

# Faculty and AI

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Rosa Castello

Associate Dean for Assessment and  
Accreditation

Christine Lazaro

Vice Dean for Academic Affairs



ST. JOHN'S  
UNIVERSITY

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SCHOOL OF LAW

# Agenda

- **AI in the Classroom**
- **AI Policies in Syllabi**
- **AI Competencies in Learning Outcomes**
- **AI Policies for Faculty Advisors**
- **Benefits and Risks of AI**
- **Additional Resources**

# Professor Competency

- **Teaching Workshops**
  - AI in the Legal Profession
  - Evaluating the quality of AI
  - Using AI in the Classroom

# AI in the Classroom

- **Using AI in the Classroom**
  - Edit a generative AI response to a legal question
  - Prompt engineering
    - Develop better initial prompts
    - Learn to create follow-up prompts, using iteration to probe specific elements of the issue
  - Generate draft thesis sentences

# AI in the Classroom

- **Using AI in the Classroom**
  - Rewrite text to:
    - Eliminate unnecessary words and increase readability
    - Alter the style or tone
    - Respond in the voice of a specific expert or author
  - Create and evaluate drafts of various types of legal documents
  - Evaluate professional responsibility/ethical implications of generative AI use in practice

# AI in the Classroom

- **Using AI in the Classroom**
  - Issue spotting exercises
  - Develop fact patterns and hypotheticals

# Policies on AI use

- You may be aware of generative Artificial Intelligence (AI) tools, like ChatGPT, which generate writing from scratch. These tools are rapidly developing and becoming a part of many professions, including the legal one. However, they can interfere with learning skills like legal thinking, reading, reasoning, and writing, which you are just starting to learn in this course. On the other hand, once you have experience with these skills, generative AI tools can be helpful in your practice as an attorney. Thus, it is useful to experiment with them in law school. From time to time, we may use generative AI in class to learn to use it and evaluate its benefits and shortcomings. But the goal of this course is to learn and develop your legal thinking, reading, reasoning, and writing skills. I can't assess your development of those skills if you do not submit your own work, and you will not develop those skills effectively if you use generative AI for your assignments. Therefore, you are prohibited from using generative AI tools to complete any assignment.

# Learning Outcomes and the Assessment Plan

- **Developing Learning Outcomes**
  - Demonstrate competency in technologies used within the legal profession
- **Identifying Performance Indicators**
  - Use technology consistently with the rules of professional conduct
  - Understand the limits and benefits of applicable technologies



# Co-Curriculars

- **Developing AI policies for competitions**
  - Any use of generative artificial intelligence tools (e.g., ChatGPT) at any stage of the work process—including but not limited to brainstorming, organizing, brief writing, roadmapping, question generating, etc.—is strictly forbidden.
  - Equivalent to outside assistance
- **AI policies for Journals**
  - Use by editors and staff
  - Use by authors

# Benefits and Risks

- **Benefits**

- Practice Competency
- Efficiencies
- Innovations in Representation

- **Risks**

- Deficiencies in basic Research and Writing Skills
- Plagiarism
- Hallucinations
- Confidentiality

# Challenges for Professors

- **Competency**
- **Workable course policies**
- **Teaching**
- **Assessment**
- **Grading**

# Legal Database Trainings

- **Lexis AI Resources**

- [Lexis+ AI™ product page](#)
- [AI Terms for Legal Professionals](#)
- [Sample Exercises and Documents for using Generative AI in the Classroom](#), from Dyane O'Leary
- [AI Tools for Lawyers: A Practical Guide](#), authored by Jonathan Choi and Daniel Schwarcz
- [Generative AI and the Legal Profession Study](#)