

Edd Faculty Statement on Generative AI Use

The goal of this document is to help you understand how to ethically utilize generative AI as a doctoral student.

Faculty Statement

We assert that generative AI is most useful for those who have expertise.

Our responsibility as a faculty is to prepare you to become scholar-practitioners in accordance with the Program Learning Outcomes.¹ Becoming a scholar-practitioner requires developing expertise in the knowledge, skills, abilities, and competencies required for scholarly research.

In accordance with these beliefs, we discourage the use of generative AI early in the learning process so that you develop expertise in research design. Later, we will encourage you to use generative AI as a constructive collaborator, as a tool to improve your original work, and as a tool for efficiency. AI should never be the main author or creator of any work you claim as your own.

Students are required to maintain the intellectual cognitive burden of their work at all times. All individuals hold a responsibility to articulate, defend, and explain all aspects of their work. Students are responsible for maintaining their authentic, genuine engagement in class at all time. Students are responsible for all hallucinations, bias, and other ethical issues which may result from the use of generative AI and are expected to proactively address and appropriately resolve these issues.

When using generative AI, please be aware of the following:

- Terms of service for generative AI often allow all data you entered to be archived and used to train the models. This may have implications around confidentiality and participants.
- All use of AI must be disclosed in every instance. We model this policy after scholarly journals, which require disclosure around the extent and nature of the use of generative AI in manuscript publications.

When in doubt about generative AI use, please consult with your faculty or your dissertation chair. We encourage Generative AI use in the following ways unless explicitly noted otherwise by your faculty:

- Use as a sounding board, in rapid ideation cycles, and brainstorming from your own original idea
- Utilizing third party software to help organize, locate, and find research (i.e. elicit, research rabbit, perplexity, consensus).
- Editing services (i.e. Grammarly)
- Teaching tool (i.e. please teach me how to rewrite using the active voice).
- Data Visualization
- Simplify complex topics

¹ PLO 1: Students will develop, adapt, and implement research methodologies to redefine, clarify, or resolve local problems of practice.

PLO 2: Students will generate local and particular knowledge, framed around questions of equity, ethics, and social justice, to make a substantial contribution to an area of professional practice.

PLO 3: Students will disseminate and promote insights to peers and their communities of practice.

PLO 4: Students will critically reflect on work in the program, scholar-practitioner identity and next steps in change work

- Testing assumptions. (For example: I believe X. Please provide counter arguments)
- Easily locating particular examples from raw research
- Talking points for developed presentations
- Adjusting the tone
- APA citation formats (in-text, references)
- We suggest the following source as a starting point for understanding best practices: Leung, T. I., de Azevedo Cardoso, T., Mavragani, A., & Eysenbach, G. (2023). Best Practices for Using AI Tools as an Author, Peer Reviewer, or Editor. *Journal of medical Internet research*, 25, e51584. <https://doi.org/10.2196/51584>

Disclosure

All use of generative AI must be disclosed on the document. We suggest modifying the following statement as appropriate to your circumstances:

In the development of this [assignment/paper/project], I used [AI Tool/Platform Name(s)] for [brief description of purposes, e.g., brainstorming, editing, data analysis]. These tool(s) were used to [brief explanation of how they assisted, e.g., enhance creativity, improve clarity, identify patterns in data]. All AI-generated content has been critically reviewed and integrated into my original work.

We expect you will not use generative AI in the following ways as this will negatively impact your learning and participation in the EdD community:

- Coding/analysis of raw research - Qualitative data analysis utilizes specific processes determined by methodology, philosophy, axiology, and other relevant core beliefs. At this time, there is no generative AI interface able to be customized to employ specific theming and patterning guidelines according to methodologies. Consult with your chair if you believe you have a tool that will allow you to do this.
 - Generative AI can be used as a “peer reviewer” when conducting qualitative data analysis. You must code on your own first, then you may use generative AI as second reviewer. After coding one, several, or all of your transcripts, you may ask generative AI to provide analysis of the transcripts using your specific methodological process (i.e. descriptive, in vivo, constructive grounded theory). Reviewing this information may yield new insights for you to utilize as you continue to work with the data, determine if you missed something, or may prompt you to see the data in a new light. All final analysis must be your own, and you must document and declare exactly how you used generative AI in this process.
- Placing an assignment prompt in and asking for a response (i.e. discussion board prompts, assignments).
- Responding to other’s discussion board posts.