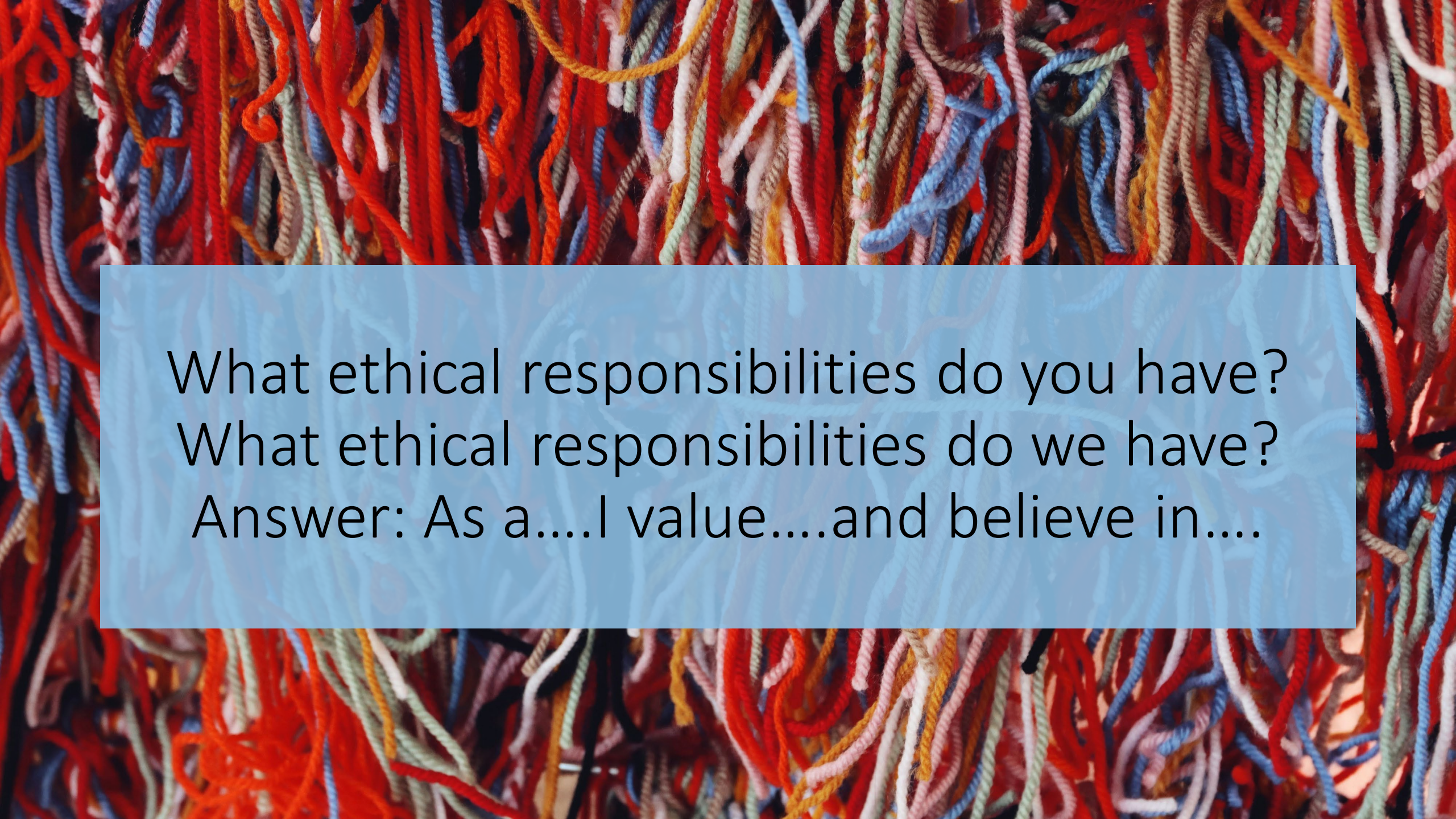

AI + Ethics


Why are we spending so much time on this?


What ethical responsibilities do you have?
What ethical responsibilities do we have?
Answer: As a….I value….and believe in….

Student Comments

2nd Year Craft student

"There is currently no way to ethically use generative ai, every image and animation generation website has been trained on stolen artwork and uses an absurd amount of energy to produce their images and videos, so why and how are we going to be taught how to use it ethically and responsibly?"

3rd Year Illustration student

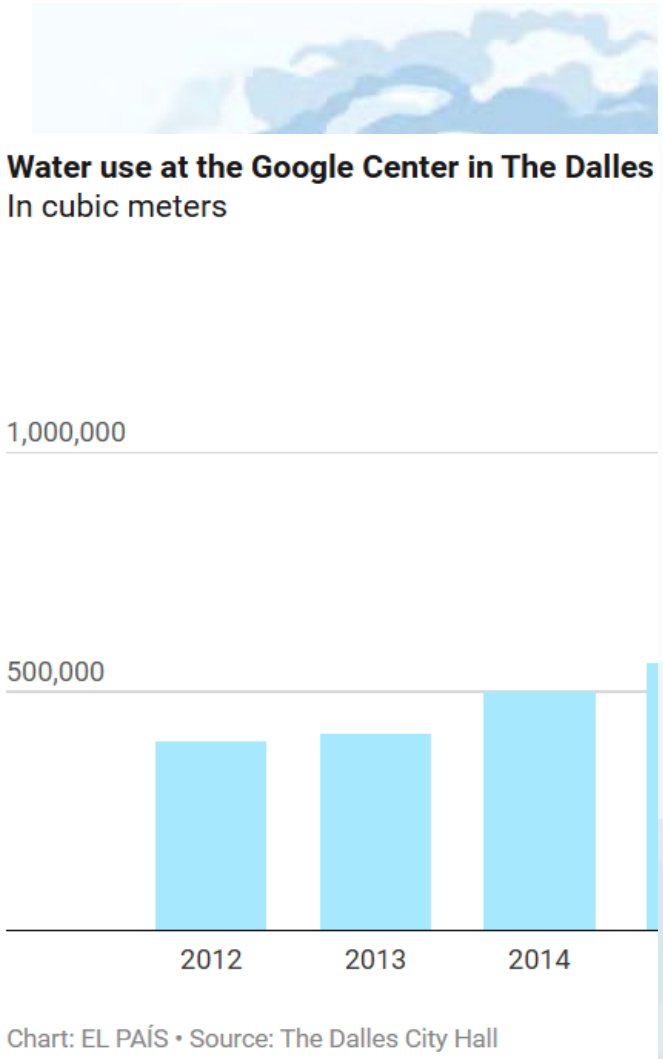
"There are two major risks I would like to bring to your attention.

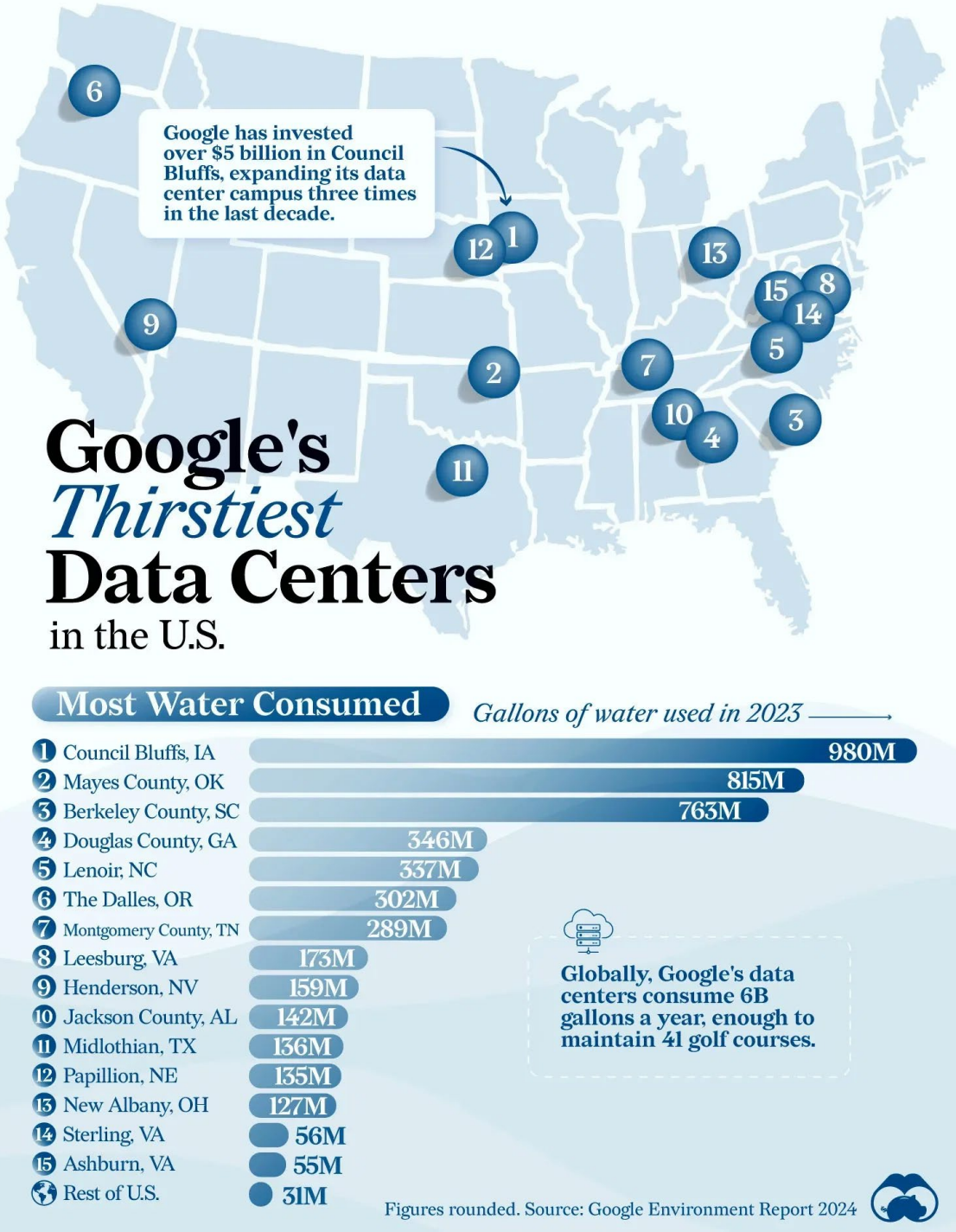
One, environmental impact. According to MIT, Data centers powering AI use more electricity than all of Japan, and would be by next year the 4th largest consumer of electricity behind China, the United States, and India. Not only that, with our current energy crisis and with the effects of climate change beginning to be felt more recently than ever previously thought, and with a federal government unwilling to invest in alternative energy sources, the warming of our planet will increase, contributing to its devastating outcomes.

Two, the most , financial stability. AI will be used to replace artists in the workforce and drive down our wages and career opportunities, narrowing the job market and produce more and more graduates from CIA with, in effect, a useless degree. In this day and age, social media is the tool, and only tool, for broadcasting your availability for work and networking with potential clients in a increasingly competitive market. Because of this lifeline, most of us have been forced to sign away the rights to our work to not be used in AI by private companies that run social media. Will CIA stand for the students and alumni whose jobs will be taken by AI?"

Environmental Issues: Water

- Data centers use and hoard a huge amount of water, which is a scarce resource
- AI usage has contributed to global increases in water use
- Illustrative data: Water use at a data center, water usage at a Google data center in Oregon; water usage at Google data center in the U.S.





Professional Concerns

Ethical issues specific to artists:

- Use of artists' work without consent
- Copyright & intellectual property rights are not protected
- Devaluation of artistic labor
- Loss of artistic authenticity and creative integrity
- Bias and potential for harm in output

Student Comments

4th Year Graphic Design student

"Enabling, encouraging, and allowing students to use AI during their time at CIA defeats all critical thinking and creative skills taught to us in these 4 year programs.

The ability to use AI at CIA without repercussion only breeds laziness and artistic incompetence in your students. Exhibitions and student-organized events will only be filled with slop and amalgamations of other art from trained generative programs."

3rd Year Illustration student

"Why is a creative institution with the mission of training professional creatives, artists and designers alike condoning the use of a software that not only steals the artwork of other artists, but defeats the purpose of the creative process by automating it through a machine? It can be argued the goal of teaching the arts is to be able to make things yourself and express your own free will and thoughts, which AI helps at none of those things but promote a lazy, unethical solution to what's supposed to be humanities."

Academic Integrity

Which values are most challenged by AI?

Academic Integrity

Definition: Commitment to honesty, trust, fairness, respect, responsibility, courage. (International Center for Academic Integrity)

HONESTY	TRUST	FAIRNESS
• Uphold truthfulness, avoid deceit • "As students and faculty seek knowledge, they must be honest with themselves and with each other." • Giving credit to the owner, author, creator of a work • Providing factual information	• "Students promote trust by preparing work that is honest, thoughtful, and genuine. Faculty promote trust by setting clear guidelines for assignments and for evaluating student work in an equitable, timely, and forthright manner. • Demonstration of trust: Promote transparency in values, processes, and outcomes	• Impartial treatment is an essential factor in the establishment of ethical communities because it reinforces the importance of truth, ideas, logic, and rationality. • Important components of fairness include predictability, transparency, and clear, reasonable expectations.

Academic Integrity

Definition: Commitment to honesty, trust, fairness, respect, responsibility, courage. (International Center for Academic Integrity)

RESPECT	RESPONSIBILITY	COURAGE
• Students show respect when they value and take advantage of opportunities to gain new knowledge by taking an active role in their own education. • Faculty show respect by taking students' ideas seriously, by recognizing them as individuals, helping them develop their ideas, providing full and honest feedback on their work, and valuing their perspectives and their goals.	• Taking accountability for one's actions and work • Communicating expectations and policies, adhering to these while open to questions about purpose and implementation. • "Responsible institutions and administrators work to ensure that the educational process, the institution's policies, and even its funding sources and extracurricular activities align with the institution's mission and long-range vision."	• The capacity to act in accordance with one's values despite fear. • Willingness to endure discomfort for something you believe in • Willingness to take risks and risk failure • Making decisions that demonstrate integrity, then displaying the courage necessary to act on those decisions.

Which values are most challenged by AI?

- For me, as a (professional/disciplinary specialist)
- For me, as an educator/in my higher education role
- For students

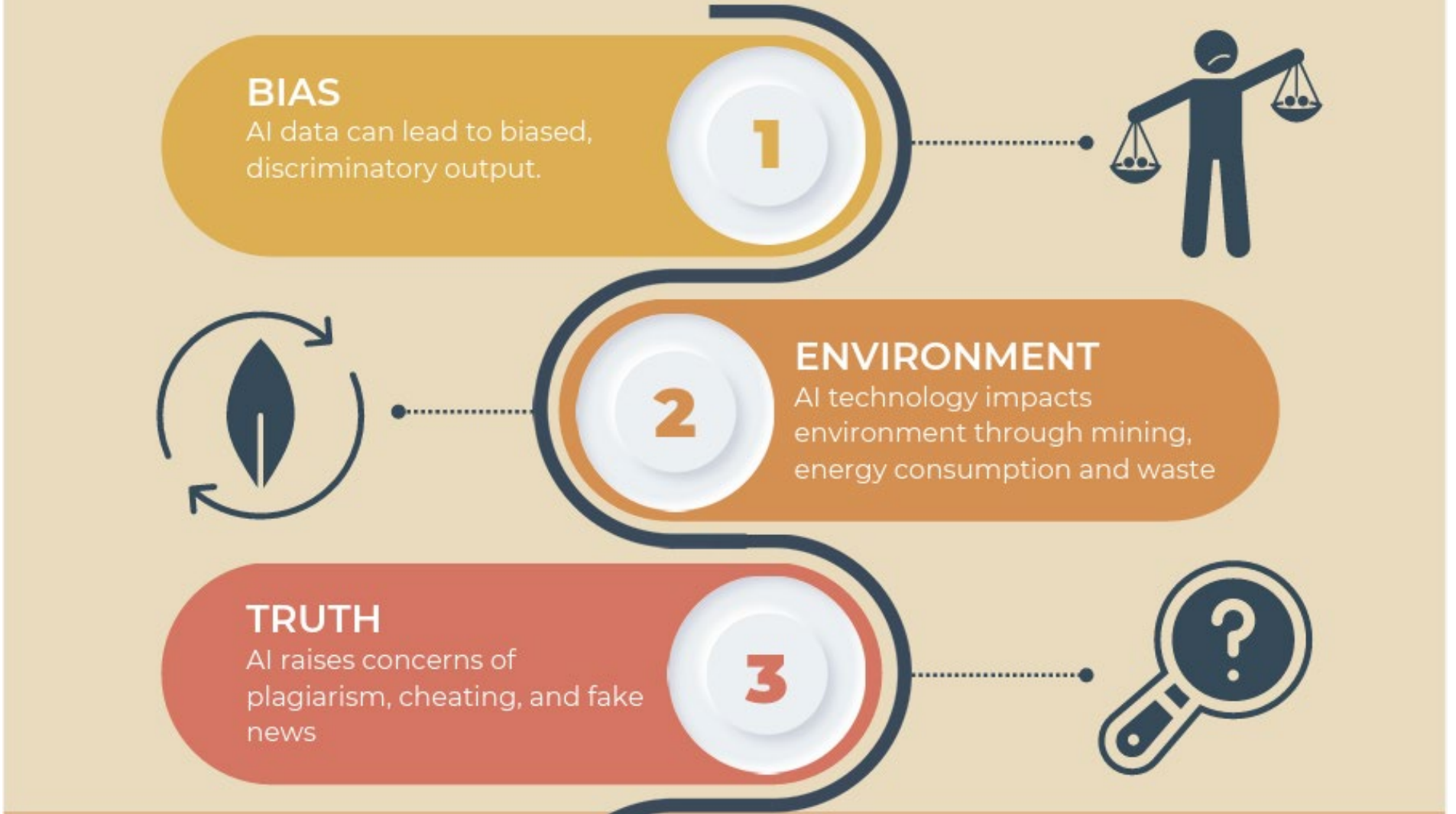
HONESTY	**TRUST**	**FAIRNESS**
RESPECT	RESPONSIBILITY	COURAGE

How do we teach about AI ethics?

Which areas are most important to address?

TEACHING

AI ETHICS



Infographic on AI ethics. Leon Furze

Further reading by this scholar: Resist, refuse, or rationalize – Just don't roll over (2025)

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COPYRIGHT

AI can breach copyright laws and infringe intellectual property rights

PRIVACY

AI raises concerns about personal data collection and surveillance

5

6

DATAFICATION

AI raises concerns about data privacy and exploitation. Every part of our lives is data.

7 AFFECT RECOGNITION

AI emotion detection raises concerns about accuracy, privacy, and discrimination

8 HUMAN LABOUR

AI automation raises concerns about job automation and exploitation

9 POWER

AI reinforces global power imbalances and structural inequalities

Which ethical areas are most important to address?

- For me, as a (professional/disciplinary specialist)
- For me, as an educator/in my higher education role?

BIAS	ENVIRONMENT	TRUTH
COPYRIGHT	PRIVACY	DATAFICATION
AFFECT RECOGNITION	HUMAN LABOR	POWER

Ethical Responsibilities in Higher Education

Digital and Information Literacy

Literacy & Ethics

- UNESCO: “Literacy **empowers and liberates** people. Beyond its importance as part of the right to education, literacy improves lives by expanding capabilities which in turn reduces poverty, increases participation in the labor market and has positive effects on health and sustainable development.”
- Literacy in the U.S. (from the National Literacy Institute)
  - On average, 79% of U.S. adults nationwide are literate in 2024.
  - 21% of adults in the US are illiterate in 2024.
  - 54% of adults have a literacy below a 6th-grade level (20% are below 5th-grade level).
  - The US ranks 36th in global literacy.

Literacy & Ethics

- **Information literacy**: “a set of abilities requiring individuals to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.” (Association of College & Research Libraries)
- Competencies include authorship, information creation, information value, research as inquiry, scholarship as conversation, and searching as strategic exploration

Knowledge practices	Dispositions
• acknowledge they are **developing their own authoritative voices in a particular area and recognize the responsibilities this entails**, including seeking accuracy and reliability, respecting intellectual property, and participating in communities of practice • give credit to the original ideas of others through proper attribution and citation • critically evaluate contributions made by others in participatory information environments	• accept the ambiguity surrounding the potential value of information creation expressed in emerging formats or modes. • value the skills, time, and effort needed to produce knowledge • see themselves as contributors to the information marketplace rather than only consumers of it • maintain an open mind and a critical stance; see themselves as contributors to scholarship rather than only consumers of it • suspend judgment on the value of a particular piece of scholarship until the larger context for the scholarly conversation is better understood

Environmental Issues

Water Use:

- Oft-cited research finding: For every 20-50 questions asked of a LLM, data centers use around 16 ounces of water for cooling purposes.

> In a paper due to be published later this year, Ren's team estimates ChatGPT gulps up 500 milliliters of water (close to what's in a 16-ounce water bottle) every time you ask it a series of between 5 to 50 prompts or questions. The range varies depending on where its servers are located and the season. The estimate includes indirect water usage that the companies don't measure — such as to cool power plants that supply the data centers with electricity.
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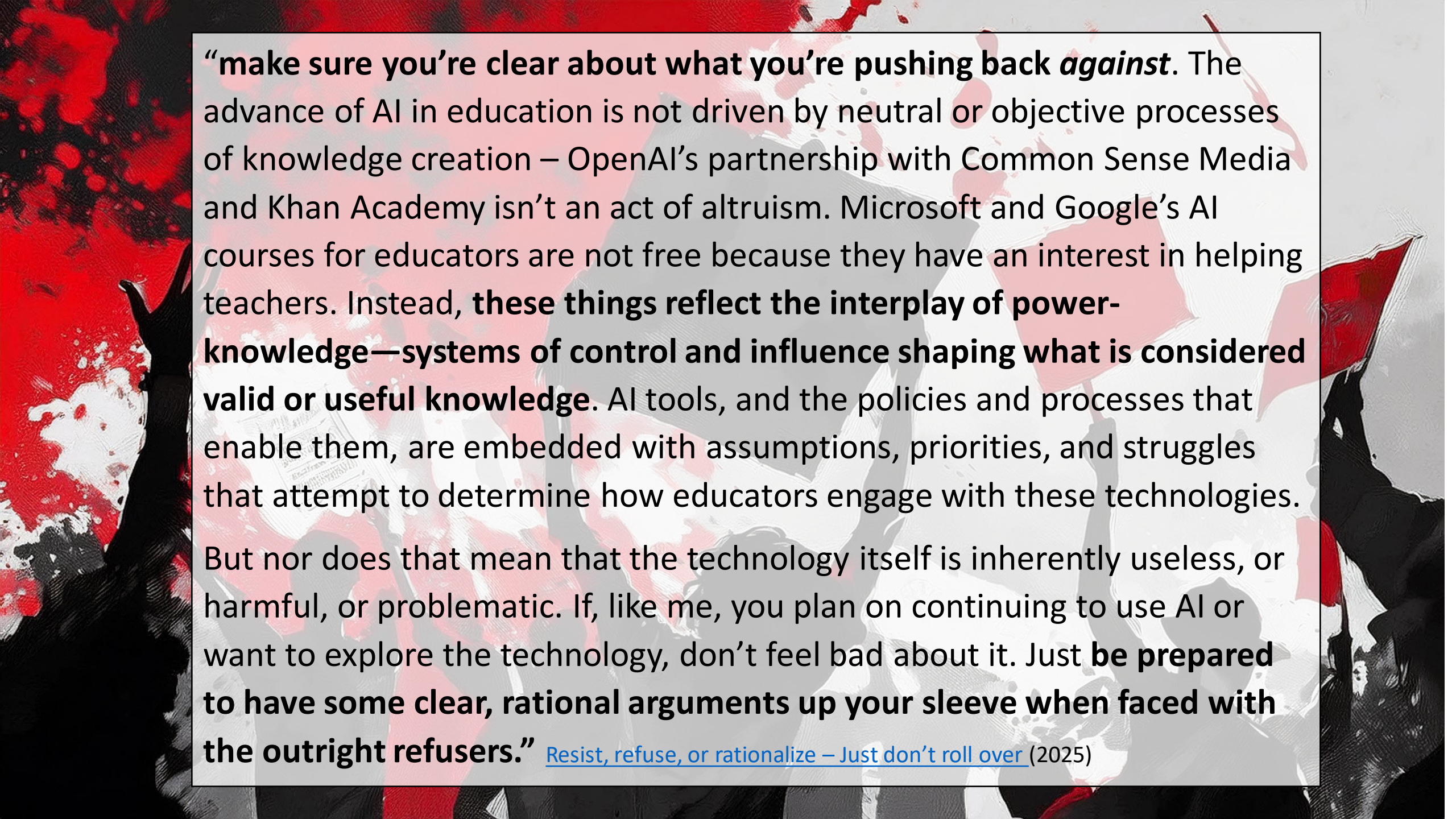
> O'Brien & Fingerhut, September 9, 2023



"**make sure you're clear about what you're pushing back *against***. The advance of AI in education is not driven by neutral or objective processes of knowledge creation – OpenAI's partnership with Common Sense Media and Khan Academy isn't an act of altruism. Microsoft and Google's AI courses for educators are not free because they have an interest in helping teachers. Instead, **these things reflect the interplay of power-knowledge—systems of control and influence shaping what is considered valid or useful knowledge**. AI tools, and the policies and processes that enable them, are embedded with assumptions, priorities, and struggles that attempt to determine how educators engage with these technologies.

But nor does that mean that the technology itself is inherently useless, or harmful, or problematic. If, like me, you plan on continuing to use AI or want to explore the technology, don't feel bad about it. Just **be prepared to have some clear, rational arguments up your sleeve when faced with the outright refusers."** Resist, refuse, or rationalize – Just don't roll over (2025)

Considering the role of privilege

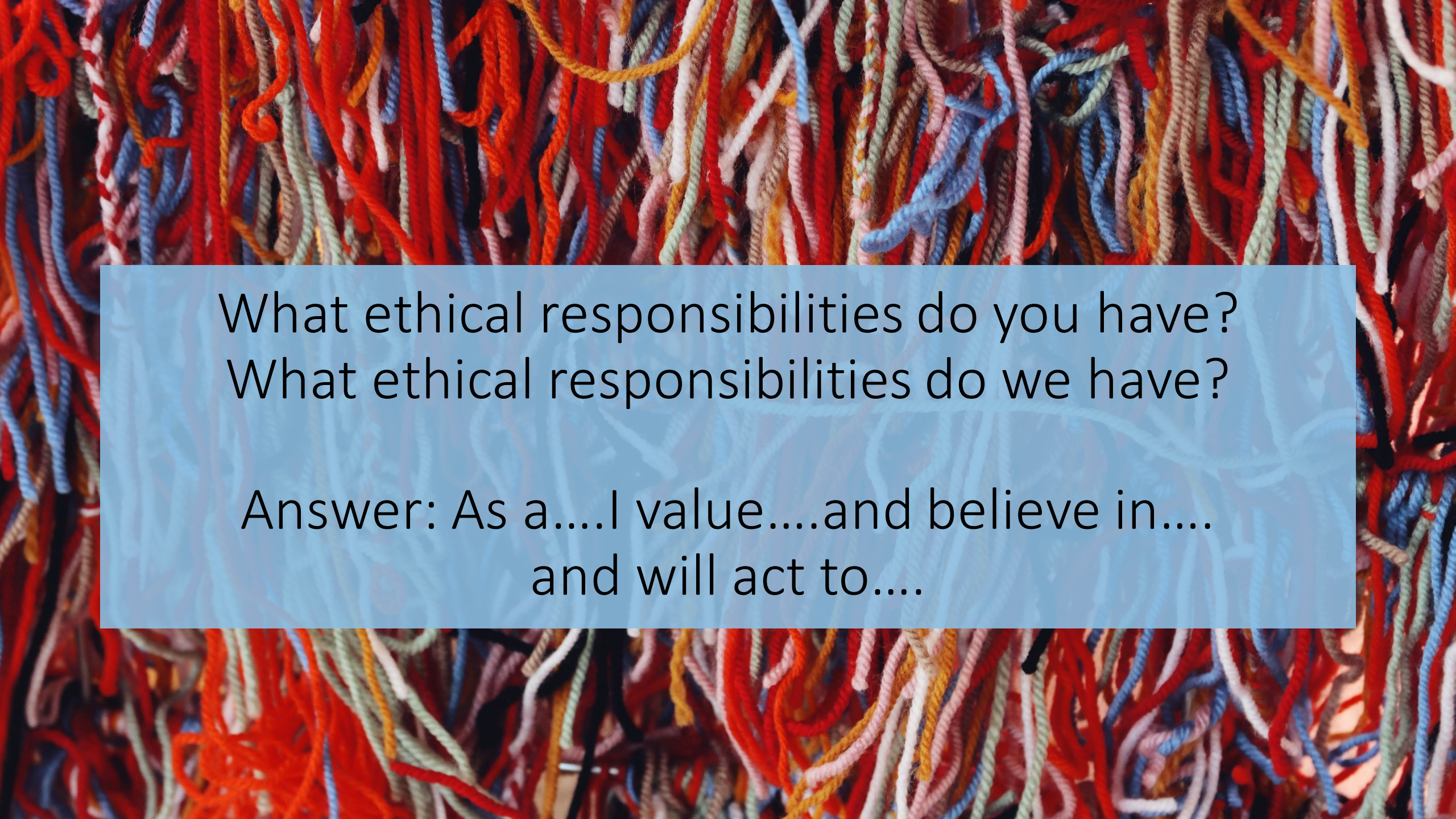
While the term “AI” is often connected to generative AI systems, AI is already a part of many of our day to day tools like autocorrect, autocomplete, and many essential accessibility tools like speech-to-text. Without AI, many disabled individuals would not have access to essential tools for work, school, and personal life. It is a privilege to say “I refuse to use AI,” when AI-based technology might be a disabled individual’s primary helping hand. Much of the information circulating about AI is limited to considerations of generative AI, specifically, which can lead conversations about AI use to debates about creative ownership and critical thinking. **In these conversations, the potential assistive benefits of AI are left out. An important part of our future conversations should be one that explores privilege and ableism as they relate to the question of AI use.**

Class Discussion/Reflection Questions

Advancements in AI are changing how people work. This includes industry/profession-specific skills, knowledge, and attitudes.

At CIA, students earn a BFA, which is a professional degree. This is a degree that prepares students for careers in the arts. It is different from a vocational degree; vocational degrees prepare students for specific occupations, and professional degrees offer a broader range of knowledge and skills, including liberal arts areas of humanities & sciences.

- What responsibility does CIA have in providing education about AI? What are potential harms in not teaching about AI?
- What kind of educational approach to AI will prepare you for careers in the arts?
- What approach to teaching & learning about AI would align with CIA's mission, which is "to cultivate creative leaders who inspire people, strengthen communities and contribute to a thriving and sustainable economy through an innovative education in art and design"?
- What kind of future do you want for your major/professional area? What does that tell us about our approach to learning about AI?
- What kind of future do you want to create for our society? What does that tell us about our approach to learning about AI?
- What kind of future do we want for artists and designers? What does that tell us about our approach to learning about AI?



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Answer: As a….I value….and believe in….
and will act to….

References

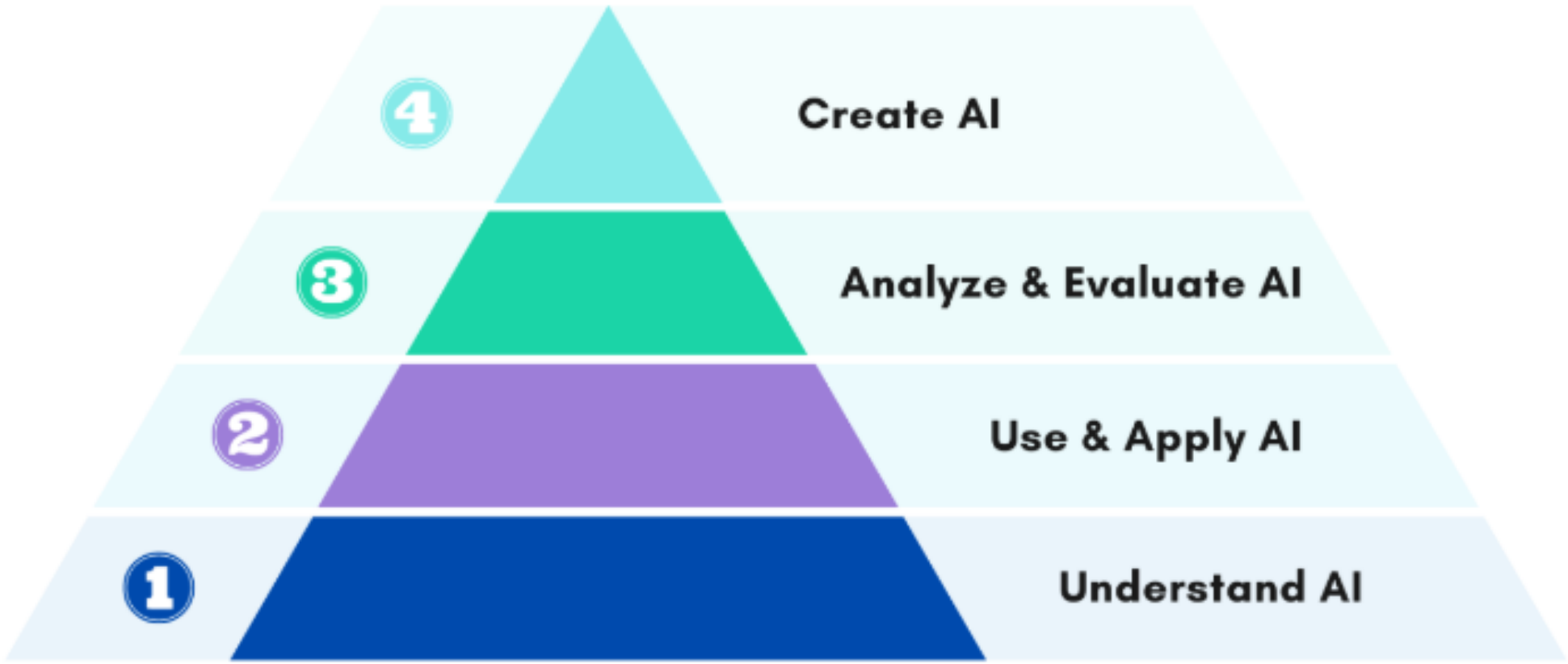
- International Center for Academic Integrity (ND). The fundamental values of academic integrity, 3rd edition.

Literacy & Ethics

- **Digital Literacy**: “the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills.” (American Library Association)
- **Critical Information Literacy**: “a theory and practice that considers the sociopolitical dimensions of information and production of knowledge, and critiques the ways in which systems of power shape the creation, distribution, and reception of information.” (Drabinski & Tewell, 2019)
- **Critical Digital Literacy:** Ability to effectively use digital technologies *and* critically evaluate digital content, tools, and platforms. Acknowledges how power, representation, and agency operate in digital contexts and shape identities, relations, and identities. (Bacalja et al., 2021)

What is AI literacy?

Figure 1. A Framework for AI Literacy



Credit: Melanie Hibbert. Used with permission.

A Framework for AI Literacy. Hibbert et al, 2024

Addressing the major concerns of AI use in the arts:

- Use of artists' work without consent
- Copyright & intellectual property rights are not currently protected
- Devaluation of artistic labor
- Loss of artistic authenticity and creative integrity
- Bias and potential for harm in output

Support AI tools that obtain consent from artists for training data, such as Adobe Firefly

Educate students about emerging legal battles over AI and copyright and advocate for organizations fighting for AI-related copyright protections

Explain why you are using this, and how it supports their learning, creativity, and authentic voice. Engage students in discussions about these topics. **Allow students to opt out and do alternative projects.**

Educate students about potential biases, stereotypes, and misrepresentation of cultures as well as the potential for incorrect output from AI. Help craft/utilize prompts that address these potential issues. Use guides for critical analysis of output.

Environmental Issues

Concern for energy consumption and carbon footprint:

- Suggest carbon-neutral AI tools and/or small-scale AI models that require less computational power
- Choose limited applications of AI to reduce unnecessary use. This could be done by suggested targeted use by individuals, or by use in groups. You can also batch AI tasks rather than running them repeatedly.
- Ask students if they have other concerns or suggestions to address these specific issues