POLICY

on the Ethical Use of Artificial Intelligence at the Ivan Kozhedub Kharkiv National Air Force University

The Air Force of the
Armed Forces of Ukraine

APPROVED
By the decision of the Academic Council
of the Ivan Kozhedub Kharkiv National Air Force University
Protocol 22.07.2025 №9

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1. General Provisions

1.1 This Policy on the Ethical Use of Artificial Intelligence at the Ivan Kozhedub Kharkiv National Air Force University (hereinafter – the Policy) regulates the main principles of effective, transparent, and responsible use of artificial intelligence systems (hereinafter – AI) in the educational process, as well as in scientific, scientific-technical, and innovative activities at the Ivan Kozhedub Kharkiv National Air Force University (hereinafter – the University).

1.2 This Policy has been developed in accordance with Regulation (EU) 2024/1689 of the European Parliament and of the Council of 13 June 2024 laying down harmonized rules on artificial intelligence; the Concept for the Development of Artificial Intelligence in Ukraine, approved by the Resolution of the Cabinet of Ministers of Ukraine dated December 2, 2020 No. 1556-r; the norms of the Constitution of Ukraine; and the laws of Ukraine "On Education", "On Higher Education", "On Copyright and Related Rights", "On Scientific and Scientific-Technical Activities", "On State Secrets", "On Information", "On Access to Public Information", "On Personal Data Protection"; as well as the Recommendations for the Responsible Implementation and Use of Artificial Intelligence Technologies in Higher Education Institutions approved by the Ministry of Education and Science of Ukraine and the Ministry of Digital Transformation of Ukraine; the "Code of Academic Integrity of the Ivan Kozhedub Kharkiv National Air Force University", and the "Regulations on Academic Integrity and Ethics of Academic Relations at the Ivan Kozhedub Kharkiv National Air Force University."

1.3 The goal of this Policy is to provide a methodological foundation for the implementation and rational use of AI technologies at the University, and to ensure the effective, ethical, and safe use of AI in the educational process, as well as in scientific, scientific-technical, and innovative activities.

1.4 This Policy applies to academic (teaching and research) staff (hereinafter – academic staff) and learners of the University.

1.5 The following terms are used in this Policy:

AI System – a computer program designed to operate with varying levels of autonomy and capable of displaying adaptability after deployment. It generates outcomes (e.g., predictions, content, recommendations, or decisions) based on input data for explicit or implicit purposes, which may affect the physical or virtual environment.

Prompt – an input text, instruction, or task for an AI system, to which the system responds by generating content.

1.6 The use of AI at the University is based on the seven ethical principles for trustworthy AI, developed in 2019 by the High-Level Expert Group on Artificial Intelligence appointed by the European Commission:

1.6.1 Human agency and oversight – AI systems must act in the interest of humans, support human decision-making, and not replace it. All critical decisions must remain with humans, and AI should be used as a supportive tool.

1.6.2 Technical robustness and safety – AI must be resilient to errors, function correctly, and include safeguards against misuse or flawed decisions. All systems must comply with cybersecurity standards and remain functional under failure conditions.

1.6.3 Privacy and data governance – AI usage requires strict compliance with personal data legislation and information protection. Any data collection, storage, or processing must be legal, ethical, transparent, and based on user consent.

1.6.4 Transparency – Users must be informed when and how AI is used, understand the logic of AI decisions, and be able to verify or challenge them.

1.6.5 Diversity, non-discrimination, and fairness – AI systems must be inclusive and avoid biased or discriminatory outcomes. Their development and use should promote equal access to education and research opportunities.

1.6.6 Societal and environmental well-being – AI should serve public interests, support sustainable development, and avoid environmental harm. Preference should be given to solutions that take into account the long-term impact on people and society.

1.6.7 Accountability – The University must ensure mechanisms for auditing, control, and response to AI deployment consequences. Responsibility for AI development and use lies with both technical personnel and management.

2. Application of AI Systems in the Educational Process

2.1 The integration of AI into teaching and learning at the University is based on an approach aligned with the principles of effective pedagogy and leverages the strengths of AI to enhance learning outcomes.

2.2 Key pedagogical approaches to the implementation of AI in the University’s educational process include:

2.2 Alignment with learning objectives – AI tools must support the achievement of educational goals and not distract from them.

2.2.2 Consistency with pedagogical practices – Technologies should support effective existing teaching methods, such as active learning, differentiated instruction, and others.

2.2.3 Personalized learning – AI is particularly effective at adapting content to meet individual learners' needs, increasing engagement and comprehension. Academic staff should use adaptive learning systems/platforms to adjust the level of difficulty and offer personalized recommendations based on real-time performance.

2.2.4 Promoting digital and AI literacy – Teaching with AI also provides an opportunity to teach about AI. Academic staff should introduce students to basic AI concepts, ethical issues, and how to interpret AI-generated outputs (e.g., recognizing biases or limitations in AI predictions).

2.2.5 Encouraging engagement and collaboration – AI tools can spark curiosity and foster teamwork by offering unique resources or experiences. Academic staff should use AI in collaborative activities, such as idea generation with generative AI tools or data analysis in group projects.

2.2.6 Developing critical thinking skills – Students should critically evaluate AI-generated outputs rather than accept them uncritically. Academic staff should encourage learners to question, verify, and reflect on AI-generated results.

2.2.7 Preserving teacher autonomy – AI is a tool, not a substitute for the pedagogical expertise of academic staff. Educators should guide the use of AI, interpret its results, and integrate them into broader teaching strategies.

2.2.8 Addressing ethical and privacy challenges – Responsible AI use requires attention to personal data protection, information security, and adherence to ethical standards. Academic staff must ensure that AI tools comply with the University's privacy and security regulations and facilitate discussions with students on ethical AI use.

2.2.9 Ongoing evaluation and improvement – AI integration is an iterative process. Academic staff should collect feedback from students, analyze outcomes, and refine their approaches to better achieve educational objectives.

3. Application of AI Systems in Scientific, Scientific-Technical, and Innovative Activities

3.1 AI systems may be used to support scientific, scientific-technical, and innovative activities at the University to enhance research efficiency, automate processes, and expand analytical capabilities. Their use must comply with academic integrity, ethical standards, security requirements, and relevant regulatory limitations.

3.2 Key areas of AI application in the University's scientific, scientific-technical, and innovative activities include:

retrospective analysis (searching for sources, summarizing, and systematizing

them) on a specific topic;

idea generation (for selecting potential directions, methods, methodologies, research tools, etc.);

searching for prototypes and/or analogs for inventions (e.g., for patenting purposes);

retrieval and analysis of necessary statistical data, and pattern recognition (including correlations) in Big Data;

risk, reliability, and safety analysis or modeling related to the use of inventions;

automation of routine tasks to improve researchers' productivity and the quality of scientific publications;

bridging gaps between different fields of knowledge (research);

optimizing team collaboration in research projects.

4. Ethical Aspects of AI Use at the University. Academic Integrity

4.1 The use of AI by academic staff or students at the University may raise concerns related to academic misconduct. Potential violations of academic integrity may occur when AI is used based on poorly formulated prompts, without understanding its functionality, or with the intent to produce outcomes that breach academic ethics.

4.2 Violations of academic integrity may arise at the following four stages of interaction between the user and an AI-generated product:

4.2.1 Stage 1: Defining the purpose of AI use

At this stage, the user determines the goal of applying the AI system. The purpose must align with the principles of academic integrity. Using AI solely to achieve superficial outcomes, such as increasing publication count or generating plagiarized or fabricated texts or data, constitutes a deliberate violation of academic integrity. In such cases, full responsibility lies with the user.

4.2.2 Stage 2: Formulating a technical task for the AI

This stage involves crafting a prompt or a series of sequential instructions for the AI system. Although the AI may provide responses that align with the user's expectations, they are not always accurate or reliable. This stage requires critical assessment and creative input from the user to ensure the quality and integrity of the output.

4.2.3 Stage 3: Receiving and interpreting the AI-generated result

Here, the user obtains an intermediate or final output from the AI. Even if earlier stages were handled properly, academic integrity may still be compromised due to the technical limitations of the AI system, which can produce substandard or ethically questionable results. Attempting to use such outputs as one's own work (e.g., for publication) is considered academic misconduct. Violations may be unintentional (due to technological flaws) or intentional (resulting from user actions).

4.2.4 Stage 4: Use of the AI “product”

At this stage, the AI-generated product may be misused for cheating during educational process (e.g., cheat sheets during exams, unauthorized assistance during assessments, or unauthorized collaboration). In such cases, the user is held accountable for violating academic integrity.

4.3 In the activities of academic staff, AI may be used to:

evaluate specific components of student work such as structure, logical coherence, and stylistic consistency;

generate diverse teaching materials, including quizzes, exercises, and simplified explanations of complex topics, enabling academic staff to save time and select more interactive and engaging resources;

create interactive presentations based on existing materials by adding animations, sound effects, and other elements to make them more engaging;

automate many tasks, such as grading, test evaluation, and providing feedback to students, allowing academic staff to focus on more creative and strategic work;

analyze students’ interests and academic performance in order to recommend additional learning materials;

answer frequently asked questions, provide technical assistance, and perform other routine tasks.

4.4 With the help of AI, students may:

quickly find the necessary information to complete academic tasks and prepare for lessons or assessments;

effectively work with materials presented in a foreign language;

learn foreign languages;

generate ideas for writing essays, creating presentations, and completing other creative assignments;

receive recommendations and explanations for solving complex problems or understanding difficult concepts;

generate a variety of practice test items to help prepare effectively for exams;

analyze errors in test results and receive personalized recommendations for improvement;

find relevant scientific articles and studies based on specified criteria;

analyze large datasets;

generate new research hypotheses based on analysis of existing data;

automatically create lecture notes and other learning materials, allowing them to focus on understanding core ideas.

4.5 The list of academic integrity violations that may result from AI use at the University is divided into two categories:

first – Violations “generated” by the AI itself (e.g., plagiarism, data falsification or fabrication, and failure to comply with Creative Commons licensing terms);

second – Violations committed by the user during the creation and application of the AI-generated product (e.g., cheating, collusion, deception, unauthorized collaboration).

4.6 Academic staff can help prevent student violations of academic integrity in the context of AI use through the following actions:

maintaining a consistent position regarding the acceptable use of AI in completing written assignments, rather than outright banning its use;

engaging in open dialogue with students about AI use in education, including discussions on the capabilities and limitations of AI, with an emphasis that AI is a learning tool and not always appropriate for completing written tasks;

clearly defining acceptable AI functions during assignment completion;

providing students with a structured format for written assignments, indicating which sections may be completed using AI and requiring attribution of the AI's role in the preparation process;

continuously updating written tasks based on trends and developments in AI technologies;

supplementing written assessments with oral presentations or interviews to evaluate students' understanding and critical thinking;

replacing traditional written tasks (tests, papers, etc.) with presentations or group/individual projects that require creativity and analytical reasoning;

designing written assignments that can only be completed using original (personally obtained) data;

creating tasks based on fictional cases or non-textual elements to limit opportunities for AI-assisted completion.

4.7 When completing written academic tasks, students must take steps to avoid potential violations of academic integrity during AI use:

Adhering to the rules set by academic staff regarding AI use for a specific assignment (e.g., whether AI use is fully allowed, partially allowed, or restricted to certain parts or the entire task);

Disclosing the use of AI in the written task by showing the exact prompt used to generate the content, identifying which parts of the assignment were created with AI, and clarifying which parts were used as-is and which were modified by the student.

5. Legal Aspects of AI Use

5.1 The use of AI at the University is permitted only with consideration of ethical constraints, user rights, and data security. All AI users must be familiar with and comply with the rules for its use.

5.2 The use of AI at the University must comply with the laws of Ukraine and internal regulations in the following key areas:

5.2.1 Copyright:

outputs generated by AI (texts, images, presentations, etc.) are not considered works of authorship under Ukrainian law, as only a natural person can be recognized as an author according to the Law of Ukraine "On Copyright and Related Rights";

rights to AI-generated content are governed by the license of the specific software or terms of use;

submitting AI-generated content as one's own work without proper attribution is strictly prohibited.

5.2.2. Protection of Personal Data and Confidential Information in AI Use:

AI systems used at the University must collect only the necessary personal data, excluding any confidential or classified information;

it is prohibited to input confidential or official-use-only data into AI systems;

before using AI, academic staff and students must be informed about the processing of their personal data – who collects it, why, and how;

data processing is permitted only on legitimate legal grounds; consent should be used only in exceptional cases and must be voluntary;

if personal data is transferred to foreign services (e.g., ChatGPT), additional data protection measures must be implemented.

5.2.3 Information Security in AI Use:

AI systems must meet information security standards, including risk audits and testing. Key risks include data leaks or manipulation, model attacks, API vulnerabilities, privacy violations, and lack of proper monitoring or access control.

Only verified AI systems with manufacturer's or provider's assurances of data protection are allowed for use.

6. Procedures for Addressing Violations and Responsibility for Breaching AI Use Rules

6.1 Academic staff and students are obliged to use AI systems responsibly and are personally accountable for adhering to the principles of academic integrity when using them, in accordance with Ukrainian legislation, the University's Code of Academic Integrity, and this Policy.

6.2 If a violation is detected during the use of AI systems, the individual who identifies it has the right to submit a formal complaint addressed to the Chair of the University's Committee on Ethics and Academic Integrity.

7. Final Provisions

7.1 This Policy is approved by the Academic Council of the University and enters into force upon its enactment by the order of the Commandant of the University.

7.2 All participants in the educational and research processes at the University have the right to submit proposals for amendments and additions to the approved Policy.

7.3 Amendments and additions to the Policy shall be considered and approved in the same manner as the original adoption of the Policy.