How can I work with my instructors and/or faculty supervisors to determine appropriate use of GenAI tools to support my academic work?

Decisions about use of GenAI in academic work should ideally come through discussion between student and supervisor or instructor that results in a common understanding and agreement on how any use of GenAI supports the learning, development and scholarship objectives of the student and the graduate program.

Here are some topics and conversational prompts for students and faculty to explore together:

- **Graduate program learning objectives.** What are the stated learning objectives of the graduate program? How might a student's use of GenAI support or detract from those objectives? Are there any program-specific GenAI guidelines we need to follow?
- **Student objectives.** What are the student's own unique learning objectives, scholarship goals and career interests? How might the student's use of GenAI support or detract from those objectives and goals?
- **Planning GenAI use.** What does the student envision for how GenAI could contribute to their development as a scholar, and to their overall scholarship? What concrete work would it be capable of effectively and ethically doing for the scholarly project? What tools are proposed and why?
- **Ethics and anti-bias.** What concerns (e.g. privacy, copyright, data sovereignty/intellectual property, biased outputs) might be at play in the specifically proposed work/use of GenAI?
- **Learning tradeoffs.** Of those tasks that GenAI would potentially be able to take off the student's plate, what might the student not have the opportunity to practice/learn? What value do those things have toward becoming a practitioner in the field/student's professional goals?
- **Disciplinary context.** What is each person's understanding of how the use of GenAI fits within both the conventions and the vanguard of the discipline? How would the student's adoption of these tools position them within the field? Are there reputational risks involved with using GenAI?
- **Impact of scholarship.** In what ways might GenAI enhance the reach or impact of the student's scholarship and capacity to contribute to the field?
- **Collaborators.** Has there been discussion and agreement with all collaborators about how GenAI can/will be used in the work?
- **GenAI dependency.** In what ways might the use of GenAI in this work contribute to building a dependency on GenAI to do any work in the field? What could be the implications of that potential dependency for the student and for the field overall?

- **Transparency in GenAI use.** How comfortable would the student be in publicly sharing all of the specific ways and areas they propose to use GenAI, especially with a future employer? If uncomfortable with any of this transparency, why is that? What would be the risks/drawbacks of NOT being transparent about its use?
- **Documentation/citation.** How do we document the use of GenAI (e.g., keeping track of prompts, what software/tools were used and when)? What is the appropriate style for citation? If the work might be published, what guidelines are in place from the publisher?
- **Impacts of contributing to GenAI tools/models.** Is any of the research data sensitive in a way that might present a bias, or a conflict, if it was incorporated into future large language models?

Once a student and their instructor/supervisor have decided on parameters and approach for using GenAI, this should be recorded in writing, to maintain clarity of common understanding, and revisited as needed.

Visit grad.ubc.ca/GenAI for more resources.