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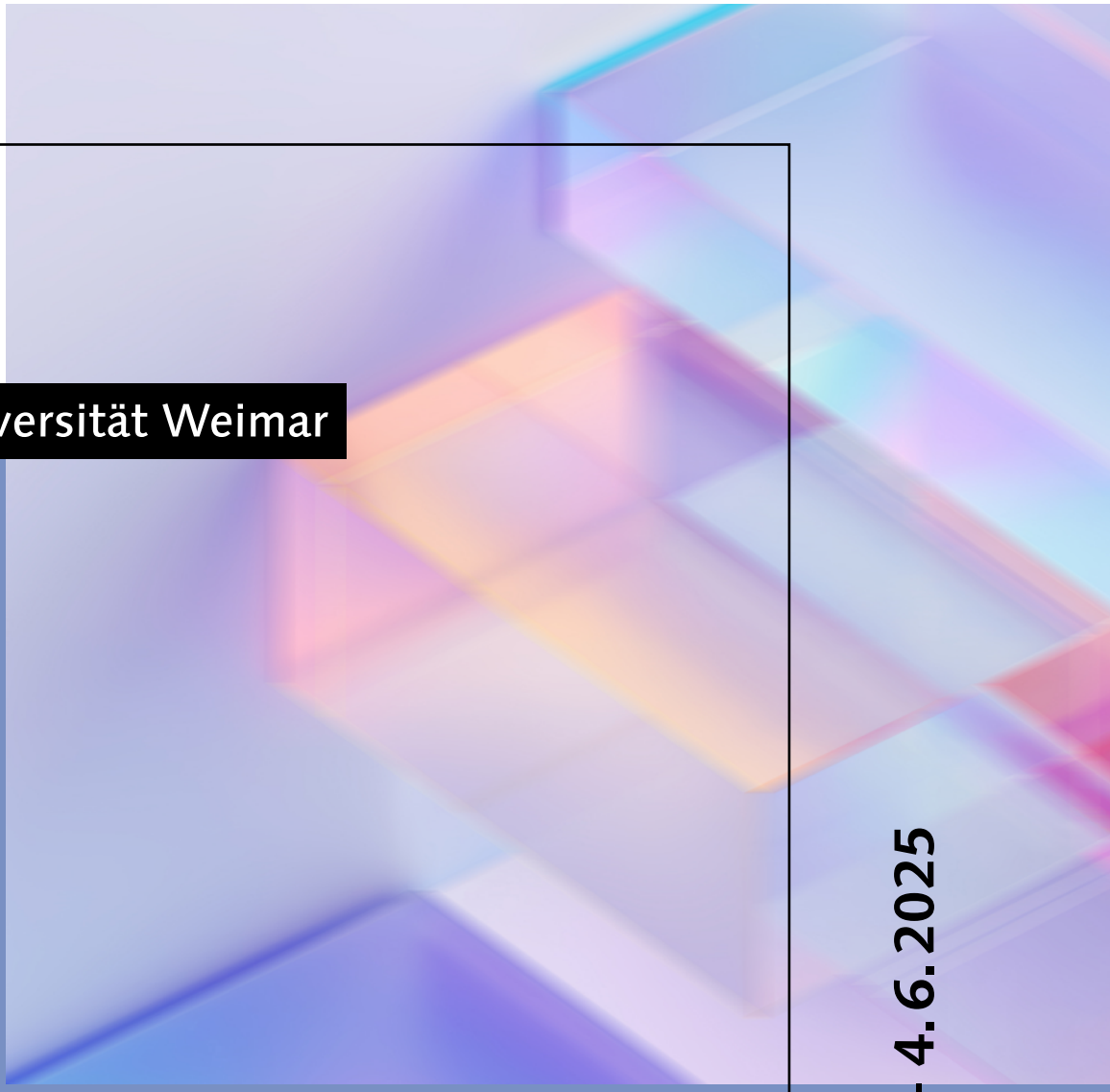
Guidelines on the Use of Generative Artificial Intelligence at the Bauhaus-Universität Weimar



Bauhaus-Universität Weimar

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Guidelines on the Use of Generative Artificial Intelligence at the Bauhaus-Universität Weimar

This translation is for information purposes only.

These Guidelines provide members of the Bauhaus-Universität Weimar with instructions on the responsible use of generative artificial intelligence (AI) in research, art and design, teaching and learning, technology and administration. They offer practical advice on the opportunities and risks associated with using generative AI and provide clear guidelines for using it efficiently, creatively, and critically. The Guidelines focus on the principles of good scientific and artistic practices, as well as compliance with legal requirements, in particular the EU General Data Protection Regulation. The Guidelines act as a recommendation and are not legally binding.

The term »generative AI« refers here to computer models that generate new content (including text, images, and music) based on human or machine input. The models rely on patterns and structures that they have learned from a training data set. The term »AI applications« refers here to digital tools that allow the general public to interact with generative AI models through user-friendly interfaces, such as web interfaces (API, HAWKI) or service providers like ChatGPT, Claude.AI, or Leonardo.AI.

Generally speaking, the Bauhaus-Universität Weimar encourages its members and affiliates to engage with AI critically and to use its applications responsibly. Sections 1 and 2 provide an overview of the legal framework and challenges of working with generative AI and offer a foundation for responsible, considerate, and legally compliant use. Section 3 presents critical scenarios and Section 4 provides suggestions for the potential areas of application at the University. It also explains how to successfully use generative AI from an ethical, social, and didactic perspective. Section 4 provides practical advice on how users can make the use of generative AI transparent, and Section 5 highlights the infrastructure and availability at the Bauhaus-Universität Weimar. Section 6 concludes with information on support services at the Bauhaus-Universität Weimar.

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1. Legal Framework

The use of generative AI at the Bauhaus-Universität Weimar is subject to European and national legal requirements. An overview of the relevant legal conditions will be provided in order to contextualise the scenarios presented in Sections 3 and 4.

The **EU Artificial Intelligence Act** [1](hereinafter referred to as »EU AI Act«) contains the binding requirements for the development, use, and monitoring of artificial intelligence. The Act follows a risk-based approach. The degree of regulation is adapted based on the risk posed by the specific application: the higher risk an AI system is determined to be, the more comprehensive the requirements are. The following are especially relevant for higher education institutions:

- So-called **»prohibited systems«**. These are systems that are likely to cause significant unacceptable harm to groups of individuals, such as systems that can be used to manipulate or deceive, for example using AI to »detect the emotional state of individuals in situations related to the workplace and education«, social scoring, and profiling.

- So-called **»high risk systems«**. These systems could negatively affect the health, safety, and fundamental rights of individuals, and includes assessing learning outcomes and analysing job applications.

- So-called **»low/limited risk AI systems«**. These systems interact with natural persons and pose a risk of manipulation; these include chatbots and recommendation systems.

The **General Data Protection Regulation** (GDPR[2][3]) and the **Thuringian Data Protection Act** (ThürDSG) regulate the processing of personal data as well as the interaction with this data in AI applications and models. Universities are required to follow the regulations outlined in the GDPR and the ThürDSG when using generative AI (transparency, purpose limitation, accuracy, and storage limitation). Further information on data protection can be found in Section 3.

The **Thuringian Higher Education Act** (ThürHG) does not currently contain any provisions on the use of generative AI at Thuringian universities. The individual universities are responsible for issuing regulations on the use of generative AI as it relates to examinations in their study, examination, doctoral, and habilitation regulations. The same applies to research and artistic work. In these cases, the universities are responsible for issuing (ethical) guidelines and subject-specific requirements.

Copyright law (»Uhrheberrecht« UrhG[5]) also applies at universities in the context of AI applications if the AI content is used in teaching, research, and art. It also applies in situations where third-party works are used as input or if the original works are to be protected. This involves questions regarding intellectual property and licence of use. Because generative AI does not perform human creative activity, its output is not included under copyright law and plagiarism allegations are currently not admissible. When training AI applications, it is important to consider whether the reproduction of protected content for machine learning is permitted. When using AI-generated results, it is necessary to determine whether and to what extent pre-existing work can be recognised in it. This determines whether or not permission must be obtained from other rights holders to use the AI-generated content. If the works are no longer recognisable in the AI-generated content, however, it can be freely used. Currently there are no individual copyright-relevant legal regulations on using AI-generated content.

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[1] REGULATION (EU) 2024/1689 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL: https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=OJ:L_202401689

[5] »Urheberrechtsgesetz« of 9 September 1965 (BGBl. I p. 1273), last amended by Article 28 in the Act of 23 Oktober 2024 (BGBl. 2024 I No. 323): https://www.gesetze-im-internet.de/urhg/UrhG.pdf

The **Act on the Protection of Trade Secrets** (GeschGehG[6]) may be relevant in the context of generative AI, for example in research collaborations with companies, start-up consulting, or patent-related developments. The law protects information that has commercial value, is not generally known, and is protected by appropriate confidentiality measures. If such information is entered into or processed by AI applications, this may be legally relevant. If information protected by a contractual non-disclosure agreement, a non-disclosure agreement, or a confidentiality obligation under labour law with regard to trade secrets is entered into ChatGPT or other AI applications, this is generally considered disclosure to a third party. If disclosing this information is not permitted, this is considered an offence. In the event of trade secret infringement, the holder has the right to legal recourse against the infringer. This includes claims for cease-and-desist orders, removal orders, and claims for information and damages. This applies regardless of whether the infringer is at fault. Even unintentional disclosure is grounds for legal defence claims.

2. Challenges and Ethical Considerations

2.1. General Challenges and Ethical Considerations

Generative AI poses numerous challenges and ethical considerations. The following list provides an overview:

Bias, Fairness, and Equal Opportunities
AI systems can reproduce prejudices that exist in the training data, leading to discriminatory results. Avoiding this requires not only university-wide awareness, but also careful review of generated content by individual users.

To support and promote equal opportunities, the Bauhaus-Universität Weimar offers free access to various AI applications (see Section 2). Additional training is offered to improve AI competencies and raise awareness of inequalities (see Section 6).

Data Protection, Safety and Accountability
Generative AI processes massive amounts of data. This poses a risk to data protection and the security of sensitive research and administrative data. Universities must implement effective data protection measures, assign clear responsibilities to protect sensitive information, and ensure accountability and transparency.

Employment, Qualifications, and Right of Co-Determination
While generative AI can make certain work processes easier, it also raises questions regarding job security, especially in administrative and support functions. At the same time, the demand for university members and affiliates to skilfully use generative AI in a sensitive and responsible way is increasing. This requires targeted training and adapting teaching methods in order to prepare students for a working world that is increasingly dominated by AI. Employees also need to be involved early on in decision-making processes in order to ensure acceptance and develop fair solutions.

Transparency and Accountability
Generative AI generates output based on statistical patterns and probabilities; it does not make independent decisions and cannot consciously understand content. This can lead to uncertainty in art, research, teaching, and administration, especially if AI-generated content is not clearly identified as such. In order to establish trust in AI-supported processes, it is essential to disclose how they function and where they are being used. Clear rules must be agreed upon for their use. Section 4 includes recommendations on how to achieve this.

[6] Act on the Protection of Trade Secrets of 18 April 2019 (BGBl. I S. 466): https://www.gesetze-im-internet.de/geschgehg/BJNR046610019.html

Sustainability and Resource Use
Training AI models and operating data centres use considerable amounts of energy and water. In line with its sustainability strategy, the Bauhaus-Universität Weimar is working on the responsible use of computing resources. Before each use, users should ask themselves whether their question can be answered without generative AI.

Plagiarism and Academic/Artistic Integrity
AI tools can generate texts, images, music, or programme codes where the source is uncertain. This is especially true if sources have not been correctly cited or if content has been automatically compiled from existing materials. Students, instructors, researchers, and artists can unintentionally pass off the ideas of others as their own. The makes it difficult to assess independent work.

Hallucinations and Reliability of AI Information
AI applications can generate erroneous or made-up content that appears plausible at first glance, but is false or misleading in terms of its content. This poses major risks for scientific or academic work if unreliable or unverified sources are used. Uncritical use of AI can also lead to false conclusions in administrative and academic decision-making processes. It is therefore essential that AI-generated content is always reviewed, critically scrutinised, and transparently identified.

Reducing Information and Language Complexity
Generative text models tend to produce unnecessarily complex sentences. As a result, reading these sentences requires more attention from the reader, distracting from the essentials. Text models must be explicitly prompted to generate simple language.

2.2. Critical Use

There are situations when using generative AI may be prohibited or illegal based on the conditions listed above. The following serves as a guideline:

- The **input/processing of personal data** without legal authorisation or without the consent of the data subject.
- The **unauthorised transfer of AI-generated content**, such as academic, scientific, or artistic work, reports, summaries, analyses, complete ideas/concepts, translations, or examinations.
- The use of AI applications in courses and examinations **without explicit permission** from the instructor or examiner.
- The **use of AI applications** as the basis or final authority for **individual-related decisions**. This includes applicant selection, examination assessment, the awarding of grants/scholarships, preparing expert reports, and analysing employee data.

3. Potential Uses

AI applications can be a useful supplement to conventional tools in various sectors at the University. The following scenarios serve as a guide for the fields of teaching and learning, art and design, research, technology, and administration. There may be overlap as the target groups and uses cannot necessarily be distinguished from one another.

3.1. Teaching and Learning

Generative AI is already influencing teaching and learning processes and has had far-reaching consequences for instructors and students.

To ensure students use AI applications responsibly, AI should be explicitly addressed in courses. This includes addressing not only how it works and can be used, but also recognising the opportunities, risks, technical implications, and ethical and social issues. This allows AI to be used in a reflective, targeted way, for example in

research-based learning. Information on how to integrate AI in teaching and examinations can be found in the list below and in Section 4.

Instructors are facing the challenge of adapting established assessment formats, in particular unsupervised formats such as written assignments. The original thoughts and findings of the author must remain at the centre of coursework and examinations. The use of generative AI is only permitted as a support tool and only with the permission of the examiner (see 4.3. Release Declaration). Generated results must be critically reviewed (see 4.1. Critical Review) and the use of AI must be explicitly documented (see 4.2. Transparent Documentation and Citation).

Examinations must be designed in a way that they ensure a fair assessment and prevent the unauthorised use of AI. To rule out the use of AI, oral examinations, colloquia, or other in-person formats are recommended. AI-generated content cannot be reliably identified and, based on the current state of affairs, we do not recommend using AI detection software as it cannot be used with legal certainty.

Support on designing teaching and examination formats is available for instructors on the University's digital examination information page, the Bauhaus-Universität Weimar's »Lernwerkstatt« advising services, and the »eTeach-Netzwerks Thüringen« site.

Possible Uses for Learning

- **Learning Support:** Permanently available learning assistance (study buddy, 24/7 tutor) for generating questions, structure, personalisation, repeating or expanding on learning content, reflecting on learning content, creating lesson plans, staying motivated in your own learning process, generating practice quizzes, and simulating examination scenarios.

- **Note and Knowledge Bases:** AI applications can help create and structure notes. They can also compile acquired knowledge in a database.

- **Idea Development:** AI applications for generating text and images can help with developing new ideas or formulating your own ideas.

- **Research:** AI-based research tools and databases are useful for finding relevant subject-specific sources, exploring new perspectives, or summarising sources to gain an initial overview.

- **Accessing and Analysing Sources:** AI applications can be used to summarise and analyse texts. They can also be used to compare and contrast texts, identify key statements, clarify questions, and create audio tracks for texts.

- **Creating and Improving Texts:** AI applications can be used to support the writing process, for example by structuring texts, improving formulations, checking spelling and grammar, all while adhering to data protection and copyright regulations.

- **Creating Visuals and Presentations:** AI applications can be used to present results, for example as visuals, graphics, diagrams, and other presentation formats.

- **Transcription and Translation:** AI can assist with transcribing and translating texts while adhering to data protection and copyright regulations.

- **Programming:** AI applications can be used for programming, analysing and explaining errors, and offering interactive code suggestions.

- **Group Work:** AI applications can be used for group work, for example creating work plans.

- **Examinations and Final Projects:** AI applications are only permitted for use in examinations and final projects as support tools and only with explicit consent from examiners. How and to what degree AI support has been used must be clearly documented (see 4.3. Release Declaration, 4.2. Transparent Documentation and Citation, 4.4. Declaration of Originality).

Possible Uses for Teaching

- **Incorporating Generative AI in Teaching:** Set clear parameters for the use of AI (see 4.3. Release Declaration), address the use of generative AI in the course, encourage discussing the potential and limitations of generative AI, teach its responsible use.

- **Creating Examinations and Assignments:** Create examinations and assignments in such a way that the learning objectives can be assessed and the misuse of generative AI is avoided. This can be done by using open-book formats, examination formats that require individual reflection, supplementary discussions, essays/papers, or presentations. The use of generative AI in examinations and final projects must be agreed upon with students at the beginning of the course or before the examination (see 4.3. Release Declaration). The use of generative AI by students can be tracked using a works cited page and the Declaration of Originality (see Section 4.2. Transparent Documentation and Citation und 4.4. Declaration of Originality). When adapting the Release Declaration or stipulating requirements for citing resources, be sure that they are appropriately aligned with the learning objectives to be assessed.

- **Course Planning:** AI applications can assist with student-oriented course planning, for example by generating competence-based learning objectives, providing inspiration for teaching methods, creating schedules, and comparing course planning with the module handbook.

- **Teaching Materials:** AI can help generate teaching materials, examples, and quiz support through structuring, translating, and customising materials.

- **Creating Visuals and Presentations:** AI applications can be used to generate images, diagrams, graphics, and presentation slides.

- **Idea Development:** AI applications for generating texts and images can help with developing new teaching formats or expanding on your own teaching ideas**.**

- **Research:** AI-based research tools and databases can be used to find relevant subject-specific sources or summarising sources to gain an initial overview.

- **Creating and Improving Texts:** AI applications can be used to support the writing process, for example with structuring texts, improving formulations, checking spelling and grammar.

- **Transcription and Translation:** AI can be used to support the transcription or translation of texts and, for example, to create bilingual learning materials, adapt texts to specific language levels, translate e-mails, and record lectures.

- **Programming:** AI applications can be used for programming, including programming chatbots for learning support, analysing errors in code, and offering interactive code recommendations.

3.2. Art and Design

AI applications offer numerous possibilities for expanding individual forms of expression and developing new aesthetic approaches. At the same time, generative AI must be used carefully and copyright regulations must be adhered to. It is particularly important in an artistic context to clearly identify the origin and authorship of content.

The use of AI in artistic research and development is permitted without restriction in accordance with the prin-

ciple of artistic freedom under Article 5, para. 3 of the German Basic Law. However, authorship and ownership must be clearly assigned to the artists, designers, and students and such use of AI must not violate ethical principles. At the same time, when using AI applications, it is important to pay attention to whether the user's original content is being used as training data or whether the rights to original material have been relinquished.

Possible Uses in Art and Design

- **Idea Development and Inspiration:** Developing initial visual or conceptual ideas using generative AI.
- **Image Analysis and Pattern Recognition:** Analysing a high volume of images in order to identify styles, structures, or themes.
- **Prototypes, Drafts, and Mock-Ups:** Designing prototypes, drafts, and mock-ups to visualise products, implement artistic work, or depict realistic use, materials, and movements.
- **Developing Variants:** Generating various designs based on your own original ideas.
- **Generating and Editing Images:** Support for generating and editing images, including colour correction, retouching, and animation.
- **Generating, Editing, and Animating Videos:** Generating videos and animations, enhancing your own original moving images, and editing videos using generative AI.
- **Generating Music and Sound Design:** AI as a creative resource for generating compositions, sounds, and background music.
- **3D Models, CAD, and Simulations:** Generating renderings and 3D models using AI applications, enhancing your own original models, generating patterns, simulating exhibition scenarios.
- **Programming and Web Design:** AI applications can be used for programming, including programming applications, analysing errors in code, and generating application interfaces.
- **Artistic Reflection:** Discussing AI as a theme in your own original artistic work.

3.3. Research

The Statutes Concerning Good Scientific and Artistic Practice at the Bauhaus-Universität Weimar[7] and the Guidelines on the Use of Generative Models for Text and Image Creation in the DFG's Funding Activities[8] must be adhered to when using generative AI for research. Researchers are responsible for the integrity of AI-generated content.

The Bauhaus Research School offers information and further education opportunities on the use of AI applications in research.

[7] Statutes Concerning Good Scientific and Artistic Practice at the Bauhaus-Universität Weimar, https://www.uni-weimar.de/fileadmin/user/uni/dezernate/dfo/Dokumente_oeffentlich/2023_16_MdU_GWKP_EN.pdf

[8] Statement by the Executive Committee of the Deutsche Forschungsgemeinschaft (DFG, German Research Foundation) on the Influence of Generative Models of Text and Image Creation on Science and the Humanities and on the DFG's Funding Activities https://www.dfg.de/resource/blob/289676/89c03e7a7a8a024093602995974832f9/230921-statement-executive-committee-ki-ai-data.pdf

Possible Uses in Research:

- **Research Proposals and Projects:** Using generative AI for support to prepare research proposals, compare content with funding conditions, and create project plans.
- **Research:** AI-based research tools and databases are useful for finding relevant subject-specific sources, exploring new perspectives, or summarising sources to gain an initial overview.
- **Summarising and Analysing Texts:** Using AI applications to summarise and analyse texts, identify key statements, and clarify comprehension questions.
- **Preparing Data:** Using AI to support data preparation, e.g. transcribing, clustering, and categorisation.
- **Analysing Data:** Using AI applications to support analysing large volumes of data, for example evaluating interviews or surveys.
- **Item and Questionnaire Design:** AI can be used to help formulate research questions and test items by generating semantically coherent, low-bias formulations for a target audience. It can also be used to analyse and optimise existing items.
- **Creating and Improving Texts:** AI applications can be used to support the writing process, for example with structuring texts, improving formulations, checking spelling and grammar, and programming code.
- **Visualisation:** AI applications can be used to generate images, diagrams, and simulations for research projects.
- **Programming:** AI applications can be used for programming, including programming specific research applications, analysing errors in code, and offering interactive code recommendations.
- **Scientific Communication:** AI applications can help communicate research results to the target audience; it can also be used to formulate complex issues in a more accessible way or to adapt the language level (e.g. simple language).

3.4. Technology and Administration

AI applications can be used in technology and administration to optimise work processes and simplify recurring tasks. Data protection, labour, equal opportunity, and co-determination regulations must be observed (see 1. Legal Framework und 2. Challenges and Ethical Considerations).

Personnel Development and Heath Management and the »Thüringer Ministerium für Inneres, Kommunales und Landesentwicklung« offer information and advice on using AI applications in technology and administration.

Possible Uses in Technology and Administration:

- **Idea Development and Inspiration:** Developing initial visual or conceptual ideas using generative AI.
- **Research:** AI-based research tools and databases are useful for finding relevant subject-specific sources, comparatively analysing offers, or summarising sources to gain an initial overview.
- **Summarising and Analysing Texts:** AI applications can be used to help summarise texts, check their comprehensibility, analyse and optimise them, identify key statements, compare them with requirements, or formulate them for a target audience.
- **Preparing Data:** Using AI to support data preparation, e.g. transcribing, clustering, and categorisation.
- **Analysing Data:** Using AI applications to support analysing large volumes of data, for example evaluating interviews or surveys.

- **Creating and Improving Texts, Templates, and E-Mail Communication:** AI applications can be used to help create text templates and for e-mail communication.

- **Internal Communication:** Text-generating AI can help with creating newsletters, making internal announcements, and creating onboarding documents.

- **Optimising Job Advertisements:** Generative AI can be used to help formulate and optimise job advertisements in a more targeted way.

- **Multilingual Communication and Translation:** Using AI for translation breaks down language barriers and can facilitate intercultural communication within the University by quickly and efficiently translating texts into different languages. It can be used to generate auxiliary translations of official documents or to adapt existing texts to specific language levels (e.g. simple language).

- **Optimising Internal Processes:** Using generative AI can help improve internal work processes through automation and optimisation. AI can, for example, classify incoming applications and forms and extract content.

4. Transparent Documentation and Verification when Using AI Applications

Using generative AI responsibly requires transparent documentation and carefully verifying the generated content.

It is important to remember that you as user are responsible for the validity of the content generated using AI applications. You are also required to comply with the legal regulations as well as good academic and artistic practice guidelines.

The following information explains how to verify the results generated by AI applications and how to correctly cite the use of generative AI.

4.1. Critical Review

- **Check the AI Application's Terms of Use**
  Before using an AI application, be sure to carefully read its terms of use. It is especially important to inform yourself on the application's regulations and policies on data protection, data processing, and the commercial use of generated content. Users must ensure that the conditions comply with applicable laws (GDPR, copyright law (»Uhrheberrecht«), EU AI Act) and that the input data is not reused.

- **Check the Settings of the AI Application**
  Be sure to check and adjust the application's settings accordingly. This includes data protection modes and storage periods. The input history and memory functions should be disabled in the settings if possible.

- **Verify the Results of Content Generated Using AI Applicationsn**
  Any results generated by AI must be critically scrutinised and thoroughly verified. Generative AI can produce false or distorted information. Users are responsible for ensuring content is scientifically accurate, factually correct, and ethically justifiable. This includes making sure that AI-generated results do not perpetuate discrimination.

- **Verify the Sources of Content Generated Using AI Applications**
  Users can prompt AI applications for sources for statements or content they generate. Users are responsible for verifying that sources cited by AI applications are credible, accurate, relevant, and accessible. Language models have been known to invent sources and cite them inconsistently. All sources must be directly verified.

- **Check Content Generated Using AI Applications for Plagiarism**
  AI-generated content must be checked for unauthorised similarities to existing work. This should be done using plagiarism detection software. Texts with missing, incomplete, or incorrect references are considered academically or artistically dishonest, even if this was unintentional.

- **Anonymising Personal Data**
  Personal data entered into generative AI applications must be anonymised in order to ensure data protection.

4.2. Transparent Documentation and Citation

Users must clearly cite AI-generated content as such in accordance with good scientific and artistic practice. With regard to term papers, essays, final projects, examinations, and scientific publications, users must clearly cite which AI applications were used, the extent to which they were used, and for what purpose they were used. Even if it is not required to cite for technology and administration purposes, it is recommended to cite the use of AI if it has significantly contributed to content creation.

With regard to teaching, the use of generative AI must be agreed upon in advance in accordance with the Release Declaration (see 4.3. Release Declaration). The Declaration of Originality (see 4.4. Declaration of Originality) must be included with any scientific and artistic work submitted.

Users who have created content with the help of AI are asked to include the following information in accordance with the citation style:

- Purpose or use
- The complete entry fed into the AI application (prompt)
- The name and version of the AI application
- The AI provider
- The date the AI application was used
- A link to the AI application

We recommend citing the use of AI in the following format:

Short In-Text Reference, Photo Caption, or Footnote:
Referencing AI use in individual text passages or images must be appropriately placed either in the text, in parentheses, as a footnote, or in a caption

For Texts Generated with AI Applications

[»Prompt«/Application], AI-Generated Using [AI Application] [Version], [Provider], [Date], [Link]

For example:
»Complete prompt«, AI-generated using ChatGPT 4.0, OpenAI, 30.01.2025, chatgpt.com

For Images, Figures, Diagrams, etc. Generated with AI Applications.

Figure [no.],[»Prompt«/Application], AI-Generated Using [AI Application] [Version], [Provider], [Date], [Link]

For example:
Image 1, »complete prompt«, AI-generated using Adobe Firefly, Adobe, 30.01.2025, firefly.adobe.com

Full Reference in Works Cited or Bibliography:

The works cited page at the end of a paper or other work must be supplemented by a further separate section entitled Additional Resources. This appendix contains detailed documentation on the use of generative AI in accordance with the specifications outlined in the release declaration issued by the examiner.

Additional Resources
- [AI Application] [Version], [Provider], [Link]
  › [Application/Prompt], AI-Generated, [Date]

For example:
Additional Resources
- Adobe Firefly 3; Adobe, firefly.adobe.com
  › »Complete Prompt", AI-Generated, 10.03.2025

- ChatGPT 4.o; Open AI; openai.com/chat
  › »Complete Prompt", AI-Generated, 10.03.2025
  › »Complete Prompt", AI-Generated; 12.03.2025

- DeepL Translate, Deepl SE; https://www.deepl.com/translator
  › Translation of text passages, p. 34-38, AI-generated, 15.03.2025

- Mindverse, Second Me, Mindverse AI
  › Proofreading, AI-Generated, 15.03.2025

Information for Instructors:

When stipulating requirements for citing resources, be sure that they are appropriately aligned with the learning objectives to be assessed.

A complete list of works cited is appropriate if the AI application has generated its own analytical content and the AI-supported process is the subject of the examination (e.g. analysing data or generating complete sections of content). Otherwise, works cited pages with brief references are preferred.

4.3. Release Declaration

The Release Declaration is a tool used to coordinate the permitted and non-permitted uses of AI, as well its identification in the specified course/examination. The Release Declaration is agreed upon in advance between the instructors and the students. When filling out the Release Declaration, it is important to ensure it corresponds to the learning objectives to be assessed.

Examples:

If translations are an aspect being assessed in an examination, it is logical to exclude the use of AI translation tools at the beginning of the course and to design the examination in such a way that generative AI cannot be used.

If students are required to write a term paper, a short video, or a blog post as work to be assessed, it does not make sense to exclude the use of text-generating AI applications or translation tools. However, the use of these tools must be clearly documented in the works cited page.

The Release Declaration can be found in the Annex to this document..

4.4. Declaration of Originality

The Declaration of Originality must be included with all term papers, theses, and examinations. **It can be found in the Annex to this document.**

5. Access and Accounts at the Bauhaus-Universität Weimar

The Bauhaus-Universität Weimar offers members access to software licences and AI applications. These are available through API interfaces on the University's own IT infrastructure or through the IT-Zentrum der Thüringer Hochschulen.

Access with a University Login via Shibboleth:

- Generate texts using models such as llama, Deep Seek, Mistral, and Qwen via AcademicCloud: https://chat-ai.academiccloud.de/chat
- Translate texts using DeepL with the HS-ITZ Übersetzer: https://translate.tu-ilmenau.de/
- Research scientific sources with ScopusAI: https://www.scopus.com/search/form.uri?display=basic#scopus-ai
- Retrieve statistical data with Statista Research AI: https://de.statista.com/research-ai/
- For employees only: Generate texts using ChatGPT via the University Information Centre's HAWKI interface: https://ai-chatbot.tu-ilmenau.de/

Additional information on AI-based services offered by the Service Centre for Computer Systems and Communication (SCC) can be found in the Service Catalogue under »Artificial Intelligence«.

Individual Licences

The University offers employees and course participants individual ChatGPT Team licences with the prior approval of the Director of the Service Centre for Computer Systems and Communication (SCC). These licences can be requested via e-mail to Christian Scharfe, Director of the SCC. Please include Bastian Bügler in cc. The request must include a justification (approximately 500 characters including blank spaces). The licences will be activated once the costs have been covered by the respective department and the Declaration of Consent has been signed, including Appendices 1 to 6..

The use of AI applications that are not offered by the Bauhaus-Universität Weimar is generally permitted provided the legal and operational requirements have been met.

6. Advising and Further Education

Using AI competently and responsibly requires consistent training and access to practical support services. This section provides and overview of internal advising and training services on the use of generative AI in teaching, research, and administration at the Bauhaus-Universität Weimar.

Services	Responsible Office/Person	Offers
AI Technology, Software and Licences	Service Centre for Computer Systems and Communication (SCC) Steubenstraße 6a, 99423 Weimar E-Mail:nutzerservice[at]uni-weimar.de	Licence Procurement Advising Service Catalogue
	Faculty IT Contacts Faculty of Architecture & Urbanism IT Services Faculty of Civil and Environmental Engineering IT Services Faculty of Art & Design IT Management Faculty of Media IT Services	Advising
AI and Data Protection	Data Protection Officer Office of the Chancellor Belvederer Allee 6, 99423 Weimar E-Mail: datenschutz[at]uni-weimar.de	Advising
AI and Teaching	Academic Advising	Student Advising
	Lernwerkstatt Amalienstraße 13, 99423 Weimar E-Mail: lernwerkstatt[at]uni-weimar.de	Writing Consultations for Students Media Didactic Consultations
	eTeach-Netzwerk Thüringen Amalienstraße 13, 99423 Weimar E-Mail: kontakt[at]eteach-thueringen.de	KI@eTeach AI Training Prompting Station eTutor Training
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Information:

This document was written by Dr. Nicole Baron, Larissa Barth, and Zaryab Chaudhry on behalf of the Presidential Board. The document was confirmed by the Presidential Board on 04.06.2025. This document was written taking into consideration the existing guidelines issued by Friedrich Schiller University Jena, the University of Erfurt, and the Technical University of Munich. In order to adequately respond to the dynamic developments in the field of artificial intelligence, this document will be renewed on an annual basis and revised as necessary.

The following AI applications were used to create this document:
ChatGPT 3.5, ChatGPT 4.0, OpenAI, https://chatgpt.com/
DeepL Write, DeepL SE, www.deepl.com/de/write
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RELEASE DECLARATION

THIS TRANSLATION IS FOR INFORMATIONAL PURPOSES ONLY.

To be specified by the examiner (e.g. topic, event, time period):

The following tools do not have to be declared as aids and may be used for the preparation of seminar and final papers in their standard scope of performance, even if they are AI-supported:

_ Word processing programmes, e.g. Word or OpenOffice Writer
_ Spreadsheet calculations, e.g. Excel or LibreOffice Calc
_ Spell and grammar check, including tools in word processing programmes, e.g. DeepKomma
_ Search engines
_ Digital dictionary or thesaurus
_ Mindmap tools
_ Research, e.g. academic literature search via PubMed
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_ *Other:* _____

Seminar projects and final projects must primarily express the thoughts, ideas, and findings of the author. It must be clearly recognisable whether and where these have been supplemented by generative AI. Below is a list of AI tools permitted for the relevant work and how their use is to be cited. The sources must be documented in a separate AI reference index.
Permitted tools:

_ Text generating AI tools: Directly or indirectly incorporated AI-generated texts (including source codes, mathematical expressions, etc.) are permitted.
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_ *Other:* _____

The documentation of the AI application must include at least the name of the tool used and the version used.
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_ Clear citation of the directly incorporated AI-generated output.
_ Time and date when the tool was used.
_ The complete record of the script entered into the tool, e.g. through prompts.
_ The complete record of the tool's output.
_ If applicable: The internet address where the tool was accessed.
_ *Other:* _____

When using AI tools in various stages as a revision sequence, all intermediate steps must be individually documented. Together with the inclusion input and output, this can be ensured by providing links to non-modifiable chat logs.

Date _____ Signature _____

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1. I hereby certify that I am the independent author of the submitted work and have not used any sources or resources other than those indicated. In the case of group work, my contribution has been clearly indicated.
   I am responsible for the quality of the text and the selection of all content. I have ensured that information and arguments are substantiated or supported by suitable academic sources. Any passages, ideas, concepts, graphics, etc. that have been taken verbatim or paraphrased from external sources or my own previous work have been clearly labelled as such and properly cited.
   All unreferenced content in this work is my own according to copyright law.

2. I am aware that this declaration of originality also refers to the use of non-citable, generative AI (referred to henceforth as »generative AI«).
   I am aware that the use of generative AI is not permitted without the express consent of the examiner (release declaration). If I have been permitted to use generative AI, I certify that I have only used it as an aid and that the work is clearly predominated by my own creativity. I assume full responsibility for any machine-generated passages in my work.
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4. I am aware that violating any of the aforementioned points is punishable in accordance with examination regulations and may result in my examination performance being assessed as fraudulent and assessed as »failed«. In the event of repeated or serious attempts to cheat, I may be banned from submitting work or taking examinations in my degree programme for a limited time or permanently.

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