coaching, or other means) on the authenticity of the work and the development process. Interim checks do not need to contribute to the final assessment, but they may if this has been communicated to the participant at the start of the thesis/final project.