

# Supervisor and Graduate Student Discussion Guide

## ARTIFICIAL INTELLIGENCE

### Considerations for Graduate Research

This document is adapted from Artificial Intelligence: Considerations for Graduate Research by the Ontario Council of Graduate Studies (2024). Supervisors and graduate students may discuss the selected questions below in deciding when and how generative AI could be used in graduate studies. The questions are framed as institutionally and disciplinarily agnostic and may be adapted depending on disciplinary and institutional contexts.

The content aims to provide an overview of question prompts that graduate schools, graduate supervisors, and graduate students may have with respect to generative AI and graduate research, as well as some possible approaches to consider.

This document does not aim to be prescriptive or interpreted as policy; rather, it aims to stimulate local and contextual discussion and decisions by providing broad considerations.

*Adapted from Artificial Intelligence: Considerations for Graduate Research Ontario Council on Graduate Studies*  
*Artificial Intelligence: Considerations for Graduate Research Ontario Council on Graduate Studies. (2024). OCGS*  
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## Awareness

**Consider** what the graduate student/the graduate supervisor already knows about generative AI and what they might need to learn before incorporating AI tools into graduate research.

**Discuss:** How would you describe your ‘philosophy of AI use’? When, how, and why do you think AI should be used in research?

## Benefits or Risks

**Consider** the benefits or risks the use of generative AI poses for graduate students.

**Consider** which aspects of a program or individual field of study might and might not benefit from the integration of generative AI.

**Discuss:** What generative AI tool(s) will I use and what risks or benefits does that tool offer for data security and privacy?

# Activities That May/May Not Benefit from AI

## Activities That May Benefit

**Consider** which scholarly activities within graduate studies may benefit from the use of generative AI.

**Discuss:** What impact might using generative AI for [this task] have on my core learning experience as a graduate student?

## Activities That May Not Benefit

**Consider** which cases the use of generative AI would lessen or preclude students' ability to achieve the degree level expectations and program learning outcomes.

**Discuss:** What might be some of the risks of using generative AI to complete [this task] or [this part]?

**Discuss:** What could be some of the negative impacts on my studies or colleagues if generative AI was used for [this part]?

## Documentation

**Consider** how to document and disclose when generative AI is used in work; the level of use (e.g. brainstorming) that warrants disclosure; and institutional expectations.

**Discuss:** What research ethics implications and obligations do we have to consider?

**Discuss:** What possible risks to our credibility or expertise are present if we do not disclose use of generative AI in this [type of work]?

**Discuss:** What professional obligations do we have to be transparent with our use of generative AI in our area?

## Supervisor Strategies:

- Consult with institutional services and supports to find existing guidance and policies that may apply. Citation and disclosure practices vary by context.
- Check with colleagues, journals and funding agencies in your disciplinary area to consider what emerging norms for citation or disclosure may be.
- Use a sample acknowledgement: "[Name of generative AI tool] was used in the creation/drafting/editing of this [scholarly output]. I have evaluated this document for accuracy."

*For more information, contact the Graduate Supervision Support Hub (GSSHub) Manager, Tracy Bhoola via email at [tbhoola@yorku.ca](mailto:tbhoola@yorku.ca)*