





Housekeeping

1. **Recording** – This event is being recorded.
2. **Audio** – Please leave microphone on mute. Individuals can enable closed captioning in the bottom toolbar.
3. **Q&A** – Please use the Q&A section for any questions. Chat will not be monitored for questions. We encourage participants to populate questions as the presentations advance, but all answers will be held until the Q&A. Any questions collected here but not answered during event will be reviewed and answered afterwards.
4. **Chat** – Chat will be used to share information with attendees and can be used for attendees to chat with each other. We encourage you to share comments and talk to each other in this area.



SUNY DEISJ Fellows Webinar Series 2025



Opening/Land Acknowledgment

We acknowledge that the land on which we are experiencing this workshop is the seized and unceded territory of the Haudenosaunee Confederacy, which includes the Onödawa'ga:' Seneca, Cayuga, Onondaga, Onedia, Mohawk, and Tuscarora Nations.

<https://native-land.ca/>

<https://www.haudenosauneeconfederacy.com/>

We note at the outset that what we understand about and experience as our identities, privileges, power structures, and social institutions have been formed and informed by a colonial history of violence against and erasure of native cultures and peoples. And that to truly engage in DEISJ work we must center and support Native Sovereignty Indigenous-led activism.

To learn more read about and follow the #LandBackMovement <https://ndncollective.org/landback/>
For WNYers see Allies of the TSN <https://alliesoftsn.weebly.com/>



DEISJ Fellows



Chloe Diamond-Lenow
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DEISJ Fellows

- Support faculty in updating and developing courses that fulfill the DEISJ General Education requirement.
- Develop resources and provide targeted support for DEISJ curricular matters
- Committed to developing, sustaining, and growing a community of practice on diversity, equity, inclusion, and social justice curricular issues across the SUNY system.



DEISJ Learning Outcomes

- describe the *historical and contemporary societal factors* that shape the development of individual and group identity involving race, class, and gender;
- analyze the role that complex networks of *social structures and systems* play in the creation and perpetuation of the *dynamics of power, privilege, oppression, and opportunity*; and
- apply the principles of rights, access, equity, and autonomous participation to past, current, or future *social justice action*.



SUNY DEISJ Fellows Webinar Series 2025

Intersections of AI and DEISJ

March 28, 2025



Panelists



Milo Obourn
SUNY Brockport
Moderator/Facilitator



Shaka McGlotten
SUNY Purchase



Jessica Sniatecki
SUNY Brockport



Jennifer Ashton
SUNY Brockport



Alexis Clifton
SUNY Geneseo



Matthew Salzano
Stony Brook University



Angela Thering
Buffalo State University



Black Futures

Shaka McGlotten
Purchase College-SUNY



A full body shot of a twink, dressed in extravagant eighteenth century clothing, stepping into a beautifully appointed carriage, led by four black stallions, with his handsome friend waiting inside with a smile on his face. The painting captures the excited attitude of the twink with bold colors and vivid brushwork.



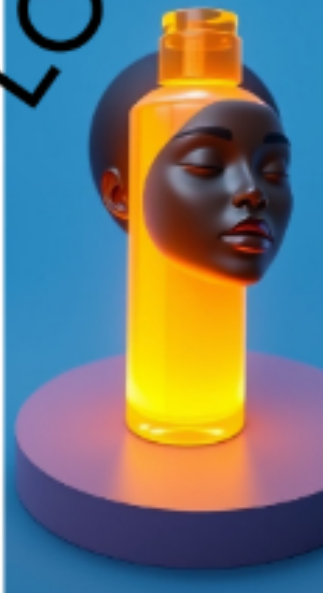
THIS IS THE EEMAK. IT IS DESIGN TO SHARE MEMORIES BETWEEN PEOPLE. ITS MAIN USE IS TO SHARE MEMORIES FROM THE ELDERLY TO THE YOUTH TO CONTINUE AND PRESERVE TRADITIONS AND BELIEFS. ALSO TO PASS DOWN TECH STRAGETIES FROM GEN TO GEN

Some of the technologies created in Bani by the most respected Banians

THIS IS THE YERO-CHAN. IT MONITORS BODY HEALTH AND DETECTS ANY DISEASES BY SCANNING THE EYE. THE EYE IS A GATE WAY INTO THE BODY AND ALLOWS HARMLESS RECONSTRUCTION IF NEEDED.



LOOK AT THAT GLOW!!



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Adaptive Body Oil for
Azizan Women

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undertones to create the
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their skin tone and
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Features bioluminescent
plant compounds that
respond to the two pink
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GLOW GIRL BIOLUMINESCENT BODY OIL





Artificial Intelligence (AI) and Students with Disabilities (SWD)

Jessica Sniatecki, Healthcare Studies
Jennifer Ashton, Education and Human Development
SUNY Brockport

AI Benefits for SWD

- Some AI applications are uniquely beneficial, particularly for people with disabilities
 - Ayala (2023) found that AI helped disabled college students by enhancing their comprehension of content through asking questions that required them to seek clarification for a deeper knowledge of a topic (Ayala, 2023)
 - AI can enhance the capabilities of assistive technologies, making them more personalized and efficient, which certainly has implications for students at all levels of education (Zdravkova et al., 2022)

AI and SWD – Challenges

- Detection Software
 - Instructors must devote significant amounts of their limited time to ‘policing’ students
 - Some autistic and neurodivergent students’ naturally formal writing style can get incorrectly flagged (Pollina, 2023)
 - False positive detection has also been found to disproportionately affect non-native English speakers and scholars with distinctive and formal writing styles (Giray, 2024)
 - Puts students in a defensive position with negative implications for fostering trust

Ethics of AI and Learning

- Traditional assessments (e.g. research paper) can be easily completed by AI software
- Using AI unethically and excessively encourages dependence rather than use as an ancillary tool and creates additional learning barriers (Gallent Torres, et al., 2023)
- Ubiquitous and integrated into most productivity programs
- How do we maximize AI's potential for SWD while avoiding its pitfalls?

Implications for Practice

- Creating assignments that foster higher-order thinking reduces education barriers and creates opportunities for autonomy and authentic assessment
 - This benefits **all** students (Universal Design for Learning; UDL)
- By foregrounding choice and autonomy, students might be more engaged and eager to author their own work (rather than turn to AI)

Shifting Mindset for Faculty and Students

- AI has advantages, particularly for SWD, that can be leveraged to facilitate student success and improve educational equity
- Overreliance on AI creates additional learning barriers
- Faculty must trust that students desire to learn and are committed to learning our curriculum in our programs
- Faculty should rethink the assessments they are using to determine student learning to minimize the disingenuous use of AI

References

- Ayala, S (2023). ChatGPT as a universal design for learning tool supporting college students with disabilities. *Educational Renaissance*, 12(1). <https://doi.org/10.33499/edren.v12i1.3866>
- Gallent Torres, C., Zapata González, A., & Ortego Hernando, J. L. (2023). El impacto de la inteligencia artificial generativa en educación superior: Una mirada desde la ética y la integridad académica. *RELIEVE - Revista Electrónica de Investigación y Evaluación Educativa*, 29(2). <https://doi.org/10.30827/relieve.v29i2.29134>
- Giray, L. (2024). The problem with false positives: AI detection unfairly accuses scholars of AI plagiarism. *The Serials Librarian*, 85, 181-189. <https://doi.org/10.1080/0361526X.2024.2433256>
- Nelson, L. L. (2021). *Design and deliver: Planning and teaching using universal design for learning* (2nd ed.). Brookes Publishing.
- Pollina, R. (2023, July 21). Purdue professor accused of being AI bot for lacking “warmth” in viral email: “I’m just autistic.” New York Post. <https://nypost.com/2023/07/21/autistic-purdue-professor-accused-of-being-ai-for-lacking-warmth-in-email/>
- Zdravkova, K., Krasniqi, V., Dalipi, F., & Ferati, M. (2022). Cutting-edge communication and learning assistive technologies for disabled children: An artificial intelligence perspective. *Frontiers in Artificial Intelligence*, 5, 970430. <https://doi.org/10.3389/frai.2022.970430>



2024-25 Ideas That Matter Artificial Intelligence



Alexis Clifton, Director, Teaching and Learning Center
SUNY Geneseo

www.geneseo.edu/provost/ideas-matter

KnightScholar Lesson Repository

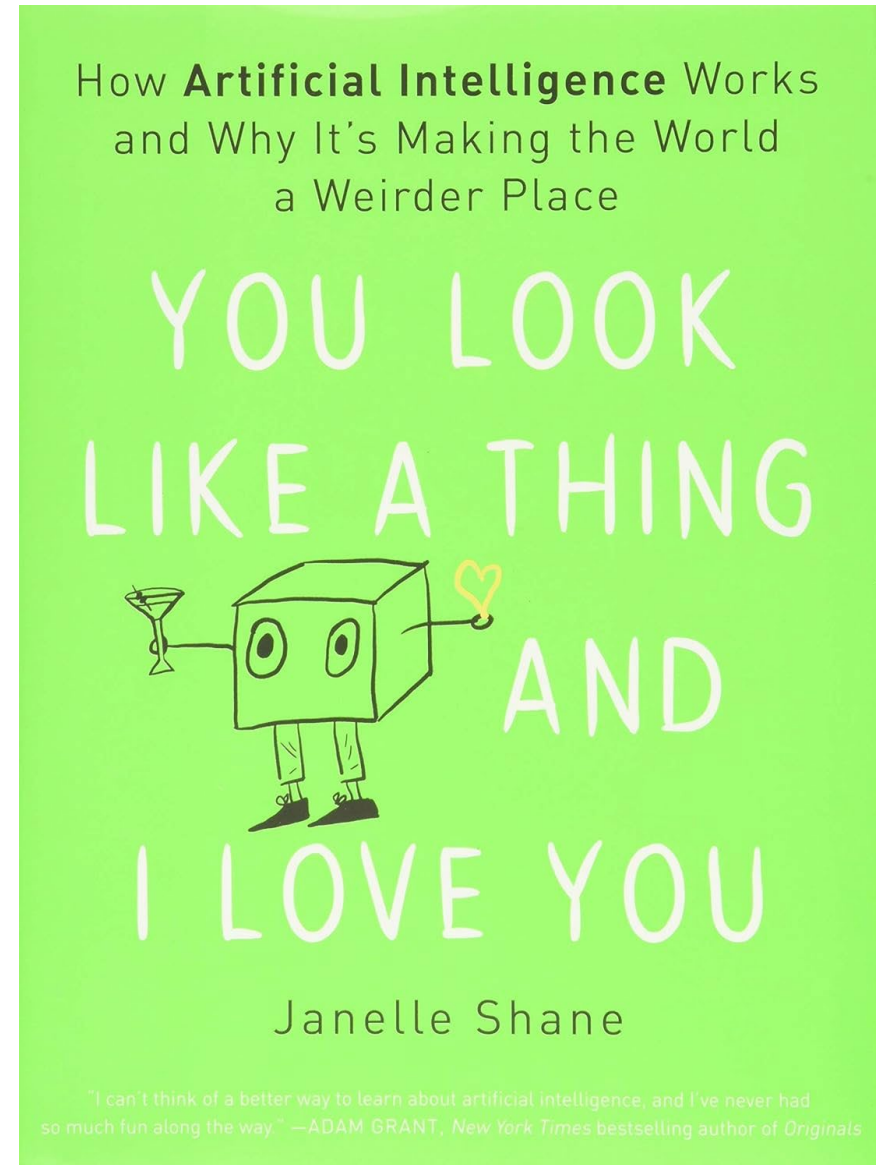
- Openly-licensed lessons include some or all of:
 - Lesson Overview
 - Presentation Slides
 - Assignment or activity
 - Linked readings or background materials
 - Grading rubrics
 - Supplemental material
- <https://knight scholar.geneseo.edu/ideas-that-matter-24-25/>

Open Educational Resources

-  [Module: AI and Value-Neutrality](#), Jonathan Auyer Ph.D., Department of Philosophy
-  [Can Generative AI Help Solve Functional Illiteracy?](#), George Goga
-  [ChatGPT Can Write My Class Assignments, Right?: A Guided Classroom Activity for Teaching the Strengths and Weaknesses of Generative-AI Tools](#), Dr. Peter J. Kalenda
Assistant Professor, Elementary Science & Math, School of Education
-  [Using AI in Higher Ed: Is it Cheating?](#), David Levy Associate Professor & Chair of Philosophy
-  [Creating a Business in 50 Minutes with AI](#), Mark A. Rider VanArsdale Chair in Entrepreneurship, School of Business
-  [As Soon as \[A\]I Speak\[s\]](#), Lytton Smith Professor of Poetry, Department of English
-  [AI and Academic Integrity](#), Max Sparkman Research Instruction Librarian, Milne Library and Brandon West Head of Research & Instruction, Milne Library
-  [Psychology and the Digital Everywhere: Artificial Intelligence](#), Cassie van Stolk Assistant Professor of Psychology, Department of Psychology

Common Read Selection

You Look Like a Thing and I Love You, by Janelle Shane (2019)



Copilot Self-Portraits



Student Statement (1/3)

While working with copilot I attempted to add in terms like "androgynous" or "gender neutral" but it seems that those terms made the AI generate very masculine looking images.

Student Statement 2/3

I attempted to include a size that was more accurate to my mid-size body. Copilot did not like that at all, whenever I added in size related terms such as "mid-size, round body, etc.", which I believe are appropriate terms to describe a heavier body type. In return it responded that the terms that I included went against their "Designer code of conduct".

Student Statement 3/3

I think out of the 22 images that I had copilot create, all of them were "conventionally attractive" people: perfect proportions, straight noses, and full faces of makeup. Which is just not accurate to life.



AI and Advocacy: Classrooms + Communication

Matthew Salzano
Stony Brook University



Hi, I'm Matthew!

Matthew Salzano, Ph.D.

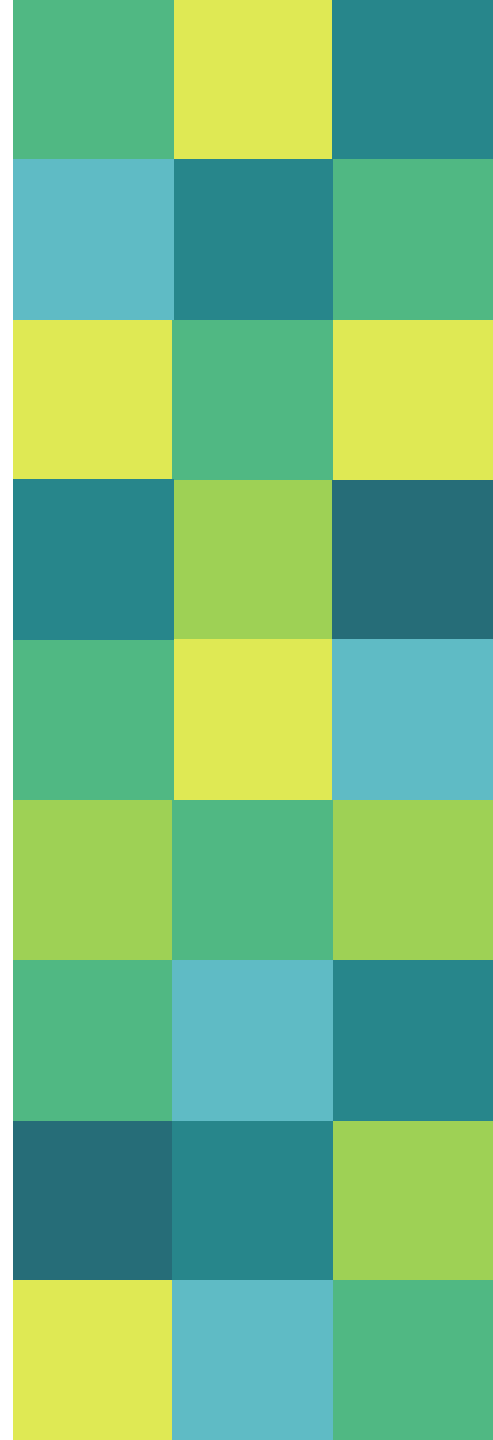
IDEA Fellow in Ethical AI @ Stony Brook

School of Communication & Journalism

My research is about communication, advocacy, and technology.

Today: "AI and Advocacy: Classrooms + Communication"

1. Class: AI and Advocacy
2. Research: Social change communicators

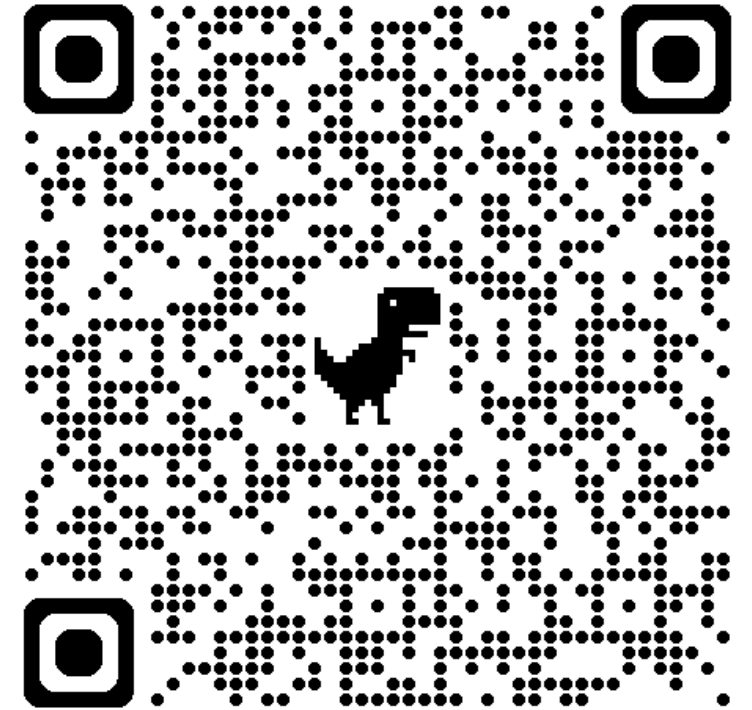




Stony Brook
University

WRT302: AI & Advocacy

<https://tinyurl.com/WRT302SP24>



Steal these readings!

Original Research Article



Big Data & Society
July–December: 1–13
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DOI: 10.1177/20539517231219241
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AI Empire: Unraveling the interlocking systems of oppression in generative AI's global order

Jasmina Tacheva¹  and Srividya Ramasubramanian²

Prepare for the Textpocalypse

Our relationship to writing is about to change forever; it may not end well.

By [Matthew Kirschenbaum](#) March 8, 2023



Daniel Zender / The Atlantic; source: Getty



AI AND ADVOCACY: MAXIMIZING POTENTIAL, MINIMIZING RISK May 2024

Contributors

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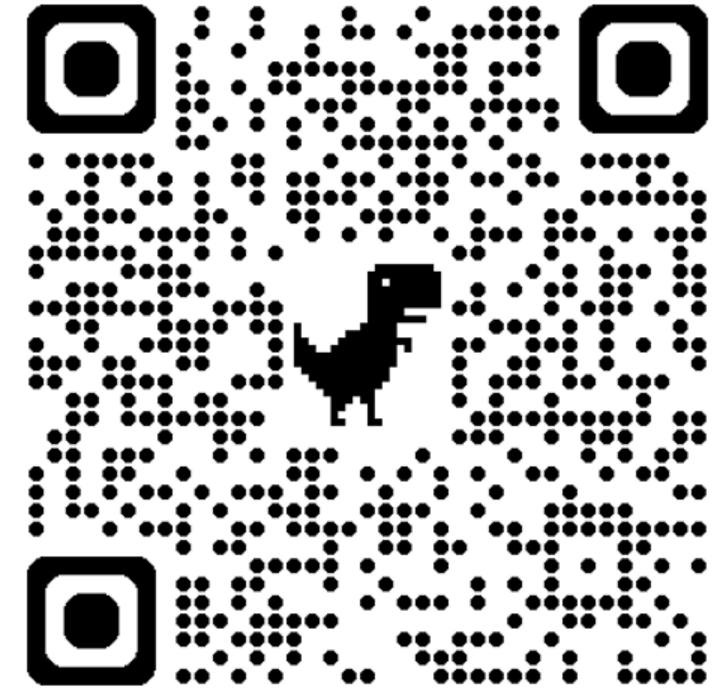
The Program in Writing and Rhetoric



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Stony Brook University
School of Communication
and Journalism



<https://tinyurl.com/SBU-AI-Advocacy>

Opportunities and Risks

From our research, we identified three major opportunities and accompanying risks, plus one strong recommendation for advocates considering using AI. For this table of contents, we've included questions each section might prompt advocates to consider.¹³

1. Advocates can use AI tools to increase outreach—at the risk of compromising trust

pg. 7–10

- ☐ Are you kept in the loop with the implementation of AI software?
- ☐ Did you check the work the AI produced for any controversial material?
- ☐ Will the text generated by the AI induce any public issues, concerns, or controversies?

2. Advocates can use AI to address complex issues—at the risk of partially hindering progress

pg. 11–15

- ☐ Could the material effects of the AI tool lead to misalignment with your mission, or backtracking on the problem you are trying to solve?
- ☐ Are you clearly explaining to your audiences about why you've chosen to use an AI tool?

3. Advocates can use training data to advocate for their causes—at the risk of misinformation and bias

pg. 16–20

- ☐ Have you incorporated human checks on your AI tool for accuracy and inclusivity?
- ☐ Can you use a specific tool for specific tasks rather than a general tool?
- ☐ Are you able to contribute to efforts for diverse training data and hiring?

4. Advocates must be proactive to assess privacy impacts before deploying AI tools

pg. 21–23

- ☐ Does your AI implementation ask for consent before collecting user data?
- ☐ Do your AI tools have a history of privacy violations?
- ☐ Are your AI tools transparent about their privacy policies?



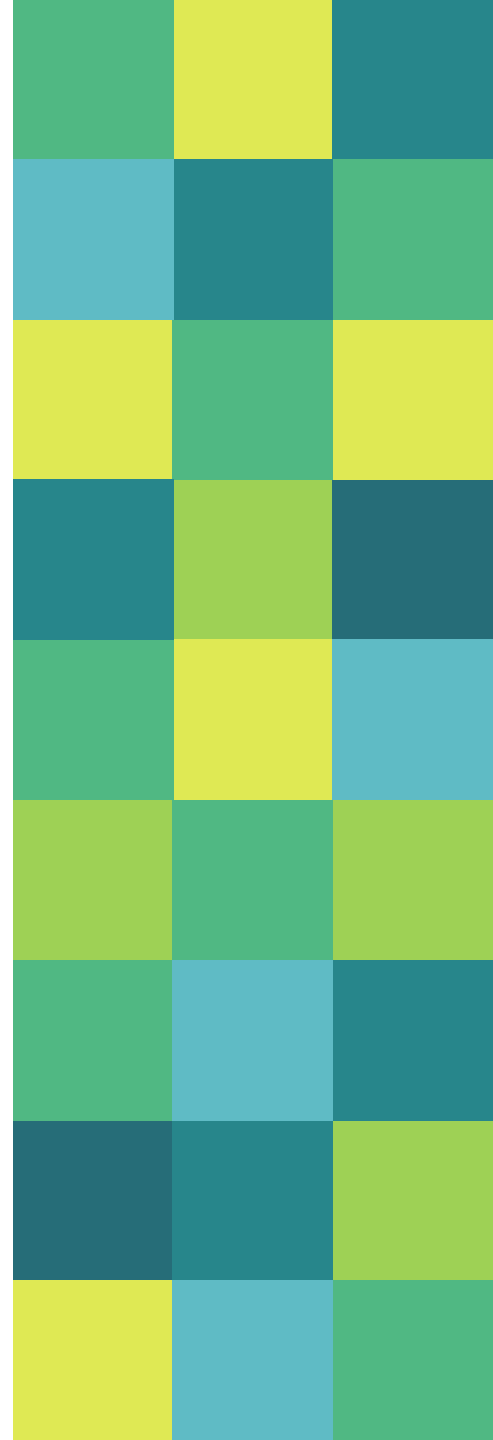
<https://tinyurl.com/SBU-AI-Advocacy>

Social Change Communicators

Waterhouse Family Institute Grant with Drew Ashby-King (East Carolina) – interviewing people working at meeting of communication + DEISJ

Our research confirms that Social Change Communicators are using GenAI very similarly to what has been found in research on corporate communication professionals:

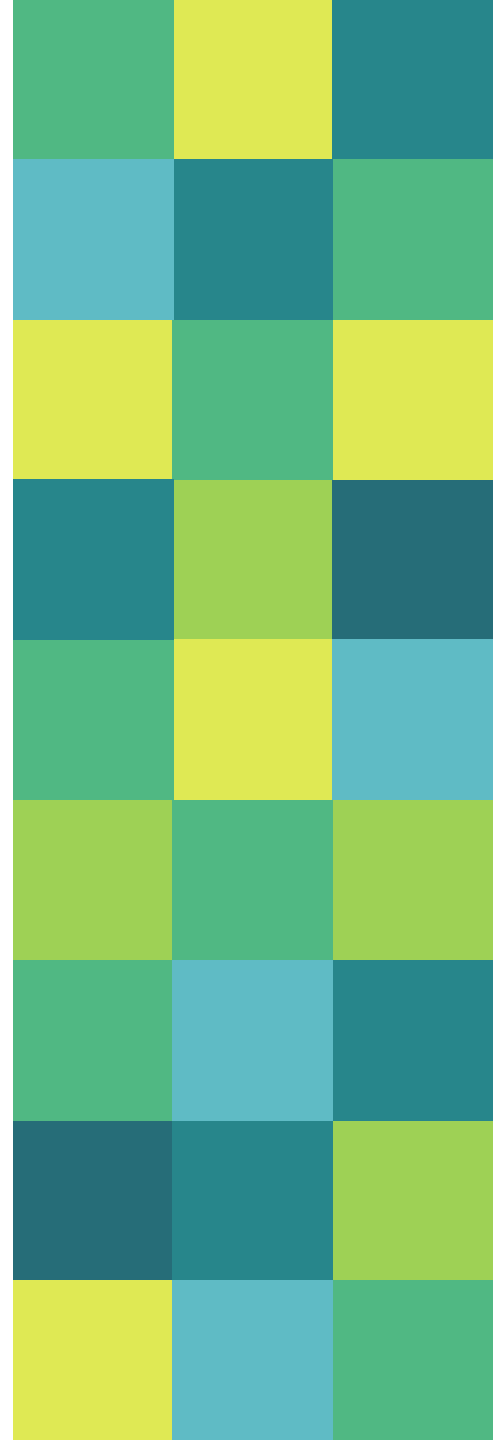
- maximizing efficiency,
- little consensus on ethics,
- and only a few expressed concerns about societal impact (like textpocalypse).



Rhetorics of AI Inevitability

“We're literally fighting against corporations who are using this technology to work people's brains. And **it's not that the master's tools will dismantle the master's house, but it's certainly going to help**. It's not AI that's going to do it, that's going to bring them down. But AI is definitely going to be a part of it. It's going to be definitely a drop in the ocean of efforts that are needed.”

[From an in progress paper.]



Between Refusal and Inevitability

As a teacher of future communication professionals → what's the takeaway from this research?

Need more experiments like AI and Advocacy, where students try the tools, analyze, and articulate values.

Paired with reading, information like “AI Empire” about political economy of big tech + values of democracy and DEISJ.

A decorative border composed of a grid of squares in various shades of green, yellow, and blue, framing the central white area.

Thank you!

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Teaching DEISJ: Intersections of AI and DEISJ

Angela Thering
Buffalo State University

The Challenge of Bias in AI

- AI models reflect biases present in training data
- Biases in AI can reinforce systemic inequities in education
- Without intervention, AI can privilege dominant perspectives

AI & DEISJ in Teaching and Learning

- AI tools can enhance accessibility and multilingual learning
- Can be used to teach about bias, systemic inequities, and social justice
- Keeping the human in the loop - Faculty and students must verify AI-Generated content, challenge biases, and apply ethical reasoning to ensure responsible use.
 - [SUNY GE Framework Core Competencies Effective Fall 2026:](#)
Information Literacy

Best Practices in Prompt Engineering to Minimize Bias

- Use neutral and inclusive language in prompts
- Specify diverse perspectives and sources
- Test and refine prompts for unintended biases
- Encourage AI-generated responses to be reviewed for accuracy

Practical Strategies: Prompt Engineering for DEISJ in AI

- 1 Zero-Shot Prompting – Asking AI a question without examples
- 2 Few-Shot Prompting – Providing examples to guide AI responses
- 3 Chain-of-Thought Prompting – Encouraging step-by-step reasoning
- 4 Self-Consistency Prompting – Generating multiple answers for consistency

1 Zero-Shot Prompting

Asking AI a question without examples

 **What Not to Do:** *"Tell me about the history of the United States."*

 *Risk: The AI may generate a Eurocentric perspective, omitting diverse viewpoints.*

 **How to Do It Right:** *"Provide a historically accurate overview of U.S. history that includes perspectives from Indigenous peoples, enslaved individuals, immigrants, and marginalized communities."*

 *Why? This explicitly directs AI to include diverse voices rather than defaulting to a dominant narrative.*

- Risk: May produce biased or surface-level responses
- DEISJ Application: Use clear, inclusive language in prompts to encourage diverse perspectives

2 Few-Shot Prompting

Providing examples to guide AI responses

 **What Not to Do:** *"Explain gender equality in the workplace."*

 *Risk: AI may generate a generic or Western-centric response that ignores intersectionality.*

 **How to Do It Right:** *"Here are two examples of how gender equality is addressed in different cultures:*

1. In Sweden, parental leave policies promote workplace equity.

2. In Rwanda, gender quotas in government have increased representation.

Now, explain how gender equality is promoted in a non-Western context."

 *Why? By providing examples first, AI learns the type of answer you expect and follows a more inclusive approach.*

- Benefit: Helps AI understand context and expected framing
- DEISJ Application: Provide historically inclusive examples to ensure diverse representation

3 Chain-of-Thought Prompting

Encouraging step-by-step reasoning

 **What Not to Do:** *"Why do some students struggle in higher education?"*

 *Risk: AI may oversimplify the answer or place blame on students instead of addressing systemic factors.*

 **How to Do It Right:** *"Explain why some students struggle in higher education by considering the following factors step by step:*

- 1. Systemic barriers (e.g., financial inequities, racial disparities)*
- 2. Institutional support structures (or lack thereof)*
- 3. Socioeconomic background and generational challenges*
- 4. Possible solutions educators can implement to promote success."*

 *Why? This forces AI to consider multiple angles rather than defaulting to deficit-based explanations.*

- Benefit: AI follows logical reasoning rather than defaulting to biased assumptions
- DEISJ Application: Guide AI to explain reasoning behind responses, making biases more transparent

4 Self-Consistency Prompting

Generating multiple answers for consistency

 **What Not to Do:** *"What are the main causes of the racial wealth gap?"*

 *Risk: AI may generate an answer that lacks depth or historical accuracy.*

 **How to Do It Right:** *"Generate three different explanations for the racial wealth gap using different perspectives:*

- 1. A historical analysis focusing on redlining and segregation*
- 2. A policy analysis looking at wealth transfer laws*
- 3. A global perspective comparing racial wealth disparities in different countries."*

 *Why? This technique helps reveal biases by producing multiple responses, allowing users to compare and select the most balanced answer.*

- Benefit: Reduces the impact of randomness in AI responses
- DEISJ Application: Helps cross-check AI-generated perspectives for balance and inclusivity

Call to Action for SUNY Educators

- Use AI ethically and with awareness of bias
- Incorporate AI literacy into courses
- Advocate for transparency in AI decision-making
- Continuously evaluate AI's impact on learning equity
- Ask critical questions about AI and how it might impact teaching and learning



Reflections

?

?



Citations and Additional Resources

- [illegible]



SUNY DEISJ Fellows Webinar Series 2025

Developed by SUNY DEISJ Fellows, these webinars are aimed at supporting faculty in teaching Diversity: Equity, Inclusion, and Social Justice courses in the SUNY General Education Framework and beyond.

Teaching DEISJ - Constructions of Class Identity and Power

Teaching DEISJ - Critical Disability Studies and Intersectional Ableism

Teaching DEISJ - Developing DEISJ Content Across the Curriculum

Teaching DEISJ - Intersections of AI and DEISJ

For more information, email us at DEISJFellows@suny.edu



DEISJ Curriculum Development Certificate

<https://cpd.suny.edu/deisjcert/>



DEISJ Fellows Webpage

www.suny.edu/DEISJFellows

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