

# Policies of selected Polish universities regarding the use of AI and the potential role of libraries in their implementation

Iwona Kosowska

Jagiellonian University Medical College, Medical Library, Kraków, Poland

### Abstract

*The development of generative artificial intelligence in recent years has led some Polish universities to work on certain policies regarding the use of artificial intelligence (AI) in academic environment. The analysis of these documents indicates which practices are permitted and which are prohibited. These practices are defined for students and lecturers, especially in the use of AI in written works (especially diploma theses), teaching and research work. A comparison was also made with 5 selected foreign universities. Generally, the policies adopted at universities do not prohibit the use of AI tools. There are some differences in the level of detail of policies. The most significant differences concern the methods of citing or reporting the use of AI. The role of libraries in this context could be to provide information about the potential benefits and risks of using AI and to raise awareness, especially in the context of ethical use of AI and plagiarism.*

**Key words:** artificial intelligence; AI policies; universities; libraries; medical libraries.

### Introduction

The enormous development and popularization of generative artificial intelligence (AI) in recent years has sparked a discussion about the opportunities and threats of using AI-based tools in higher education. Despite the widespread use of AI, many ethical and legal issues remain unresolved. In fact, there are still more questions than answers. Concerns about maintaining the appropriate quality of education and research continue. As a result, some universities started working on certain solutions regarding the use of AI, which took the form of official orders, recommendations, positions or guidelines for students and lecturers.

### Methods

In November 2024, I conducted a review of selected existing documents of this type published in Poland. Based on "The Ranking of Academic Universities 2024" list published by Perspektywy Publishing House in 2024, the top 50 best universities in Poland (public and private) were selected. In total, there were 54 universities (5 universities took joint 50th place) (1). Ad-

ditionally, in order to deepen the analysis with a broader perspective of medical universities, the list of universities was expanded to include 3 member universities of the Conference of Rectors of Academic Medical Schools (KRAUM), which were outside the top 50 of the Perspektywy Ranking (2). Investigating these documents showed the most common practices of selected Polish universities regarding the use of AI-based tools in teaching and scientific work. I compared the results of this study with AI guidelines at five universities from Great Britain, the Netherlands, Norway, Latvia and Czechia to perform a comparative analysis. I especially wanted to outline the potential role of libraries in implementing these policies. The results of this study were presented in the form of a presentation during the EAHIL 2025 Workshop, Lodz, Poland, from 9-13 June 2025.

### Results

Of the 57 universities analyzed in November 2024, 40 do not have published this type of regulations, while 17 do. Access to 2 was possible only after logging in (Nicolaus Copernicus University in Toruń, Academy

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*Address for correspondence:* Iwona Kosowska, Jagiellonian University Medical College, Medical Library, 7 Medyczna Str., 30-688 Kraków, Poland. E-mail: iwona.kosowska@uj.edu.pl

of Physical Education in Katowice), which is why 15 universities were ultimately analyzed. These were: University of Warsaw, Jagiellonian University in Kraków, Warsaw University of Technology, Adam Mickiewicz University, Poznań, SGH Warsaw School of Economics, University of Gdańsk, Kozminski University, WSB University, University of Lodz, Medical University of Silesia, Poznań University of Economics and Business, Cardinal Stefan Wyszyński University in Warsaw, Wrocław University of Economics and Business, Maria Curie-Skłodowska University and University of Rzeszów.

Of the 16 universities providing medical education that are members of The Conference of Rectors of Academic Medical Schools, only 4 have adopted AI policies. These are: Jagiellonian University in Kraków, University of Rzeszów, Medical University of Silesia and Nicolaus Copernicus University in Toruń (available only after logging in).

All the Polish policies, which I have examined, allow the use of AI. During the analysis of the content of the recommendations, I can distinguish the main areas on which the regulations focus.

### Guidelines for the use of AI in thesis and other written works

The most common issue that the policies address are guidelines for the use of AI in thesis and other written works. The focus on written work is not surprising, given that AI easily generates texts. However, the problem is that it does not avoid providing false information and footnotes that look credible at first glance. In all the recommendations analysed, the use of AI in writing papers is not prohibited, but the decision about whether to allow students to use this tool or not is left to individual lecturers. First of all, it is emphasized that despite the use of artificial intelligence tools, the originality of thought must be preserved: the main theses, arguments and conclusions must come from the student. The lecturer, together with the student, determines the purpose and scope of using AI at work. The supervisor is mainly responsible for “the correct” use of artificial intelligence tools by the student. At the same time, the recommendations outline in very general terms the acceptable uses of AI. The examples mentioned include among others: translating the text into any foreign language, creating text plans, ab-

stracts and summaries, reviewing sources, editing texts (changing style, correcting errors), helping with programming, generating graphics based on the author's hand-drawn drawings, creating diagrams, charts, figures, infographics according to detailed guidelines formulated by the author. As we see, examples of permitted uses of artificial intelligence tools do not include the generation of texts or text fragments. At the same time, the guidelines do not contain any clear statements prohibiting the generation of text. The exception is the guideline of the SGH Warsaw School of Economics. The guidelines directly prohibit: “generating text (paragraphs, chapters), generating the first version of the text and then editing it on one's own, expanding the existing content (e.g., using prompts such as: “add two sentences to the paragraph”); all substantive content in a written assignment, including both the author's own text and content cited from other authors, should be the result of the author's in-depth reflection” (3).

A very important issue raised by the guidelines is the way of reporting the use of artificial intelligence in written works. The policies are consistent that it is necessary to indicate the use of AI systems, because AI-generated content is not the author's work. The most common is to report the use of AI in the introduction or in the methods section. It should be reported: what kind of system was used, what was the purpose of using AI, what kind of method was used. Some policies provide more detailed guidance. It is required to post the prompts, which students wrote and the output, which they received. An example could be the regulation in force at the Adam Mickiewicz University in Poznań: “Fragments created using AI should be clearly marked in the work by providing the commands (prompts) used and/or the received output data (e.g. footnotes, appendix to the work)” (4).

Additionally, the Warsaw School of Economics points out that it is not allowed citing large-scale language models (LLM) or other generative AI tools as a source of information. It is worth emphasizing that this recommendation does not prohibit the use of AI in general, but as a source of information. This means that it can be a supporting tool, e.g. improving the style of the text (5). It is recommended to continuously monitor the student's progress in preparing the thesis to ensure that it is a student's work.

## Guidelines for the use of AI in teaching and research

Another area on which recommendations focus is teaching and conducting scientific research.

The use of artificial intelligence in teaching is intended to make learning more attractive and engaging for students. Some examples of permitted uses of AI in teaching are: generating ideas in brainstorming, generating educational materials that engage students (generating questions, quizzes, scenarios). AI-powered test preparation and grading criteria are also permitted. AI can also be used to automatically grade short answers (6). The use of artificial intelligence in research is a topic that is less frequently addressed by the policies. Examples such as using artificial intelligence to identify research trends, theories, research problems, research gaps, research methods were mentioned. Another area in which the use of AI tools is permitted is literature review and searching in collection of articles (e.g. using AI to extract key information from large collections). Scientists can also use AI to make research simulations (e.g. using AI to simulate different experimental scenarios and searching for the optimal) (7).

## A short look at the different European universities

In my work in November 2024, I also looked at 5 foreign universities and their approach to the use of artificial intelligence. I wanted to highlight the most interesting AI-related issues from universities in The Netherlands, Norway, Latvia, Great Britain and Czechia.

Unlike Polish universities, University of Amsterdam policy initially in November 2024 doesn't allow students and lecturers to use AI tools. This was due to concerns about privacy and data security (8). However, the situation changed and currently the university has developed its own tool called UvA AI Chat. The general principle of using this tool can be summarized as follows: You can use UvA AI chat to support the learning process, but not to do the work. It was created with data security in mind, as the input data is not subsequently used to train the AI model (9).

A similar solution was previously implemented by the University of Oslo. One of the approved AI tools is GPT UiO. It is a privacy friendly chat for students and teachers of the University of Oslo. The main advantage

of this tool is that it allows the use of OpenAI's ChatGPT within the requirements sets for privacy. The data entered will never be used to further train the model (10).

The University of Oxford followed a similar path in the 2025/2026 academic year. Students have the opportunity to use ChatGPT Edu, which works similarly to Chat GPT but ensures appropriate privacy and security standards (11).

University of Latvia guidelines differ in how AI usage is reported. It is recommended to provide a reference to use AI in the work. It is possible to cite artificial intelligence according to popular citation styles. You can refer to the AI tools you use using APA-style references, Harvard University-style reference and MLA-style both in the text and in the full citation (12).

Similarly at Charles University in Prague (Czechia) students should declare the use of AI tools in their work using guidelines (for example, those provided by Elsevier publishing). Charles University, which doesn't prohibit the use of AI, pays attention to creating an atmosphere of mutual trust in the academic environment, but warns off providing AI tools with information that includes the university's intellectual property (13).

## Conclusions and discussion

In my opinion, the adoption of such regulations helps reduce information chaos, promotes transparency and helps avoid inappropriate practices. Unfortunately, the main problem with the policies is that most of them are very general, regardless of whether they were created at specialized universities or not. The frequently repeated recommendation is the need to provide training and knowledge about AI. Although they do not directly point to libraries as being responsible for these tasks, I think libraries can have a huge information and training role to play and in many libraries such activities are beginning to be undertaken. However, this requires that librarians themselves have such knowledge. Firstly, together with the academic staff we can provide information on both the risks and benefits of using AI. It is important to raise awareness, especially in the context of ethical use of AI and plagiarism. Definitely we should promote a critical approach to AI-generated content and recommend double checking. Our task can also be to inform about the methods of reporting

the use of AI. The role of library and librarians may be identifying useful AI-based tools and organized AI-literacy training. At the same time, we should popularize using various information resources provided free of charge by libraries. We can also consider providing access to paid AI tools.

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