AI Responsible Use Guidelines

At John Jay College of Criminal Justice, we recognize the transformative potential of Artificial Intelligence (AI) in shaping the future of work, creative processes, and, importantly, the pursuit of justice in its many dimensions. Generative Artificial Intelligence (AI) is a technology that uses machine learning and predictive modeling to create new content, ideas, conversations, images, videos, and music, based on the data it is trained on. Generative AI is a powerful tool for research and scholarship, and its effective use is becoming an essential workplace skill. We believe that fostering AI literacy across all disciplines is an extension of our mission to prepare students for meaningful careers and ethical leadership within the justice system and beyond.

These guidelines – which we will update as AI uses and knowledge change – are intended to provide guidance to John Jay students and faculty as they consider the pros and cons of learning to use or teaching and guiding students in the uses of AI.

For Everyone

Producing Complex Thought: Education and AI

Higher education is about learning how to produce complex thought. Now that AI produces a facsimile of this, why do we need education? What does it mean for a student to produce their own work?

To have ownership of a creative work, the author must make choices. Different tasks have different degrees of freedom, requiring judgment to be applied at different scales, and from different sets of possibilities. In certain technical situations there may be only a small number of legitimate choices that are acceptable, and yet finding them may be difficult. In more open ended or artistic scenarios, the space of choices may be vast.

With the advent of AI, many conventional assignments no longer require any choice or artistry from the AI-equipped student. Learning a basic technique, for example, and applying that technique in a variety of cases is standard methodology in many disciplines. But these kinds of problems can now be fully automated, and it means less to be able to solve them than it did in

the recent past. Traditionally, at the end of a long apprenticeship in "technique", a student is given an open field to compose and combine techniques in novel ways. Now, post AI, the student arrives on the scene with this capability, armed with what amounts to an unlimited staff of agents capable of applying standard techniques.

But in the educational context in which we value human production of complex thought, the techniques are more than the sum of their parts. To prove a novel mathematical fact or to make a complex argument, each individual step is trivial. But to be able to see the path, to see the sequence of basic techniques that need to be applied, requires a high degree of skill. The degrees of freedom possible in the application of the basic technique is constrained, but the combinatorial possibilities presented by recruiting the techniques in sequence is virtually infinite.

In education we still need to put students through sets of increasingly challenging problems, to train them in the art of intelligently assembling basic parts into a structure that transcends them. We need to present students with goals for which it is not obvious how the goal may be reached.

Protect Data Privacy

Most AI programs are hosted by commercial entities and thus any information entered can be used by those entities. All unsecured AI systems should be treated like public platforms: no information should be shared that one would not share publicly. No one should enter protected information into an AI platform, such as student information regulated by FERPA, human subject research information, health information, HR records, etc. People should also avoid prompts/responses regarding confidential work-related information, unpublished work, and individual ideas you would not want others to have access to.

AI and Prompt Literacy

An AI-literate student at John Jay should be able to assess critically the ethical implications of AI, creatively apply AI tools in their field of study, and demonstrate a commitment to academic integrity by using these technologies responsibly.

Examples of adhering to academic integrity in the AI era include properly citing sources generated by AI, using AI as a tool for learning rather than a shortcut for academic work, and engaging in original thought and critical analysis. Conversely, violations of academic integrity involve misrepresenting AI-generated content as one’s own original work or bypassing the learning process through undue reliance on AI.

Part of responsible, literate use of AI is understanding the differences between the multiple AI platforms that exist (e.g., Perplexity.ai, Microsoft Co-Pilot, Chat GPT 3.5 and 4, Gemini, Claude.ai, Pi.ai, and many others that are use-specific) and their strengths and weaknesses. It is valuable to ask the AI what its purpose is and how best to use it.

The University of Michigan has useful material on prompt literacy. When prompting AI consider using the RACE format - RACE stands for Role, Action, Context, and Execute. Define the role you want the AI to assume (Role), specify the task at hand (Action), provide additional context for depth and relevance (Context), and give clear execution instructions for what needs to be accomplished (Execute).

The best users of AI will be those that are already literate, critical thinkers. There are no short-cuts to the critical literacy a college degree cultivates.

Recognize AI as a Tutor and Learning Tool for Students

"AI is incredibly customizable. I can personalize ChatGPT or use an already personalized AI system to be consistent with my personal needs as a student. AI-powered tools are revolutionizing the process of my studying both ASL and Urdu literature, offering interactive and immersive experiences that far surpass traditional methods." – Iqra Waheed, first-year student

Generative AI tools can summarize readings, offer feedback on work for improvement, provide editing suggestions, teach a student the steps to solving complex problems, generate annotated bibliographies, determine if evidence is relevant to assertions, and refine theses.

AI tutoring tools designed for learning adapt to the student's progress, providing guidance that is tailored to their specific skill level and learning curve, especially in skill-based education. For homework assistance and tutoring, AI serves as an invaluable resource, offering instant help and problem-solving support. Lastly, the role of AI in feedback and assessment cannot be overstated. It offers real-time, objective feedback on student performance and progress, enabling an effective and informed improvement process. This continuous feedback mechanism helps students identify areas of strength and weakness, allowing for a more focused and strategic approach to learning.

For Students

Cite or Credit AI

Be aware of the policies around AI usage in each course as they will differ for each instructor. Be prepared to demonstrate how you used AI to produce any or all of your work.

If an instructor authorizes the use of AI in an assignment, then such usage is not considered cheating if the student's usage stays within the instructor's stated parameters. However, the presentation of any external source materials, including AI-generated materials, without appropriate attribution constitutes plagiarism.

Current manuals for the key writing styles used in academic writing (APA, MLA, Chicago Manual of Style) have provided guidance as to how to appropriately handle the citation of AI-generated materials:

- APA: How to Cite ChatGPT
- How Do I Cite Generative AI in MLA Style?
- Chicago Manual of Style, Citing Content Developed or Generated by Artificial Intelligence

Normalizing AI generative text citation practices as part of academic writing is a good approach; it is not very different from the kind of attribution required for anything students don't write themselves.

Crediting as opposed to citing AI: If a student is allowed to use AI to "brainstorm" for a discussion board or low stakes essay for example, as opposed to using AI generated text as part of a final written process, they should credit that usage as opposed to citing it. Instructors may consider asking students to submit statements or checklists delineating exactly how AI was used in the assignment. Showing your work, and the role AI played in developing it, is important to demonstrating the goal of education, your own thought process.

Be Alert to Bias and Hallucinations in AI

BIAS The algorithms of AI only generate responses based on the data they mine, but both that data and the algorithms contain all of the biases of our societies. As a Hispanic- and Minority-Serving Institution committed to justice, our community must be alert to the ways that AI systems can reinforce harmful stereotypes and perpetuate existing social inequalities. For example, facial recognition systems can be less accurate in identifying people of color, language translation systems associate certain languages with certain genders or stereotypes, and text-to-image generators tend to produce images that default to biases about professions, gender and ethnicities.

One tool against such bias is indicating against them in prompts. Users can contribute to the development of more inclusive AI by providing feedback and reporting instances of bias or discrimination in AI systems.

HALLUCINATIONS An AI Hallucination is when AI presents incorrect information as fact. Hallucinations are more likely to appear in searches for niche topics that are not well represented in the data set on which the AI was trained. **One should never trust AI answers as wholly factual.**

For Instructors

Make Your Expectations Clear on Your Syllabus and Assignments

The college does not have a standardized policy on AI use. Instead, individual faculty members, departments, or academic programs may determine their own. All syllabi and assignments should include clear guidance on whether and how students can use generative AI in the course

or on specific assignments. AI can mean Google Translate, Grammarly, Chatbots and many other forms of educational tools not specifically understood as large language model AI.

Consider where you need to be specific about what is or is not allowed. For instance, can students use AI to brainstorm or edit, but not write an essay? Define terms and consider asking for the transcripts of AI use to create the final product.

Being specific about how AI is or is not allowed makes the rules clear for students and can prevent academic integrity violations. This crowd-sourced document contains a number of course AI policies that could be adapted for use.

Do Not Trust AI Detection Software

John Jay does not endorse the use of any AI detection tools. According to multiple peer-reviewed articles, AI detection tools, which attempt to differentiate AI-generated language from human-generated language, are likely to report false positives and false negatives. Particularly problematic for John Jay students, one study found AI detection tools consistently misclassified the writing of non-native English writers as AI-generated writing (W. Liang et al 2023).

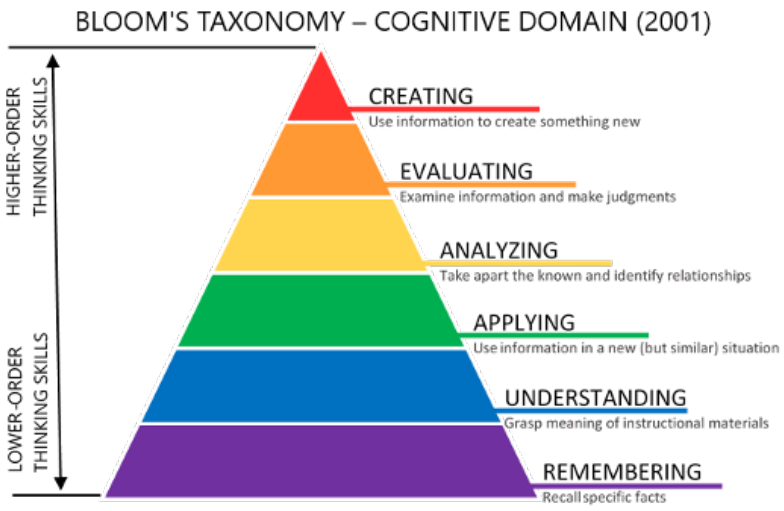
Instead of relying on detection software, we recommend the learning activities and assessments below that may help students learn without using AI to do the thinking for them. If an instructor wants to be able to prove whether student work is AI-generated, it would be helpful to ask for in-class writing early in the semester so the students' writing is on record and can be compared. For online courses this will prove more challenging. We recommend metacognitive, reflection essays, discussed below, as one way around stock AI essays or discussion posts.

Assessments and Grading in an Age of AI

The goals of any course involve introducing new material to students, helping them understand it, apply it, analyze it, evaluate its uses or strengths/weaknesses, and then having students use that information to create something new. Because essay writing is an effective way to measure most of these thinking skills, writing assignments have evolved to be the most common form of class assessments. However, because AI can generate essays easily, and because the Universal Design for Learning has demonstrated that using multiple media and tools for communicating is educationally effective, finding meaningful substitutes to essay writing alone may be a necessary form of teaching in an age of AI.

Though the essay has long been considered the standard of thinking and communicating complex thought, there are a large number of alternative pedagogical activities that have been proven to be equally if not more effective in achieving cognitive gains.

All of the below suggestions sit on the high end of Bloom's taxonomy (application and synthesis), which are also evidenced as more student-centered and effective. These include:



Hands on experiments or activities These assignments involve physical materials or direct interaction with the environment. Although science experiments are the most obvious example of this type of outcome assessment, art projects and other forms of synthesis activity also apply here. Fieldwork and other forms of such research also fit into this category.

Performance-based assessments Opportunities for students to demonstrate their knowledge or skills in front of an audience (presentations, speeches, performances).

Portfolios or writing journals Students are required to demonstrate skill development over time. Portfolios can be of artwork, creative ideas, design ideas, policy review etc. E-portfolios are much more commonly used in online learning today.

Project-based learning These assessments have a real-world application element that extends over several weeks. There is often a requirement to pitch an idea or solution to a problem at the end of the semester. This type of assessment has the added benefit of being more engaging to students throughout the process in addition to being more "plagiarism proof".

Group projects or text annotation requiring collaboration These require teamwork, discussion, and classmate coordination that reliably makes misuse of AI unlikely. For text-based analysis, use a social annotation tool such as Perusall (embedded in our LMS), utilize comments, Microsoft Word Track Changes or Google Docs Suggesting mode for individual or group annotation.

Grade the process as much as the product Changing the weight of grades to scaffolding materials of an assignment such as class notes, early drafts, personal reflections on collaborative processes, etc. Collecting materials and prompts that show how a student used AI to create the final product.

Include self-reflection and metacognition as part of the assignment Asking students to reflect on what they've learned and how they learned is a powerful way to develop students' capacities to regulate their own learning process and make changes. This can also help students distinguish process from product, thinking from AI generated text.