To: Santiago Garces, Chief Information Officer, City of Boston; aleja jimenez jaramillo, Director of Governance and Policy, City of Boston; Michael Evans, Director of Emerging Technology, City of Boston
From: Kimberly D. Lucas, Professor of the Practice in Public Policy and Economic Justice, School of Public Policy and Urban Affairs, Northeastern University; "What the Tech?" Undergraduate Students
Date: April 4, 2024
Re: Recommendations for Generative AI Use Guidelines 2.0

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Generative AI affects the day-to-day lives of all Bostonians, including the roughly ⅓ who identify as students, both undergraduate and graduate, attending one of Boston's over 30 colleges and universities. Our class of 12 undergraduate students has come together over the course of the Spring 2024 semester to represent the varied communities that many undergraduate students belong to, to consider the multiple known and unknown facets of generative AI, and to recommend to you values and principles that they–as young people, as newcomers but also potential life-long Bostonians, as individuals who live at the intersection of multiple identities and interests, as the workforce of tomorrow–would like you to bear in mind as you create the next version of the Guidelines for the Use of Generative AI.

**Who We Are, and Who We Represent**

Our class identities range from

- Where we come from (e.g., Maryland, New York City (Queens), midwest, Canton, Quincy, Malden, New England, Bedford, Kingston, Massachusetts)
- Where we are now (e.g., Boston, Roxbury)
- Our present selves (e.g., Northeastern, Honors students, RAs, Generate (student club))
- Our professions (e.g., science, finance, marketing, business, criminal justice, psychology, computer science, design, medicine, astrophysics, research, physics, aerospace, nursing, environmental and sustainability studies, computer engineering, communication studies)
- Who we love (e.g., our families, our friend groups, our work communities)
- Our cultural heritage (e.g., Greek/Cyprian, Asian-American, Guatemalan, Chinese-American, Vietnamese, Korean, Latinx (Mexico/Peru), Cornwall, pan-Slavic, Irish, Scottish)
- Our identities (e.g., LGBTQ, minority, first generation, adopted, progressive, Spanish-speaking)
- Our faith traditions (e.g., Christian, Unitarian Universalist, Christian (Orthodox))
- Our interests (e.g., reef aquarist, photographer, foodie, traveler, cooking, blogging, dance, coffee, music, cats, running, reading, art, games, YA books, skin care, TV

shows, volleyball, sculpting and ceramic arts, robotics, fencing, soccer, track and field, singing, dog walking)
- And even the things we can't do (e.g., ride a bike)

As individuals, we identified one of our communities that we (1) care deeply about and (2) are actively engaged with. We then groups ourselves into teams:

- Cultural communities: Asian-American, Greek, New England
- STEM professions: psychology, nursing/health care, science, environmental
- College: Greek life, first-generation, Generate (student club), Women in Engineering (student club)

**What We Did**

Focusing on the specific and overarching communities that we are embedded in (see above), our class identified at least one person from their respective specific communities to interview about their experience, interest, and worries regarding generative AI. We crafted a common interview guide (Appendix A), and conducted interviews with a total of 14 individuals. We utilized these qualitative data, in addition to our own embedded experiences, to craft values and principles that matter to our communities and should be incorporated into the next iteration of the City of Boston's Guidelines for the Use of Generative AI. We share these insights with you in the following memos (each focused on an overarching community as described above).

**What We Hope**

Our class conducted this research because we believe that, as representatives of communities who live, work, and play in the City of Boston, our communities should have a say in the processes that govern our day-to-day lives. We are excited for the opportunity to share the values and principles that matter to our communities with regard to generative AI and any policy design that addresses use of generative AI. We know that you understand how important it is to bring our local communities into this conversation, and we hope that our perspectives are represented alongside Boston's many other communities in the next iteration of the Guidelines.

**Appendix A: Interview Guide**

1. General questions about AI
    a. What do you think AI is?
    b. How would you define AI? Has that definition changed?
2. Questions about the experience of AI
    a. Have you ever found yourself frustrated or dissatisfied while using an AI tool? If yes, could you elaborate on one particular situation?
    b. What do you use AI for?
    c. What AI tools are you familiar with? Can you tell me about your experience with that tool?
    d. Where do you find AI used the most? Can you think of a time when you used AI similarly?
3. Questions about community and AI
    a. For cultural communities:
        i. How important is your background to you?
    b. For STEM communities:
        i. How do you think AI will influence the research peer review process? How have you used AI in your research?
        ii. What level of AI is acceptable in the classroom? Why? What experience do you have with AI in the classroom?
        iii. What role does AI play in your future industry?
    c. For college communities:
        i. How do you think technology/AI has impacted you socially?
4. Community-specific questions
    a. For cultural communities:
        i. Is there a time you discussed AI with someone else at length?
        ii. Do you know anyone from the same cultural group as you who uses AI in a different way?
    b. For STEM communities:
        i. Have you come across a paper that used AI in a significant way? Did it change your trust in the researchers' findings?
        ii. What are your opinions of data falsification through AI? How concerned are you about this issue?
    c. For college communities:
        i. How much do you rely on AI in school?