

Research Article

Experiments in Mind Genomics + Artificial Intelligence: Helping “College Towns” Deal with the Natural Rebelliousness of the Students

Tonya Anderson¹, Sharon Wingert¹, Howard R. Moskowitz^{2*}, Stephen D. Rappaport³, Taylor Mulvey⁴ and Martin Mulvey²

¹Tactical Data Group, Stafford, VA, USA

²Cognitive Behavioral Insights, LLC, Albany, NY, USA

³Stephen D. Rappaport Consulting LLC, Norwalk, CT, USA

⁴St Thomas More School, Oakdale, CT, USA

*Corresponding author: Howard Moskowitz, Cognitive Behavioral Insights, LLC, Albany NY, USA

Received: April 11, 2024; Accepted: April 20, 2024; Published: April 29, 2024

Abstract

Using a combination of Mind Genomics thinking and artificial intelligence through LLMs (Large Language Models), the paper shows how police officers can understand the different mind-sets of students and others in college towns. The paper shows how to deal with a specific mind-set, INDIFFERENT, in order to encourage law-abiding behavior. The approach is generalizable, easy to use anywhere and anytime, with the ability for the user to incorporate situation-specific information as deemed relevant.

Keywords: Artificial intelligence, Authority, College towns, Mind genomics, Mind-set, Students

Introduction

Police officers in college towns often face unique challenges due to a diminished respect for the local police force. With the presence of a large student population, many young adults may have negative perceptions of law enforcement based on their own experiences or the influence of peers. This lack of respect can lead to conflicts and tensions between students and police officers, making it difficult for law enforcement to effectively serve and protect the community [1-3].

One potential solution to the issue of diminished respect for the local police force in college towns is to prioritize community engagement and outreach. By fostering positive relationships with students, law enforcement can work to build trust and mutual respect. This may involve hosting events, providing educational opportunities, and creating open lines of communication between police officers and the community [4,5].

It is also important to address the influence of leftist agendas on college campuses, which may promote anti-authoritarian attitudes and encourage students to resist or protest against law enforcement. Creating dialogue and promoting understanding between students with diverse backgrounds and beliefs can help bridge the gap between different mind-sets and foster a culture of respect for local authority [6-8].

Additionally, addressing systemic issues such as inequality and discrimination within the criminal justice system can help improve perceptions of law enforcement in college towns. By promoting

policies and practices that prioritize fairness and accountability, police officers can work to earn the respect and trust of the community. Ultimately, finding effective strategies to promote respect for local authority among high school and college-aged students requires a multifaceted approach. By addressing societal attitudes, promoting community engagement, and fostering understanding between diverse groups, law enforcement can work to create a safer and more cohesive community for all residents.

Using Mind Genomics Thinking Coupled With AI (LLM, Large Language Models)

Mind Genomics is a new way of looking at how people think and how they make decisions. It helps us understand the different mind-sets of students in a college and high school town. By using Mind Genomics, we can learn more about what makes students think, and how we can better help them succeed. When we do a Mind Genomics analysis of the mind-sets of students in a college and high school town, we can see patterns in how they think about certain things. For example, we might find that high school students are more likely to be motivated by competition, while college students are more interested in collaboration. This information can help us cater our teaching methods to better meet the needs of each group.

The research strategy of Mind Genomics creates a set of messages about a topic, mixes these messages together to create vignettes, presents these vignettes to respondents, survey takers, obtains their ratings, and identifies the contribution to the rating of each messaging using OLS (Ordinary Least Squares) regression. The approach sounds

more convoluted than conventional rating scales, but Mind Genomics ends up being far more productive and far less subject to biases. It is impossible to game the Mind Genomics system. The respondents end up evaluating the vignettes, the systematic variations, with disinterest, allowing real feelings to come through in the ratings. The result is far more actionable insights into the way people think and to the way people react [9-12].

Mind Genomics may give us a deeper understanding of the different mind-sets of students in a college and high school town. By analyzing these mind-sets, we can tailor our approaches to teaching and learning to better meet the needs of our students. This can lead to improved academic outcomes and a more positive learning environment for everyone involved. By understanding the different mind-sets of students in a college and high school town, we can create programs and initiatives that address their unique needs. For example, we might offer different types of study materials or extracurricular activities based on what we know about how students think and learn. This can lead to more engaged and successful students overall [13].

Mind Genomics Thinking and Artificial Intelligence

The evolving interaction between Mind Genomics and artificial intelligence (AI) is revolutionizing the way we understand human thinking patterns and behavior. Mind Genomics to identify mind-sets or ways people think about a particular topic, can be enhanced by the use of AI, specifically Large Language Models (LLMs), to provide content and insights. This collaboration allows for a deeper exploration of the nuances and variations in how individuals perceive and process information [14]. Through the use of AI, researchers can specify a topic and have LLMs generate expanded content on that topic based on the identified mind-sets. This capability enables a more comprehensive understanding of the various perspectives and thought processes which exist within a given population. By being able to delve into the intricacies of different mind-sets, researchers can gain valuable insights into how people approach and engage with specific subjects.

One of the key benefits of integrating Mind Genomics with AI is the ability to identify and analyze patterns in human thinking at a scale and speed that were previously unattainable. This advanced technology allows for the exploration of a wide range of mind-sets and thought processes, leading to a more holistic view of human cognition and behavior. By instructing the LLM to expand on topics and explore different mind-sets, researchers can uncover new connections and patterns that may have previously been overlooked.

The ultimate benefit to society when Mind Genomics thinking is linked with generative AI is the potential for greater innovation and understanding in various fields, such as psychology, marketing, and education. By gaining a more in-depth understanding of how people think and approach different topics, researchers can develop more targeted and effective strategies for communication and problem-solving. This advancement could lead to the development of more personalized services and products to better meet the needs and preferences of individuals within a population.

Directing AI (LLM) to Identify Student Mind-Sets in a Town, and How to Deal With Them

The remaining paper is given over to showing how to use Mind Genomics thinking and AI to synthesize mind-sets and to understand what to do in the town, given those synthesized mind-sets. We will focus specifically on one mind-set, the INDIFFERENT mind-set, knowing that what we present here can be done easily for every other mind-set.

Step 1: Write the Prompt (Table 1) and Receive a Preliminary Group of Mind-sets

Table 1 shows the prompt provided to the Mind Genomics program, www.BimiLeap.com. The program allows the user to interact with the LLM (ChatGPT 3.5) in the section called Idea Coach. The prompt in bold letters gives background, requesting the name and nature of each mind-set. The mind-sets themselves are not specified.

The bottom of Table 1 shows 15 mind-sets generated by the LLM in response to the request. The mind-sets are sorted alphabetically, although they did not emerge as such. The Idea Coach is programmed to provide a maximum of 15 options, doing so in the interest of cost and space. It is important to keep in mind that there might be many more mind-sets that LLM could generate.

Step 2: Instruct the LLM to Provide Deeper Information About One Mind-set (INDIFFERENT).

Table 2 shows a more complete prompt requesting six pieces of information about each mind-set. Once again, keep in mind that no mind-sets are specified in Table 2. The LLM will return with different mind-sets. Each mind-set will be dealt with in detail following steps 1-6 in Table 2. In the interest of space, we look only at one of these mind-sets, INDIFFERENT.

Table 3 shows the information immediately returned by the LLM for the mind-set INDIFFERENT. The important thing about Table 3 is the completeness of the information provided by the LLM. That is, with virtually no input information whatsoever, the artificial intelligence is able to synthesize a great deal of information about this so-called indifferent mind-set and provide it to us in a way that we can use it. The output is firstly informational, such as name, nature, how it came to develop, and how it thinks about authority, respectfully. Secondly, the output is actionable, first in terms of how to change the mind-set to become more respectful, and then providing slogans to use with this mind-set to get it to respect the police and the local authority.

Using slogans to emphasize ideas is a smart idea because they are easy to remember and catchy. When a slogan is repeated over and over, it sticks in people's minds and helps to reinforce the message being communicated. Slogans are special because they are short and to the point, making them easy for people to understand. They can also create a sense of unity and belonging among a group of people who share the same beliefs or ideas. In addition, slogans can be used to motivate and inspire people to take action or make a change. Overall, slogans are a powerful tool for getting a message across and can have a lasting impact on the way people think and act.

Table 1: 15 mind-sets generated by the LLM.

Millersville has a police department which comprises officers who are dedicated to doing a good job. Millersville has both a university and a high school. The students often defy the local laws and seem to have little respect for the police and for other local authorities. The students are being indoctrinated to disrespect the local and national American laws, being told that they are encouraged to challenge authority to build a better nation. It is difficult to talk to many of these students. There are mind-sets among these students regarding their attitude toward local Millersville authority. Identify the mind-sets with the greatest dissimilarity in the patterns of their attitudes towards the Millersville authorities.

For each mind-set answer the questions below

Please name the mind-set of these students (in capital letters)

The nature of the mind-set

1. **ACTIVISM**
Advocacy for social and political change through activism and engagement, challenging authority for a specific cause
2. **ANARCHY**
Belief in the absence of government and authority, advocating for no rules or regulations
3. **ANTI-ESTABLISHMENT**
Opposition towards traditional authority and established institutions, seeking to disrupt and challenge the status quo
4. **AUTHORITARIANISM**
Strong belief in strict authority and control, expecting others to follow orders without question
5. **COMPLIANCE**
Submission and obedience towards authority, following rules and regulations without question
6. **CONFORMITY**
Adapting and following the norms and expectations set by authority, seeking to fit in and avoid standing out
7. **CYNICISM**
Distrust and skepticism towards authority and rules, believing in self-interest over societal norms
8. **INDIFFERENCE**
Apathy towards authority and regulations, lacking interest or concern for engaging with local authorities
9. **OBEDIENCE**
Complete submission and compliance towards authority, following orders without question
10. **PASSIVITY**
Compliance without active resistance or engagement, passively accepting authority without question
11. **RADICALISM**
Advocacy for extreme and drastic measures to challenge and disrupt authority, seeking radical changes
12. **REBELLION**
Open and active disobedience towards authority, engaging in acts of defiance and rebellion
13. **REFORM**
Belief in working within the system to bring about change and improvements, engaging with authority to make positive changes
14. **RESISTANCE**
Defiance and opposition towards authority, believing in challenging and questioning rules and regulations
15. **REVOLUTION**
Belief in overthrowing the current system and authority, seeking to create a new order through radical change

Table 2: The prompt to provide six answers to each mind-set. The prompt does not specify the mind-set.

Millersville has a police department which comprises officers who are dedicated to doing a good job. Millersville has both a university and a high school. The students often defy the local laws and seem to have little respect for the police and for other local authorities. The students are being indoctrinated to disrespect the local and national American laws, being told that they are encouraged to challenge authority to build a better nation. It is difficult to talk to many of these students. There are mind-sets among these students regarding their attitude toward local Millersville authority. Identify the mind-sets with the greatest dissimilarity in the patterns of their attitudes towards the Millersville authorities.

For each mind-set answer the questions below

1. Please name the mind-set of these students (in capital letters)
2. The nature of the mind-set
3. How the mind-set came to develop
4. How the mind-set thinks about authority
5. How to change the mind-set to become more respectful (what to do, etc.)
6. Slogans to get the mind-set to respect police and local authority

Step 3: Receive Deeper Analysis of Results from Each “Iteration,” Using the Summarizer Function Built Into the Mind Genomics Program

Understanding key ideas, themes, and perspectives is important because it helps us make sense of the world around us (see Table 4). When we take the time to explore different ideas and perspectives, we gain a deeper understanding of how things relate to each other and why people think and act the way they do. This type of learning helps us develop critical thinking skills, empathy, and a more open-minded mind-set. One way to think about understanding ideas is like solving a puzzle. Each idea is like a piece of the puzzle and when you put them all together, the bigger picture emerges more clearly. Themes are like the patterns and colors in the puzzle which help tie everything

together. Perspectives are like looking at the puzzle from different angles to get a better view of the whole picture. By understanding key ideas, themes, and perspectives, we gain a better appreciation for diversity and different ways of thinking.

When we think about interested audiences versus opposing audiences (Table 5), we can learn different perspectives and ideas about a topic. Interested audiences are people who are already interested in the subject, so they may have more knowledge and positive opinions. Opposing audiences are people who have different views and may disagree with what is being discussed. By considering both, we can get a complete picture of the issue and understand all sides. The benefit to thinking about this is that it helps us see the full picture and make informed decisions.

Table 3: Information immediately returned by the LLM about the INDIFFERENT mind-set.

1.	INDIFFERENT MIND-SET
2.	The students with this mind-set have a lack of interest or concern for authority figures in Millersville, often viewing them as irrelevant or unimportant. They may not strongly feel one way or the other about local laws or the police.
3.	The mind-set may have developed due to a combination of apathy towards authority figures in their lives and a perception that the rules are not worth following.
4.	The mind-set likely views authority with a sense of detachment or indifference, not feeling strongly positive or negative towards them. They may simply go about their business without giving much thought to the police or other authorities.
5.	To change this mind-set, it may be important to engage the students in discussions about why respecting authority is important for the well-being and safety of the community. Building empathy and understanding towards the roles of police and local authorities could help shift their perspective. Encouraging involvement in community service activities or programs that promote law enforcement appreciation could also help.
6.	Slogans that might be relevant <ul style="list-style-type: none"> ● BE RESPECTFUL, NOT INDIFFERENT Straightforward message that promotes respect Direct approach may lead to quick understanding Clear, but could be more engaging Memorable, but not particularly impactful Encourages critical thinking about own attitudes Unlikely to anger, more likely to illicit consideration May not evoke sadness, but could provoke self-reflection Unlikely to be seen as mocking Promotes respect, could lead to change in attitude May prompt discussions with friends about respect for authority ● RESPECT IS KEY TO A PEACEFUL COMMUNITY Emphasizes the importance of respect Clear message promoting quick realization Understandable and straightforward Memorable, solid message but not groundbreaking Encourages critical thinking about one's actions Unlikely to anger, more likely to provoke reflection May not evoke sadness, but could lead to contemplation Unlikely to be seen as mocking Encourages respect, likely to influence thought May spark discussions with peers about respect for authority ● RESPECT POLICE FOR A SAFER COMMUNITY Highlights the benefits of respecting authority Clear and to the point, likely to work quickly Easy to understand and digest Memorable message promoting respect Prompts contemplation of one's behavior Unlikely to anger, more likely to trigger self-reflection May not induce sadness, more likely to lead to self-evaluation Unlikely to mock, straight to the point Encourages respect for police, likely to impact attitude Could lead to discussions with peers about respecting authority

Table 4: Summarization of Key Ideas, Themes, and Perspectives.

KEY IDEAS
1. The key idea in the topic questions is the importance of promoting respect for authority figures and the benefits that come with it, such as a safer and more peaceful community.
2. Another key idea is the challenge of addressing indifference or apathy towards authority figures, and the need to engage individuals in discussions and activities that encourage understanding and empathy towards them.
3. The topic questions also highlight the importance of promoting critical thinking and self-reflection in individuals to help them shift their perspective on authority figures and rules.
THEMES
Theme 1: Importance of Respect for Authority
● Promoting respect for authority figures leads to a safer and more peaceful community
● Benefits of respecting authority figures in maintaining order and minimizing conflict
Theme 2: Addressing Indifference towards Authority
● Challenge of addressing indifference or apathy towards authority figures
● Need to engage individuals in discussions and activities to cultivate understanding and empathy towards authority figures
Theme 3: Promoting Critical Thinking and Self-Reflection
● Importance of promoting critical thinking in individuals to shift perspectives on authority figures
● Encouraging self-reflection to challenge preconceived notions and biases towards authority figures
PERSPECTIVES
Theme 1: Importance of Respect for Authority
● Plus: Leads to a safer and more peaceful community, promotes order and minimizes conflict
● Minus: Potential for abuse of power by authority figures, lack of accountability
● Interesting: Cultural variations in attitudes towards authority figures, impact of historical events on perceptions of authority
Theme 2: Addressing Indifference towards Authority
● Plus: Opportunity for individuals to develop empathy and understanding towards authority figures
● Minus: Difficulty in changing entrenched attitudes and beliefs, resistance to authority
● Interesting: Psychological factors influencing indifference towards authority, role of social influences in shaping attitudes
Theme 3: Promoting Critical Thinking and Self-Reflection
● Plus: Encourages individuals to think independently and challenge authority when necessary
● Minus: Potential for creating societal unrest and disobedience towards authority figures
● Interesting: Impact of education and media on shaping critical thinking skills, role of personal experiences in self-reflection.

Table 5: Summarization of Interested Audiences versus Opposing Audiences.

<p>INTERESTED AUDIENCES</p> <ol style="list-style-type: none">1. Parents: Parents are likely to be interested in the topic questions as they may be concerned about their children's attitudes towards authority figures and the consequences of not showing respect. They may be looking for ways to encourage their children to have a more positive mind-set towards authority.2. Teachers: Teachers are likely to be interested in the topic questions as they play a significant role in shaping students' attitudes and behaviors. They may be looking for strategies to address indifference towards authority figures in the classroom and promote respect among their students.3. Law enforcement officers: Law enforcement officers may be interested in the topic questions as they are directly impacted by the attitudes of individuals towards authority figures. They may be looking for ways to improve relationships with the community and promote a more positive perception of law enforcement.4. Community leaders: Community leaders may be interested in the topic questions as they are responsible for promoting a safe and harmonious community. They may be looking for strategies to address indifference towards authority figures and promote respect among residents for a more peaceful community.5. School administrators: School administrators may be interested in the topic questions as they are responsible for creating a positive and respectful learning environment. They may be looking for ways to address indifference towards authority figures among students and promote a culture of respect within the school. <p>OPPOSING AUDIENCES</p> <ol style="list-style-type: none">1. Individuals who have had negative experiences with authority figures, such as unfair treatment or abuse of power, may oppose the idea of respecting authority. They may feel that the police and other authorities do not deserve their respect due to past experiences that have left them feeling hurt or disillusioned.2. Those who have a strong belief in anti-establishment ideologies may also oppose the topic of respecting authority. They may view all authority figures as oppressive or corrupt, and therefore see no reason to show them respect. These individuals may feel that challenging authority is necessary for societal change and progress.3. Youth who have a rebellious or defiant attitude towards rules and regulations may resist the idea of respecting authority. They may see following the rules as restrictive and boring, and view those in positions of authority as attempting to control or limit their freedom. This group may feel that respect should be earned rather than automatically given to authority figures. <p>Overall, these audiences may oppose the topic of respecting authority due to their negative experiences, strong anti-establishment beliefs, or rebellious attitudes towards rules and regulations. They may need to be approached with sensitivity and understanding in order to engage in meaningful discussions about the importance of respect for authority.</p>
--

Table 6: Summarization of Alternative Viewpoints.

<p>ALTERNATIVE VIEWPOINTS</p> <ol style="list-style-type: none">1. Some individuals may argue that blind respect for authority figures can lead to abuse of power and a lack of accountability. They may believe that questioning authority and holding them accountable is necessary for a healthy democracy.2. Others may believe that the issue of respect for authority figures is not as straightforward as it seems, and that systemic issues such as racism and discrimination within law enforcement agencies need to be addressed before expecting respect from all members of the community.3. Some individuals may have had negative experiences with authority figures in the past, leading to a deep-seated mistrust or lack of respect towards them. Addressing these underlying issues of trauma and distrust may be necessary before promoting respect for authority.4. There may be cultural or generational differences in attitudes towards authority figures, with some communities viewing them with suspicion or disdain due to historical injustices or ongoing tensions with law enforcement. Understanding and addressing these differences is crucial in promoting mutual respect.
--

Table 7: Summarization of What is Missing.

<p>WHAT IS MISSING</p> <ol style="list-style-type: none">1. Specific examples or scenarios illustrating the consequences of indifference towards authority figures2. Strategies for engaging students with an INDIFFERENT mind-set in discussions about respect for authority3. Information about the potential negative impact of a lack of respect for authority on a community4. Suggestions for promoting positive attitudes towards authority figures and the importance of following rules
--

For the police force in Millersville requesting this information, the benefit is that they can gather a wide range of opinions and ideas about a problem they are facing. By looking at both interested and opposing audiences, they can get a better understanding of the issue and find potential solutions that consider all perspectives. A deeper education into the problem can be achieved by considering opposing points of view because it allows for a more thorough analysis and consideration of different angles. By looking at different opinions, the police force can uncover new insights and strategies for addressing the problem effectively.

Alternative viewpoints provided by the LLM are important because they help us see things from different perspectives (Table 6). Just like how looking at a picture from different angles can give us a better understanding of what it is, listening to different viewpoints can help us understand a topic better. For example, if one person thinks that chocolate is the best flavor of ice cream, but someone else thinks that vanilla is the best, hearing both of their opinions can help us think about what flavor we might like the best. Having different viewpoints can also make our discussions more interesting, because we can learn new things and hear different ideas that we might not have thought of on our own.

When trying to figure out what is missing from a topic (Table

7), it is productive to combine critical thinking and generative AI. Start by reviewing the existing data and findings related to the topic at hand. Look for patterns, trends, and common themes that emerge from the data. This will identify gaps or missing pieces of information that may not have been explored or considered in previous research. Additionally, consider the potential implications and applications of the existing findings – are there any unanswered questions or unexplored areas that could provide valuable insights?

Afterwards, use LLM (generative AI) to pose new questions or ideas to further expand the existing knowledge base. Use AI algorithms to analyze the data and identify potential areas of interest that have not been fully explored. This may generate innovative research questions or hypotheses which will drive new discoveries in the field of Mind Genomics and LLM experiments. By combining critical thinking skills with the power of generative AI, it may be possible to uncover hidden insights and overlooked perspectives, leading to a more comprehensive understanding of the topic.

To generate innovative ideas from a topic, it is essential to ask thought-provoking questions which challenge existing assumptions and push boundaries. Questions should be exploratory in nature, aiming to uncover hidden opportunities or unmet needs within the topic. For example, questions could focus on questioning the

Table 8: Summarization of Innovations.

INNOVATIONS	
1.	Respectful Authority Figures Training Program: A course designed to train authority figures on effective communication and leadership skills to garner respect and trust from individuals in their community.
2.	Authority Figure Appreciation Day: An annual event that celebrates and recognizes the hard work and dedication of authority figures, while also providing opportunities for community members to interact with and learn more about them.
3.	Community Dialogue Initiative: A series of facilitated discussions and workshops aimed at improving relationships between authority figures and community members, fostering understanding and empathy from both sides.
4.	Authority Accountability System: A policy framework that holds authority figures accountable for their actions and decisions, promoting transparency and addressing concerns of abuse of power.
5.	Authority Figure Mentorship Program: Pairing individuals, especially youth, with authority figures for mentorship and guidance to foster positive relationships and mutual respect.

status quo, exploring unconventional perspectives, and considering the implications of emerging technologies or trends. Through a combination of critical thinking and generative AI tools, it is possible to generate a wide range of questions that spark creative thinking and lead to innovative solutions. In this way, the process of asking and answering questions can serve as a powerful tool for uncovering innovations from a topic (Table 8).

Discussion and Conclusions

AI may assist officers in college towns understand how students and “townies” think by analyzing data and identifying trends in behavior. This allows the police and other local authorities to “foresee” issues before they occur and take measures to safeguard the community. The use of artificial intelligence allows police departments in college towns to handle various situations more quickly and effectively. This might make the community safer for everyone, especially children, and allow the police to get along better with the residents.

Using AI to teach courses may help new police officers learn more rapidly by providing compelling training materials and video games. This may educate students about the many circumstances they may encounter at work and how to manage them effectively. In actual situations, the ability of AI to process large quantities of data makes it possible for officers to make better decisions and respond to situations more quickly.

Officers with greater experience may utilize AI to get fresh perspectives by evaluating data and generating predictions. This may help them identify patterns and trends in crime rates and behavior, allowing them to devise more effective approaches to prevent and solve crimes.

The most important thing, however, is the ability of the process described here to “teach” on virtually any topic. The LLM contains a wealth of information. The ability to extract that information through easy to create prompts in the “Idea Coach” feature in the www. BimiLeap.com platform is an educational tool with as many uses as there are situations to deal with, mind-sets to understand.

Acknowledgment

The authors thank our clerical professional, Vanessa Marie B. Arcenas, for continuing help in preparing these manuscripts.

References

1. Ruddel R, Thomas MO and Way LB (2005) Breaking the chain: Confronting issueless college town disturbances and riots. *Journal of Criminal Justice* 33(6): 549-560.

2. Williams LS and Nofziger S (2003) Cops and the college crowd: Young adults and perceptions of police in a college town. *Journal of Crime and Justice* 26(2): 125-151.
3. Woldoff RA and Weiss KG (2018) Studentification and disorder in a college town. *City & Community* 17(1): 259-275.
4. Cardarelli AP, McDevitt J and Baum K (1998) The rhetoric and reality of community policing in small and medium-sized cities and towns. *Policing: An International Journal of Police Strategies & Management* 21(3): 397-415.
5. Patten R, Alward L, Thomas M and Wada J (2016) The continued marginalization of campus police. *Policing: An International Journal of Police Strategies & Management* 39(3): 566-583.
6. Baldwin DL (2021) *In the shadow of the ivory tower: How universities are plundering our cities*. Bold Type Books.
7. Kamen S (2020) The People’s Republic of Ann Arbor: The Human Rights Party and College Town Liberalism. *Michigan Historical Review* 46(2): 31-69.
8. Marginson S (2011) Higher education and public good. *Higher education quarterly* 65(4): 411-433.
9. Gofman A and Moskowitz H (2010) Isomorphic permuted experimental designs and their application in conjoint analysis. *Journal of sensory studies* 25(1): 127-145.
10. Moskowitz HR, Gofman A, Beckley J and Ashman H (2006) Founding a new science: Mind genomics. *Journal of sensory studies* 21(3): 266-307.
11. Moskowitz HR, Wren J and Papajorgji P (2020) *Mind genomics and the law*. LAP LAMBERT Academic Publishing.
12. Porretta S, Gere A, Radványi D and Moskowitz H (2019) Mind Genomics (Conjoint Analysis): The new concept research in the analysis of consumer behaviour and choice. *Trends in food science & technology* 84: 29-33.
13. Moskowitz H, Kover A and Papajorgji P (2022) *Applying mind genomics to social sciences*. IGI Global.
14. Rane NL, Tawde A, Choudhary SP and Rane J (2023) Contribution and performance of ChatGPT and other Large Language Models (LLM) for scientific and research advancements: a double-edged sword. *International Research Journal of Modernization in Engineering Technology and Science* 5(10): 875-899.

Citation:

Anderson T, Wingert S, Moskowitz H, Rappaport SD, Mulvey T, et al. (2024) Experiments in Mind Genomics + Artificial Intelligence: Helping “College Towns” Deal with the Natural Rebelliousness of the Students. *Mind Genom Stud Psychol Exp* Volume 4(3): 1-6.