John Jay College of Criminal Justice Action Plan

2025-26 AAC&U Institute for AI, Pedagogy, & the Curriculum

Needs statement

We are in the beginning stages of a global economic and social revolution that may exceed the levels of change catalyzed by the Industrial Revolution. Artificial intelligence and emerging technologies already infuse our daily lives more than most of us realize, and their impact on justice and equity issues demonstrates the vulnerability of our individual and collective lives on accurate information, reasoning, labor, and communications. We are seeing our mission for justice reform and administration challenged. We can learn from the Industrial Revolution's creation of opportunities for equity through social mobility and access to knowledge and resources; we can also learn from this era's creation of injustices through increasing and reinforcing wealth gaps, racist policies and systems, and climate damage. As the widely acknowledged leader in justice higher education, John Jay College of Criminal Justice faces an urgent call to take leadership in ethical, effective, innovative, and sustainable engagement with AI and emerging technologies. If we not listen and respond to this call, we will be abdicating our role in justice and criminal justice spaces.

Currently, John Jay College of Criminal Justice does not have an institutional vision, framework, or plan in place for effective, ethical, innovative, and coordinated pedagogical and curricular engagement with emerging technologies. A related and deeper issue is that the college has not yet committed to the transformation of higher education that is already happening through emerging technologies, climate change, and political crises that impact our entire community in very different ways.

We are calling from grassroots levels for an overall change in our mindset and approaches to higher education. While administrative responses often focus on adapting traditions and reacting to immediate political and economic pressures, these frequently miss the deeper societal transformations underway. As instructional and administrative members of our college community, we hope that John Jay and the City University of New York (CUNY) will not only acknowledge but actively commit to systemic educational change. At the same time, through this institute we anticipate achieving small shifts that sustain the institution and prepare us for larger changes when and if these are supported, even if these small shifts fall short of the long - term stability and resilience we need.

Goal and objectives

Our overall goal is to partner with our college in creating a framework to support effective, ethical, and innovative pedagogical and curricular engagement with emerging technologies over the next three years. Our specific goals address the development of our students' learning agency with AI, with increasing faculty resources and training that includes AI with student centered, inclusive, social justice pedagogies, and with improving and expanding communications and advocacy related to AI ethics and curriculum policies.

Over the next 2-3 years, we envision several outcomes. First, we aim to establish regular reviews and updates to our responsible AI guidelines that respond to changes in emerging technologies and higher education. Second, we hope to see that faculty, staff, and student engagement with pedagogy and curriculum related to emerging technologies will align with the college's mission and strategic plan, resulting in coordinated activities across offices, departments, and committees within the framework we have proposed. Third, we hope to see a vibrant community of faculty, students, and staff, with consistent and developing leaders and groups that engage with emerging technologies from multiple perspectives towards the strength and resilience of our institution and public urban higher education. We very much hope that AI literacy and AI ethics will be shared throughout our college community and that access and sustainability will have increased in our practices.

From October 2025-March 2026, we will focus on five projects to develop and begin to implement. We will survey our college community for AI Literacy familiarity and needs and connect our community to AI Literacy training. At the same time, we will involve our Faculty Senate Technology committee in revising our AI ethics guidelines and in designing a pedagogical and curricular framework for the college to engage with emerging technologies over the next three years. Through all these projects, we will be developing and engaging our college community for ethical, effective, innovative, and sustainable use of emerging technologies.

Approach and Ethos

We believe that through strategic partnerships and broadening communications, our approach will start to move our college from acting and reporting in "silos" toward collaborations that respect individual department and program objectives while making more effective and innovative uses of

our community members and resources. Our approach is systemic, both system-wide and methodical, as we identify the areas in which we can best impact our AI and emerging technologies needs now through taking scaffolded steps towards expansion.

Infused throughout our work are our ethical goals towards building a resilient culture of care toward the whole academic person, entities, and actions, Our ethical and social framework is based on Dr. Foster's Resiliency Principles (2009) of stability, capacity, flexibility, and community and on the college's 7 Principles for a Culturally Responsive, Inclusive, and Anti-Racist Curriculum, which guide our assessments of the AI and emerging technologies efforts that already exist in our college and those we want to catalyze and create. By emphasizing such features as consistency and reliability, growth within limits that can be exceeded through focused development, adaptability and defined boundaries, and common goals, resources, and processes, we are investing in our commitments to education and justice.

Projects & Plan

Our process goals focus on these areas:
- **Developing student, faculty, and staff AI literacy t**hrough curricular and co-curicular pilot projects that introduce the college community to AI ethics and intentional use of GenAI tools. We are working on these dual literacy goals through
  - adapting a recently introduced AI module in our summer bridge program for entering students
  - engaging faculty in a self-paced Brightspace workshop.
  - polling our students, faculty, and staff for their AI familiarity and needs.
- **Creating a map for pedagogical and curricular faculty development** that incorporates AI competencies with GenAI skills and tools into the student-centered, inclusive pedagogical faculty development already in place at the college.
  - We are beginning to identify the key areas of this map through our institute kickoff learning, research and institutional resources, and discussions with our faculty senate, curriculum committees, faculty development offices, and Academic Affairs. We are also looking at models from other institutions to guide our design.
- **Increasing the voice of our Faculty Senate Technology subcommittee** in college discussions of curriculum policies and design.
  - This committee is the logical and obvious locus of faculty input into emerging technologies discussions and policies related to pedagogy and curriculum at the college. We are supporting and encouraging increased visibility of the committee members in Faculty Senate communications and recommending their inclusion in larger discussions of our institute projects and college strategic plan development.
- **Revising the current college AI guidelines** to reflect recent research and data that influence AI use and AI impact across the college.
  - Our Provost and faculty have expressed interest in updating these guidelines; with partnerships that include the Faculty Senate Technology subcommittee, the office of Academic Integrity, our writing programs, and individual faculty, we are identifying the areas that need attention and learning from other institutional examples.
- **Creating a network of faculty and staff members** well-versed in different approaches to teaching, learning, and mentoring with AI who will guide and lead professional development

and conversations related to AI in and across college departments, programs, and offices. In this project we have 3 primary activities:

- We are reaching out to committees, departments, programs, offices, and individuals to include them in our plans (see the partner table below.
- We are planning a core community brainstorming event in mid-January for 60 or more members of our college to come together and co-design our pedagogical and curricular framework and ethical guidelines revision.
- We are designing digital AI resource hubs for faculty, staff, and students to be central asynchronous meeting spaces with AI and emerging technologies event information, teaching resources, literacy opportunities, and accommodations and social justice support.

Our equity goals include
- **increasing student capacity and access** to emerging technologies
- **increasing faculty and staff capacity and awareness** of emerging technologies
- **increasing college wide understanding of the ethical implications** of emerging technologies in terms of their foundations, design, and applications
- **maintaining awareness of the environmental and systemic impacts** of engaging in and developing emerging technologies.

Proposed Timeline

This table shows our progress check dates through March 6, 2026. We anticipate spending a month this spring reviewing our work and preparing our April Capstone Institute presentation. The dates do not coincide with actual activity dates and serve as moments for sharing information for the full team to review.

Date/ Project	SCALE (AI Literacy)	FACTECH committee	AI Responsible Guidelines	Teaching Framework	AI Community
10/3/25	*Action plan submitted *Team next steps & communications scheduled	*Action plan submitted *Team next steps & communications scheduled	*Action plan submitted *Team next steps & communications scheduled	*Action plan submitted *Team next steps & communications scheduled	*Action plan submitted *Team next steps & communications scheduled

10/24/25	*AI literacy poll revised/ready to share	*Responsible guidelines revisions invitation to committee	*Responsible guidelines revisions invitation to FACTECH committee	*College AI hub launched *Hearst Foundation proposal submitted *January 22 FDD theme/tracks proposed	*Community partners invited & informed *College AI hub launched *January community event date identified (Friday, 1/16/25) *January 22 FDD theme/tracks proposed
11/21/25	*AI literacy polls launched & near deadline	*Responsible guidelines revision recommend-ations prepped for Senate & stakeholders	*Responsible guidelines revision recommend-ations prepped for Senate &	*College AI hub refined with sustainability plan *January 22 FDD content discussion/ outreach	*College AI hub refined with sustainability plan *January 22 FDD content

		*Framework nodes identified & 3 month development planning	stakeholders	*Framework nodes identified & 3 month development planning	discussion/ outreach

12/19/25	*Fall goals updates *Fall projects assessment *AI literacy poll result analysis	*Fall goals updates *Fall projects assessment *January brainstorming community event plans drafted *January brainstorming community invitations sent *Framework node updates & requests	*Fall goals updates *Fall projects assessment	*Fall goals updates *Fall projects assessment	*Fall goals updates *Fall projects assessment *January brainstorming community event plans drafted *January brainstorming community invitations sent *Framework node updates & requests
1/26/26	*Spring plans & recoup as needed *AI literacy poll follow up re student modules, faculty Brightspace workshop	*Spring plans & recoup as needed *February brainstorming community event plans *Framework resource & recommend-ation additions *Responsible guideline revision outreach	*Spring plans & recoup as needed *Responsible guideline revision outreach	*Spring plans & recoup as needed *FDD plans *Framework resource & recommend-ation additions	*Spring plans & recoup as needed *FDD plans *January 16 community brainstorming event plans

3/6/26	*projects ready to assess & report for April 6-7 institute	*projects ready to assess & report for April 6-7 institute *Framework drafted *Responsible guideline revision status	*projects ready to assess & report for April 6-7 institute *Responsible guideline revision status	*projects ready to assess & report for *April 6-7 institute framework drafted	*projects ready to assess & report for April 6-7 institute *Core community roles identified; core community database in place

*FDD=Faculty Development Day, our semiannual faculty conference planned and presented by the Teaching & Learning Center.

iAIPC Team

As we implement our action plan, our iAIPC team is practicing shared leadership and overlapping teamwork through assigning small working groups to each of this year's projects and consulting on those we are not directly managing. This table shows our team roles at John Jay, our areas of expertise, and our networks. Together and in smaller partnerships, our iAIPC team has connections across most of the college that we trust to help us encourage an AI and emerging technologies community to form.

Name/ Affiliations	Department/ Office	Title	Relevant Areas of Expertise	College Networks
Jacob Adler	Library	Assistant Professor	AI, Information Science, library instruction	Faculty Senate Technology Committee, Library, Immigrant Solidarity Working Group
Kayla Bassknight	Student Transition Programs	Associate Director	Student orientations, student leadership, commencement planning and implementation, assessment, mentoring	Assessment committee, faculty-student disciplinary hearings council, NISS committee, strategic planning committee, Undergraduate Foundations planning group, CUNY LGBTQI+ Council

Gina Rae Foster (lead)	Teaching & Learning Center	Director	Pedagogy, educational technologies, curriculum, trauma & resilience, project management, mentoring, student academic support, social justice advocacy & interventions, DEI, qualitative and humanities research	CUNY Centers for Teaching & Learning Advisory Council (inaugural chair), CUNY CTL Disciplinary Council, President's Leadership Council, Digital Advisory Council, Accessibility Services, Compliance & Diversity, IT, Academic Programs, CUNY Graduate Center, Honors Program, Career Learning Lab, Academic Advising, Human Resources, Research, Office for Student Research & Creativity
Penny Geyer	Law, Police Science, & Criminal Justice Administration	Doctoral Lecturer	Pedagogy, online instruction	Faculty Senate Technology Committee, Undergraduate Curriculum & Standards Committee, Community fo Online Practice, Writing in the Disciplines (WID), Criminal Justice BS Online Program, Lecturers' Consortium
Raymond Rosas	English Writing across the Curriculum (WAC)	Assistant Professor, Co Director	Digital literacy, pedagogy, curriculum, composition, technical writing	General Education Advisory Committee, CSIS curriculum writing team, Student Research & Creativity office

Katherine Stavrianopoulos	Counseling & Human Services	Associate Professor	Pedagogy, curriculum, assessment, faculty leadership	CUNY AI faculty fellows, Western Governors' University online faculty development alumni, Distinguished Teaching Academy (former winner), department chairs (former chair)
Nancy Yang	Undergraduate Foundations, Counseling & Human Services, Psychology	Director, Adjunct Instructor	Pedagogy, digital literacy, project management, student academic support	Student Academic Success Program, NISS, CREAR Futuros Program

Challenges

Learning and higher education share a common commitment to identifying and solving problems. As a community, we also share the challenges that make problem-solving both more interesting and motivating as well as more frustrating.

The challenges we believe we will need to address include

- A substantial level of resistance to incorporating generative AI in curriculum and instruction as well as a lack of acknowledgment regarding how AI is transforming higher education..
- workloads for faculty and staff typically exceed our capacities.
- ongoing challenges to maintaining focus and energy due to ICE, federal funding changes, federal law changes, frequent illness, and frequent demands to engage in large, short-term projects.
- our new partnership as a team, our development of shared visions, and our shared understanding of what we bring to these initiatives.
- simultaneous, siloed projects that may overlap, interfere, or take support from our work (and vice versa)

In addressing these issues, we will focus on

- cultivating and maintaining respect and appreciation for our community

- ongoing and improved communications throughout our professional activities and relationships
- pacing and compartmentalizing our work
- establishing and maintaining roles and responsibilities for our projects
- validating each other, active listening, and learning with and from each other • creative problem-solving and flexibility

We understand that If we avoid these barriers, the barriers will continue to pose issues beyond our projects. If we acknowledge these barriers and work with and through the opportunities that reframing, shifting, and disrupting create, we can make progress towards the transformations we believe are necessary and inevitable.

Partners

This project is ambitious and calls for many partners. We will need the support and advocacy of senior management, including the President, Provost, and Vice President for Institutional Effectiveness. We need the partnership of Academic Programs staff and our writing program directors. We need partnership with the VP of Enrollment Management and Student Affairs (EMSA), Dean of Students, and EMSA division. We need the partnership of our Chief Information Officer. We need the college to recognize us as the team leading to response to our shared AI/emerging technology needs in teaching and learning and to refer others working on these issues to us for effective coordination of efforts. We need mentoring, time to meet and work together, and time in our schedules to implement our plans.

This table shows our projects with team leadership and anticipated partners. Many of these partnerships are already forming or in place.

Activities	Programs/ Departments/ Committees	AAC&U Team Leads
Student Co-curricular AI Literacy Education (SCALE) & Faculty Gen AI & Innovative Pedagogy Brightspace workshop	SASP, 1st year, Transfer, LMS, Enrollment Management and Student Affairs (EMSA), student leaders, Digital Creation Lab	Nancy Yang Kayla Bassknight Katherine Stavrianopoulos
Developing a Framework for Pedagogy/Curriculum	USCASC, GEAC, FACTECH, TLC, Academic Programs, Writing Programs	Raymond Rosas Penny Geyer Gina Rae Foster
Amplifying the Role of Faculty Senate Technology SubCommittee	Faculty Senate Technology Committee, UCASC, Faculty Senate	Jacob Adler Penny Geyer

AI Responsible Guidelines revision	Faculty Senate, Enrollment Management and Student Affairs (EMSA), Academic Integrity Office, Student Council, Council of Chairs, Strategic Planning Committee	Kayla Bassknight Raymond Rosas Gina Rae Foster Jacob Adler
Creating and Cultivating an AI Community	Academic Support, TLC, Office of Digital Learning, LMS, SASP, writing programs	Nancy Yang Katherine Stavrianopoulos Gina Rae Foster

Assessment

In this first year of our AI and emerging technologies efforts, we will prioritize designing measurable outcomes and project frameworks that support assessment over time and across disciplines and participants. By next spring, we will be able to assess our projects in terms of engagement and productivity to the extent that our community has participated in the activities that have been implemented. Satisfaction and effectiveness are assessment outcomes that we anticipate measuring over the following two years.

- **At the student level**, we plan to measure literacy activity engagement, numbers of academic integrity reports/cases, student innovations with Gen AI in creativity and research projects, student success in courses with/without Gen AI use, and self reporting of recent graduate career success with AI responsibilities. We will also identify co-curricular achievements, such as student leadership responsibilities, transferrable skills and student innovations with Gen AI use.
- **At the faculty level**, we will also measure literacy activity engagement and numbers of academic integrity reports/cases. Related to pedagogical development, we plan to identify faculty innovations with Gen AI in course and assignment design, student success in courses with/without Gen AI use, and the increased number of faculty using Gen AI in their courses.
- **At the staff level,** we plan to measure literacy activity engagement, staff innovations with Gen AI related to their roles and offices, and staff-faculty AI collaborations.
- **At the institutional level,** we will identify support for a range of policies within an overall ethical framework, the development of a university-wide emerging technologies framework, recognition for our work and leadership, and recommendations for our work as examples of best practices.

Early Wins

At the time of writing this report, we have much to share in terms of early progress. This list provides an overview of our "wins":

- **Strategic plan goal and objectives:** Teaching & Learning Center Director Gina Rae Foster and Associate Director for Student Transitions Kayla Bassknight have introduced a strategic plan goal for AI and emerging technologies to the Provost and the college's strategic planning group. We have met with our Vice President of Institutional Effectiveness to discuss this late and essential entry into the plans.
- **Student AI landscape analysis survey:** Our new Director for Undergraduate Foundations, Nancy Yang, has piloted a student survey on AI familiarity and needs. We will be revising this survey to use with faculty and staff and sharing the survey with the broader student population.
- **Student AI literacy module:** Director Yang has introduced an AI module in our summer bridge program for entering students which she plans to adapt for student workshops this spring.
- **Faculty AI literacy self-paced workshop:** Our Office for Digital Learning team has designed a self-paced AI literacy and pedagogy workshop for faculty on Brightspace, which has been made available and announced to all faculty at the college.
- **AI Ethics brown bag lunches:** Our Teaching & Learning Center has launched a monthly series of AI Ethics brown bag lunches for faculty and staff. These are informal discussion times with themes that range from academic integrity to equity and bias to sustainability and misinformation.
- **AI + critical thinking faculty development seminars:** Gina Rae Foster has designed and taught three sections of the Flipping the Pyramid: Gen AI and Critical Thinking seminar and will be teaching a fourth section this fall. Faculty who participate design assignments for their courses that combine intentional use of AI tools for critical thinking skills development with training their students to use AI as a means of increasing their learning agency. By May 2026, we anticipate that more than 50 faculty will have completed these seminars. A Pressbook of faculty seminar assignments and insights is currently in the works!
- **AI+Positionality learning+practice communities:** We are piloting a learning and practice community initiative, funded by our college president, that makes use of an OER faculty guide, AI + Positionality, written by one of our Psychology faculty as part of CUNY's Building Bridges of Knowledge project. This year, we anticipate at least 30 faculty reading this guide together, implementing the assignments, and modifying the advice and assignments for disciplinary specific uses.
- **Faculty Senate conversations:** Penny Geyer, Doctoral Lecturer in Law, Police Science, and Criminal Justice Administration, and Jacob Adler, Assistant Professor at our Lloyd Sealy Library, have begun amplifying the voice of our Faculty Senate Technology Committee in conversations with our Faculty Senate.
- **Digital Advisory Council conversations:** Gina Rae Foster has shared an overview of our AAC&U initiative with our Digital Advisory Council and invited them to partner with our iAIPC team.
- **Writing Programs conversations**: Ray Rosas, Assistant Professor of English and Co Director of our Writing Across the Curriculum program, has been active in discussing our projects with his colleagues as well as the Vertical Writing Program and Writing Center directors. Ideas and suggestions are flourishing!

90 Day Quick Win Plans

Katherine Stavrianopoulos, John Jay iAIPC team member, 2012 Distinguished Teaching Prize winner, and former chair of the Department of Counseling & Human Services, has suggested this list of quick wins we plan to achieve in the next 90 days:

1. **AI Literacy Survey**
   Nancy Yang has the results from her pilot survey. We plan to deploy the survey (modified for appropriate audiences) through our Faculty Senate, Council of Chairs and Student Council by the end of October. We anticipate having the first results in our first 45 days. These data can then support our other initiatives and college plans.
2. **Faculty AI Literacy self-paced workshop**
   This is available to faculty now for self-enrollment in Brightspace. We will launch a campaign with department chairs to enroll interested faculty wit a goal of 50 faculty enrolled in 50 days.
3. **AI Ethics Brown Bag Lunches**
   We have shared a calendar with both the full time and part time faculty listservs and are taking notes to share at each session. Reminders are being sent from the TLC for each session. Participants are being added to our community building lists and project partners. We are setting a goal of engaging at least 25 faculty and staff in the first two lunches by October 15.
4. **Design and Launch AI Faculty Resource Hub**
   We have begun designing a hub for AI faculty resources that we plan to launch by the end of this month. The areas include events, AI literacy, AI ethics, AI pedagogy, and AI communities.

Summary

We are both proud and humbled by the energy and commitments of our partners: while we know there will be unexpected challenges and changes in direction over the next months and years, we are confident that these initial projects and connections are indications of long-term success.

In sum, our overall goal is to partner with our college in creating a framework to support effective, ethical, and innovative pedagogical and curricular engagement with emerging technologies over the next three years. Our specific goals address the development of our students' learning agency with AI, with increasing faculty and staff resources and training that includes AI with student-centered, inclusive, social justice pedagogies, and with improving and expanding communications and advocacy related to AI ethics and curriculum policies. By June 30, 2026, we aim to have engaged at least 10% of our students and faculty in AI literacy activities, to have revised our AI responsible use guidelines for review and adoption, to have designed a pedagogical and curricular framework for review, revision, and adoption, and to have a core emerging technologies community of at least 60 faculty, staff, and students involved in discussing and working with effective, ethical, and innovative college emerging technologies activities.