WILLIAM & MARY

REPORT OF THE ARTIFICIAL INTELLIGENCE POLICY INITIATIVE

TABLE OF CONTENTS

Executive Summary

Artificial Intelligence ("AI") refers to the broad field of computer systems designed to perform tasks that have typically required human intelligence. Amid an AI boom that began in the late 2010's -- and which gained international prominence with the release of user-friendly ChatGPT in late 2022 -- colleges and universities have increasingly concerned themselves with "Generative AI" ("GenAI"). On the positive side, this subset of AI – which focuses on creating new content rather than just analyzing existing data – enables unprecedented levels of creativity, automates content creation, enhances personalization, accelerates innovation, and improves problem-solving across various domains.

At the same time, GenAI complicates the task of professors by enabling students to effortlessly produce essays, code, and other coursework that may not reflect their actual learning or abilities. In the context of research, GenAI enables faculty to produce computer-generated text or images without proper attribution, potentially blurring authorship boundaries and raising questions about the originality and authenticity of their scholarly contributions. Additionally, recent studies show that a significant percentage of young adults believe their college education has been rendered obsolete by AI technologies.[1]

Institutions like William & Mary must strike a balance: They must encourage students and faculty to use these powerful technologies responsibly, while also ensuring that fundamental learning outcomes, critical thinking skills, and the research enterprise are not unduly compromised in the process. Academic programs must also address alignment of their educational offerings to a quickly evolving job landscape in which AI tools have become increasingly essential to career advancement.

This report by William & Mary's Artificial Intelligence Policy Initiative ("AIPI") considers the challenges and opportunities facing William & Mary in the current AI landscape. The AIPI committee members strongly believe that GenAI is an effective tool to help enhance student learning, prepare students for the world of work, add to the efficiency of conducting research, and provide a means to acquire critical thinking skills. Though some skepticism about the use of GenAI is warranted, effective guidelines can help students and faculty alike understand the proper boundaries of use of GenAI in classrooms and in research. William & Mary cannot ignore the influence of GenAI in the modern world as employers are increasingly looking for graduates skilled in AI to help improve the efficiency of the workplace. Students grounded in a liberal arts education are especially well qualified to provide critical thinking to the application of GenAI.

Engagement with the William & Mary campus community surfaced six main themes: 1) the need for clarity, consistency, and departmental flexibility in the use of AI; 2) the potential threat AI poses to academic integrity through misuse; 3) the desire for institutional support to ensure responsible AI integration; 4) the importance of workforce preparation and AI literacy; 5) the need for ethical guardrails and risk mitigation; and 6) the various cultural, institutional, and governance considerations raised by AI. Given this feedback and the research conducted by the AIPI, this report recommends that William & Mary consider five immediate steps to address ongoing confusion in the classroom and

[1] Yusuf, A., Pervin, N., & Román-González, M. (2024). Generative AI and the future of higher education: a threat to academic integrity or reformation? Evidence from multicultural perspectives. *International Journal of Educational Technology in Higher Education*, *21*(1), 21; Rodrigues, M., Silva, R., Borges, A. P., Franco, M., & Oliveira, C. (2025). Artificial intelligence: Threat or asset to academic integrity? A bibliometric analysis. *Kybernetes*, *54*(5), 2939-2970.

elsewhere as so many faculty, students and staff wrestle with the appropriate use of AI tools. These initial recommendations address the following subjects:

1. Clarifying honor code expectations
2. Guidance to Faculty in drafting syllabi that define faculty expectations for the use of AI
3. Guidance for the use of AI in research
4. Communication of the do's and don'ts of data security and privacy
5. Training and development for administrators, faculty, staff, and students

This report further recommends the creation of a representative governing structure in the form of an "AI Innovation and Policy Council" ("AIPC") to encourage and support the responsible and effective use of AI technology throughout William & Mary. It then outlines the various issues that the AIPC should address more comprehensively going forward. The outcome of the work of the AIPI concludes that AI can help faculty and students work at peak performance, consistent with the university's overall mission. *Figure 1* provides a framework that identifies goals, strategies, and tactics for moving forward in the use of GenAI on campus.

Framework for Use of AI in Academics

Goal: The use of AI in academic settings and academic support operations to support faculty to do their best work by amplifying faculty and student research, teaching and learning, and engagement in ways that are consistent with the discipline.

Strategy: Development of AI skills and literacy through professional development, disciplinary area workshops, and continuous learning about emerging technologies

TACTICS

Teaching

Goal: To establish AI usage in class that employs AI in human-centered manner that aligns department learning objectives and contributes to student learning.

- Establish guidance for faculty to post on their syllabi regarding the usage of AI in their class(es).
- Determine department-based AI usage that aligns with student learning goals.
- Update the honor code process to deal with the non-sanctioned use of AI in assignments and student research.
- Provide professional development for faculty and training for students on best practices in using GenAI.

Research

Goal: To use AI in an ethical, data-secure manner that align within the discipline to improve research efficacy and contributions to knowledge.

- Establish mandatory disclosure of AI use in research (both for faculty and students).
- Maintain confidential data protection protocols to uphold data security of sensitive data input.
- Launch AI Research Centers at W&M to foster innovation by leveraging AI tools.
- Provide professional development for faculty to effectively use AI in their research and to guide students using AI in their research.
- Promote interdisciplinary collaborations that partner AI researchers with others to expand methodologies.

Figure 1: Framework for the use of AI in academics

I. Introduction To AI and The Role of the AIPI

Use of the formal term "Artificial Intelligence" ("AI") dates back at least to 1956, when the Dartmouth Summer Research Project on Artificial Intelligence was established to clarify and develop ideas about so-called "thinking machines," cybernetics, automata theory, and complex information processing.2 By contrast, AI in the modern age has been transformed into a readily available tool, assisting individuals from a wide range of industries and professions, forcing society to explore what it means to work, think, create, and solve.

Given the role that higher education plays in creating and disseminating knowledge, it is only natural that its institutions should be asking similar questions about how AI changes the nature of our own work and engagements. Generative Artificial Intelligence ("GenAI"), which focuses on the creation of new content, offers especially difficult challenges for colleges and universities. Reliance on AI could weaken critical thinking and analytical skills if students and researchers use it as a shortcut rather than as a tool for deeper learning. In the classroom, traditional assessments like essays and take-home exams may become less effective, forcing professors to rethink how they teach and how they evaluate student learning. In the area of research, AI-generated content can introduce issues of accuracy, originality, and ethical responsibility, making it harder to distinguish between genuine scholarship and AI-assisted fabrication. As a result, institutions like William & Mary must adapt their current policies and adopt new policies to provide campus guidance, provide recommendations on effective teaching methods, and outline research standards to promote the use of AI as an innovative means of producing and gaining knowledge, while at the same time maintaining academic rigor.

To begin to address these questions, William & Mary Provost Peggy Agouris authorized the formation of the university's Artificial Intelligence Policy Initiative ("AIPI") in September 2024. The AIPI was charged with recommending "the design and establishment of comprehensive policies by university decisionmakers" that would "guide the ethical, effective, and responsible use of AI across academic, research, and operational domains at the university." More specifically, the initiative was charged with policy formation in the following subject areas:

- Oversight of AI in the classroom;
- Faculty guidance on AI in research and analysis;
- Regulation of AI in university operations;
- Support for the ethical and responsible management of data and resources related to AI across the university.

In addition, the AIPI was asked to offer detailed recommendations for the establishment of a university-wide council to (1) manage the effective implementation of AI Policy; and (2) to update all policies impacted by AI as appropriate.

The Provost named Vice Provost for Academic Affairs David A. Yalof and Associate Provost for Faculty Affairs Pamela Eddy as Co-Chairs of the AIPI. The full membership of the committee was as follows:

[2] McCarthy, J., Minsky, M. L., Rochester, N., & Shannon, C. E. (2006). A proposal for the Dartmouth summer research project on artificial intelligence, august 31, 1955. *AI magazine*, *27*(4), 12-12.

Dr. Pamela Eddy, Associate Provost for Faculty Affairs (co-chair)

Dr. David A. Yalof, Vice Provost for Academic Affairs (co-chair)

Dr. William D'Alessandro, Assistant Professor of Philosophy

Dr. Joshua A. Burk, Professor of Psychological Sciences

Dr. Rachel Chung, Clinical Associate Professor of Business

Mr. Andrew Crawford, Deputy Chief Information Officer

Dr. Cristiano Fanelli, Associate Professor of Data Science

Dr. Lindy Johnson, Associate Professor of Education

Dr. Katalin Wargo, Studio for Teaching and Learning Innovation

Dr. Yixuan (Janice) Zhang, Assistant Professor of Computer Science

Dr. Douglas Schmidt, Dean of The School of Computing, Data Sciences and Physics (spring only)

Dr. Iria Giuffrida, Assistant Dean for Academic and Faculty Affairs, the W&M Law School (spring only)

The AIPI taskforce began its work in Fall 2024, with plans to submit a summary report with policy recommendations to the university administration no later than June 15, 2025. The entire group met biweekly throughout the Fall of 2024 and Spring of 2025. During the fall semester, the group divided into three subcommittees: (1) An internal inventory subcommittee to collect relevant info and policies already in place at William & Mary (Eddy, Crawford, Johnson, and Zhang); (2) An external institutions' research subcommittee (Yalof, Wargo, and Fanelli); and (3) a Communications subcommittee (D'Alessandro, Chung, and Burk). While the first two subcommittees conducted extensive research on behalf of the AIPI, the communications subcommittee established a formal webpage for the group with a feedback mechanism for the campus community to offer input on the subject. The communication committee oversaw information sharing about the AIPI and its work to campus members (e.g., announcements on the digest, items in the Provost's 5 things weekly message, and other places as appropriate).

During the Spring semester, the AIPI group hosted a summit on January 21, 2025 that included other partners on campus working on AI initiatives including (1) the Mason School of Business AI Integration Team; (2) the William & Mary team participating in the AAC&U Institute for AI, Pedagogy and the Curriculum; and (3) the Studio for Teaching and Learning Innovation-STLI). The AIPI also held multiple town halls in spring 2025, including a virtual town hall for students (held on February 18), an in-person town hall for faculty (held on March 6), and a staff and faculty hybrid town hall (held on March 19). In addition to taking copious notes from all three town halls, the group also collected comments using an online form on the AIPI website and conducted an alumni survey. In spring 2025, the AIPI reconstituted its subcommittees to focus on recommendations and subjects to address including: (1) teaching and learning (Yalof, D'Alessandro, Johnson, and Wargo); (2) faculty research (Eddy, Chung, Fanelli, and Zhang); and 3) formation of a future AI governing council (Burk and Crawford).

II. Themes and Observations from the Campus Community

Over the Spring semester, the AIPI conducted four town halls and invited written feedback via an online form. These events included students, faculty, staff, and alumni, capturing a broad spectrum of perspectives on the educational, ethical, and operational implications of GenAI at William & Mary. This section summarizes the six key themes, main trends, and concerns arising from the consultative process in which the AIPI taskforce engaged campus community members.

Clarity, Consistency, and Flexibility in the Faculty Use of AI

Participants in town halls consistently emphasized the need for clearer institutional guidance on what constitutes acceptable uses of GenAI in coursework. Student written and oral feedback highlighted uncertainty about what constitutes permissible versus prohibited AI use, and whether such use might inadvertently trigger Honor Code violations. Faculty echoed these concerns and expressed the need for shared templates or examples of syllabus language; some cited confusion over whether to allow GenAI in brainstorming, drafting, or final submission stages. At the same time, there was strong sentiment (particularly among faculty) for allowing departments and individual faculty members to exercise discretion in tailoring policies to specific learning outcomes. Students also emphasized that gaining experience with AI is important for their future careers. This lack of clear use policies for GenAI was an issue that faculty recognized, which made classroom policy enforcement more complicated.

Academic Integrity and Potential AI Misuse by Students

Concerns about GenAI-facilitated academic dishonesty emerged consistently across consultations and in written feedback. Faculty described uncertainty about how to detect or address the inappropriate use of GenAI in student work. Because tools to detect GenAI are often unreliable, some respondents noted that students take advantage of these limitations when they submit assignments, making enforcement especially challenging.

Students reported that expectations about AI use vary significantly between courses and instructors, creating confusion about what constitutes an academic integrity violation. Several responses also raised concerns about fairness, especially when students have differing levels of access to AI tools. Faculty and staff questioned whether the current Honor Code framework is equipped to handle the nuances introduced by GenAI. Rather than relying solely on enforcement, some suggested that academic integrity policies should emphasize education on use of GenAI and clarity for when GenAI can and cannot be used, particularly in introductory courses or assignments where students are still learning norms for college work.

Need for Institutional Support to ensure Responsible AI Integration

Many faculty and staff emphasized that adapting course design is essential to addressing the challenges posed by GenAI. Feedback pointed to the value of creating assignments that emphasize process, originality, and critical engagement—approaches that reduce the likelihood that GenAI tools could substitute for genuine student work. Examples included multi-stage writing tasks, oral presentations, reflective essays, and in-class assessments.

Respondents pointed to helpful ongoing support from STLI, including workshops on assessment design and syllabus development and the availability of a short course on GenAI. Faculty expressed interest

in expanding these training and development offerings, particularly with resources tailored to different disciplines. Some even suggested creating a shared repository of model assignments that responsibly incorporate or guard against GenAI use.

There was also broad support for a pedagogy-first approach—one that helps faculty rethink their learning objectives and align their course design with those goals, rather than focusing primarily on enforcement mechanisms. Several comments emphasized the importance of helping students develop ethical reasoning and discernment about AI tools as part of the educational mission.

Workforce Preparation and AI Literacy

Many alumni reported regular use of generative AI in their professional roles, especially for tasks like content creation, data analysis, and communication. Their responses underscored the growing importance of AI fluency in a range of industries. Some alumni expressed concern that William & Mary graduates might be underprepared without foundational exposure to GenAI, while others cautioned against overreliance on AI at the expense of critical thinking. The alumni emphasized that understanding AI fundamentals should be a baseline skill for new graduates. This point was followed by strong support for knowledge of AI ethics, data interpretation, and prompt engineering—skills viewed as increasingly important across industries. Several respondents supported offering practical and accessible training to help students build essential AI skills. Examples included short courses focused on AI literacy, skill-building workshops, and assignments that integrate the responsible use of GenAI tools into existing coursework. Student feedback also raised the desire to know more about GenAI to be competitive when looking for work post-graduation.

Ethical Guardrails and Risk Mitigation

Respondents called for stronger policies around privacy, data protection, vendor approval, and environmental sustainability. Several comments raised concerns about the use of AI tools that have not been reviewed by the university, especially when sensitive data might be involved. Some participants suggested that the university consider developing or adopting vetted, in-house GenAI tools as a way to reduce privacy risks and reliance on external platforms. (Note: The AI at W&M website already has a listing of vetted AI tools and also includes a submission form to request review of additional AI tools.) A few participants raised environmental questions, including how energy-intensive GenAI tools are and whether the university should factor sustainability into its decisions about AI use.

Cultural, Institutional, and Governance Considerations

Some faculty were concerned that any one-size-fits-all AI policy could undercut course-level innovation or misalign with their teaching goals. Others emphasized the need for timely governance that keeps pace with GenAI's rapid development, while still allowing for transparency, flexibility, and respect for academic freedom. Some responses pointed to the role of faculty mentorship in helping students learn how to use GenAI responsibly, noting that students often take their cues from what instructors do. There were also questions about how students will be made aware of the difference between course-level rules and university-wide policies.

III. William & Mary's Unique Strengths

A preeminent, public research university grounded in the liberal arts and sciences, William & Mary is well known throughout higher education for its tradition of strong teaching and dedication to balancing a superlative liberal arts education with a commitment to research and scientific advancement. Through close mentoring of students and collaboration across academic units, the university has sought to inspire lifelong learning, generate new knowledge, and expand human understanding of the world. William & Mary is especially dedicated to cultivating creative thinkers, principled leaders, and compassionate global citizens equipped for lives of meaning and distinction. A public university charged with serving the public good, William & Mary also maintains a strong connection to the state and national governments, which shapes the university's ongoing decisions about AI law and policy.

- How do William & Mary's traditional strengths position it to deal with the challenges and opportunities of the AI revolution?
- For students, the integration of a strong liberal arts education with opportunities to employ critical thinking alongside use of GenAI can expand learning opportunities and prepare them for the world of work.
- Faculty engaging in cutting-edge research on AI and use of AI can enhance technical understanding and advance humanistic considerations of ethics, creativity, and critical thinking by expanding the knowledge base.
- The institution's emphasis on involving undergraduates in meaningful research creates opportunities for students to engage with GenAI tools in authentic scholarly contexts rather than just classroom settings.
- William & Mary could leverage its strengths in humanities, social sciences, and sciences to develop interdisciplinary AI literacy programs that few universities can match.
- Finally, given its historical significance, William & Mary has a unique platform to lead discussions about how generative AI fits into the longer arc of educational and technological evolution.

Two recent developments in particular have placed William & Mary in a more advantageous position to capitalize on this current revolution in generative AI.

First, in late 2023, William & Mary's Board of Visitors approved the establishment of a brand-new School of Computing, Data Sciences, and Physics (CDSP) at William & Mary. Slated to launch in Fall of 2025, this new school is led by Dr. Douglas C. Schmidt, a recognized national expert in AI (and a member of the AIPI that authored this report). This new school promises to lead William & Mary forward in the AI revolution in a number of critical ways:

- A dedicated school enables the university to rapidly adapt and expand academic programs that are responsive to emerging technologies like responsible AI development—a critical area for the 21st-century workforce.
- The school of CDSP will instantly become a hub for AI-driven research and innovation. This focal area will help the university attract research funding, forge industry partnerships, and

contribute to breakthroughs in AI applications ranging from health and climate science to cybersecurity and social equity.

- A school that focuses in large part on computing and data sciences will be a nimble and strategically focused entity capable of responding quickly to the fast-evolving AI landscape.

A second development that shifted the landscape for AI at William & Mary occurred in early 2025, when William & Mary was reclassified as an R1 Institution ("Very High Research Activity") under the Carnegie Classification system, a widely used framework for classifying universities based on their mission and level of research activity. This new status offers significant new possibilities in addressing the AI revolution and its impact on higher education:

- R1 status holds the potential to open doors to larger grants and industry partnerships specifically focused on AI research, allowing William & Mary in turn to build a more robust AI infrastructure and programs.
- R1 status also justifies investments in high-performance computing clusters necessary for developing and training specialized AI models.
- R1 status positions William & Mary as a more attractive partner for AI research collaborations with other major research universities, potentially creating regional AI research hubs.

In sum, the launching of a new school of Computing, Data Sciences and Physics -- along with William & Mary's new R1 designation -- have fundamentally transformed William & Mary's potential role in the AI landscape from an institution that was primarily an educational adopter of AI into an institution that becomes an active participant and higher education leader in shaping AI's development and applications, particularly in areas where the university's distinctive interdisciplinary strengths can contribute unique perspectives. The historical foundation of the university in the liberal arts well positions it to leverage the power of AI in interdisciplinary ways to advance knowledge and prepare graduates with a unique skill set to be leaders of change in society.

IV. Articulating A General Vision for AI at William & Mary

William & Mary is in a position to establish itself as a national leader in human-centered augmented intelligence and data innovation, harnessing these technologies to elevate the university's academic excellence and societal impact. This vision builds on the university's historic liberal arts mission and "ampersand" philosophy of integration, blending cutting-edge technology with humanistic inquiry. By embracing AI in a way that prioritizes human needs, values, and well-being, William & Mary will become a bridge between technological innovation and human values, demonstrating how a centuries-old liberal arts & sciences institution can lead the AI revolution in a principled, ethical, and human-centered manner.

William & Mary's approach to AI focuses on *augmented* intelligence, i.e., using AI to enhance human learning, creativity, and decision-making rather than to replace people. In doing so, the William & Mary vision leverages its interdisciplinary strengths to promote responsible innovation and prepare students to be ethical leaders and engaged citizens in a world shaped by AI. This aspirational vision positions William & Mary to shape the future of AI in ways that enrich lives, uphold our shared values, and advance the public good.

To realize this vision, William & Mary is developing a high-level infrastructure that integrates governance and policy with academic strategy, curriculum development, and interdisciplinary research. This human-centered framework ensures that AI adoption at William & Mary is innovative yet responsible, aligning with our identity and mission. Key components supporting this vision are described below.

Ethical governance and human-centered leadership. William & Mary is committed to strong ethical governance of AI, guided by the university's values of integrity and service. The institution is already establishing leadership structures (a dedicated AI Ethics Institute is already under consideration) to develop frameworks and guidelines for responsible AI development and use. These efforts address critical issues like algorithmic bias, data privacy, transparency, and accountability in AI systems.

Governance of AI at William & Mary is a collaborative endeavor that empowers faculty, students, staff, and other stakeholders to participate in AI policy decision-making and the design of human-centered AI systems. By shaping the conversation on ethical AI at both campus and national levels, William & Mary ensures that AI advances are principled, transparent, and aligned with the public good. This human-centered leadership approach ensures that innovation in AI is always steered by ethics, human values, and the long-term well-being of our community and society.

Integration of AI literacy across our liberal arts and sciences curricula. In keeping with the university's liberal arts and sciences tradition, AI and data literacy should be infused across all disciplines so that every student – regardless of major – gains a core understanding of AI's tools, capabilities, and impacts. William & Mary is committed to developing innovative curricula that blend AI with fields ranging from neuroscience and history to business and law. For example, new courses and programs (such as a proposed B.A. in Data Analytics) pair machine learning with cognitive science and integrate data ethics with historical perspectives on technology.

Every William & Mary student should graduate with human-centered AI literacy, equipped to apply data-driven thinking in their own disciplinary domain and to critically evaluate the ethical questions raised by AI. Students in technical majors will be immersed in writing, ethics, and critical thinking,

while humanities and social science students will gain computational and data analysis skills. This unique educational approach will produce "tech-savvy humanists" who can bridge technology and humanity – graduates who are both technically proficient and broadly educated, ready to lead in an AI-augmented, data-rich world. By weaving AI literacy and ethics into the fabric of a William & Mary education, the university safeguards its academic mission as it prepares students for future careers and civic leadership in the era of AI.

Interdisciplinary research and innovation for societal impact. William & Mary's AI vision emphasizes cross-disciplinary collaboration in research, recognizing that the most pressing AI opportunities and challenges span multiple fields. The university plans to launch interdisciplinary AI "Impact Labs" where faculty and students from arts and sciences, business, law, education, and more work together to solve real-world problems. In these labs, teams will tackle issues ranging from smart urban infrastructure and environmental resilience to healthcare analytics and cybersecurity, ensuring that AI-driven solutions have immediate practical value for society. Some labs will even focus on AI itself as a subject, examining the technology's ethical, legal, and policy dimensions to inform better governance. Each lab will partner with external organizations – industry, non-profits, and government agencies – to ground projects in real-world context and amplify their impact.

These collaborations will provide students with hands-on experience and spur innovative thinking, embodying the university's longstanding commitment to experiential learning and public service. By uniting diverse expertise, William & Mary's interdisciplinary research ecosystem ensures that AI innovations are not developed in isolation, but rather in dialogue with society's needs and ethical standards. This approach solidifies the university's role as a hub of creative, responsible AI research that benefits communities and advances knowledge across domains.

Responsible AI use and academic integrity. A cornerstone of William & Mary's vision is fostering a campus culture where AI is used thoughtfully, creatively, and honorably. The university encourages innovative use of AI tools to enhance teaching, learning, and operations – empowering the campus community to experiment with new approaches that improve education and efficiency. At the same time, William & Mary will implement clear policies and guidance to safeguard academic integrity and data privacy. The AIPI taskforce argues that any use of AI must align with William & Mary's core values and ethical standards. Faculty, staff, and students are expected to exercise sound judgment about when AI usage is appropriate or when relying on AI might undermine learning objectives or originality. By promoting this discernment, the university protects the quality of learning, research, and assessment even as it adapts to new technologies.

William & Mary also prioritizes inclusivity and fairness in its AI strategy – providing equitable access to AI resources and addressing bias – so that all members of the community can benefit. The institution recognizes that some faculty may choose to engage cautiously or even refrain from certain AI tools, and it respects those choices while still preparing every student for an AI-influenced future. Through this balanced approach of empowerment with oversight, William & Mary's policies support bold innovation in how we use AI on campus, while unwaveringly protecting academic honesty, individual privacy, and the trustworthiness of our scholarly endeavors.

By integrating forward-thinking governance, interdisciplinary education, and ethical innovation, the work of the AI Policy Initiative taskforce offers a roadmap for leadership in the AI age that is true to the university's character. This vision and its components will guide William & Mary as it navigates rapid technological change – ensuring that the evolution of AI at William & Mary enriches our academic excellence, upholds our ideals, and amplifies our positive impact on society. In sum, William

& Mary is charting a human-centered path into the future of AI, one that inspires new knowledge and creativity while keeping humanity at the core of technological progress. Through this initiative, William & Macy will not only adapt to the changing world but can help lead the way – demonstrating to students, faculty, and the broader world how a community grounded in liberal arts values can shape AI for the greater good.

V. Recommendations for Policy, Investments and Coordinated Action on AI

Phase 1: Immediate Calls for Action (Summer and early Fall of 2025)

The AIPI believes there are at least five AI issue areas that require immediate attention:

1. Clarifying Honor Code expectations (ATTN: VPSA & VPAA):
    a. The Provost – in consultation with the deans of William & Mary's colleges and schools – should issue guidance to the university community addressing how the Honor Code should be applied in the context of students' AI use. This statement should (if possible) address the following:
        i. William & Mary's definition of academic integrity, which requires a commitment to honesty, fairness, respect, and the avoidance of dishonest and unethical behavior. This commitment is expressed in the William & Mary Honor Code, which students sign upon matriculation.
        ii. William & Mary's commitment to academic freedom, and its responsibility to develop policies around AI use that protects individual instructors in their efforts to act appropriately within their teaching contexts.
        iii. Each student's responsibility to adhere to these policies and navigate within the bounds of instructor-sanctioned use of any forms of outside assistance on coursework, including but not limited to AI. (The Honor Code stipulates that all non-sanctioned behaviors are violations.)
        iv. Each instructor's responsibility to communicate these policies clearly and with specificity in both the course syllabus and in assignment instructions where AI has been sanctioned to any degree.
        v. The need to further encourage instructors to design assignments that leverage AI as a learning tool while ensuring that students engage critically with course material. (Students are solely responsible for their final product, including AI-generated content, as if they had produced the materials themselves).
    b. Instructors must specify which types of AI tools are allowed, for what purposes, and on which assignments. (See below regarding guidance recommendations by faculty on AI use.). Some suggestions are provided in Appendix A. STLI should provide sample syllabi language. They should then take steps to have students:
        i. Confirm their understanding of AI policies before assignment;
        ii. Affirm that the submitted work is their own; and
        iii. Use honor statements at the start of exams or submissions.

c. The William & Mary Honor Code webpage and student handbook should articulate the relationship between unsanctioned AI use and the honor code. It should also provide guidelines for instructors on how to handle suspected cases of unauthorized AI use. (Sample verbiage is provided in the Appendix B). The relationship between unsanctioned AI use and the Honor Code should be clearly articulated on the Student Accountability and Restorative Practices webpage and linked through the William & Mary Honor Code webpage and student handbook.

d. The Honor System Advisory Committee should convene a working group to address potential language changes in the current Honor Code, and to consider whether it is feasible to draft a framework to determine how to access whether AI has been used to reach the threshold of proof — beyond a reasonable doubt. (Examples of AI Use and Honor Council Frameworks are located in Appendix C.; A generic AI Use Framework generated by Perplexity AI is located in Appendix D.)

2. Guidance to faculty in drafting syllabi that define the acceptable use of AI (ATTN:APFA):

   Faculty transparency regarding AI encompasses the clear communication of expectations, policies, and practices related to AI use in academic work. The role of academic freedom and disciplinary epistemologies means there is not a singular template for how faculty should use (or not) AI in their classrooms. Still, it is imperative that faculty provide students with guidance on their expectations on the role of AI usage in their classes. Accordingly, William & Mary faculty must explicitly define AI usage policies in their syllabi, ensuring that students understand both permitted and prohibited uses of AI tools within each course. This clarity supports academic integrity and helps students navigate the evolving landscape of AI in education.

   Currently, William & Mary does not have a university-wide written policy specifically addressing faculty communication about AI detection or usage policies. The university's STLI has already provided suggestions to faculty on how to address the use of GenAI in their classroom. These suggestions include providing clear guidelines in syllabi and adhering to William & Mary's Honor Code. Within the Blackboard Ultra Learning Management System, faculty may use SafeAssign to detect plagiarism. Still, this tool has notable limitations in identifying AI-generated content. It can cause student anxiety due to concerns over false positives (as seen in student feedback at William & Mary and echoed by research at Stanford University, which found high false-positive rates and bias against non-native English speakers). Faculty have discretion over whether students can view SafeAssign Originality Reports and whether submissions are included in institutional databases. However, the limitations of SafeAssign and similar tools-such as difficulty detecting paraphrased or AI-generated text and the risk of false accusations-underscore the need for transparent communication and careful policy design.

   Additionally, faculty should be encouraged to answer three questions related to AI use within their syllabi:

   - How should AI-generated content be used or incorporated into classroom materials submitted to the professor? Professors should remind all students that submitted work may always be reviewed, as needed, for AI-generated content.

- How may students most effectively demonstrate that their work – whether in draft or final form – is either entirely their own or properly cited? ("You may incorporate AI-generated content or ideas in assignments, but you must cite this content, and you must fact-check all material, because AI-generated content often contains falsehoods and fictional sources. Citations must include which AI platform generated the content, and the specific prompts used to generate content.")

- What role will AI play within the class itself? ("In this course, we will explore the use of AI-generated content as a [*insert objective - educational/societal/other*] tool. You will analyze the [*insert here - quality/ethics/bias/etc.*] of this content. Ideas and content generated by you, and those that are AI-generated, should be clearly delineated and cited accordingly.")

3. Guidance for use of AI in research (ATTN: VPR):

   Disciplinary differences exist regarding how professors and students must responsibly and ethically conduct research. Like students, many faculty lack clarity as to how they might use AI in their research; some lack the skill set to most effectively use emerging AI research tools. It is important to provide faculty with training and instructions on how to use AI in research projects, and how to most effectively document how it is being used. Any such training must at minimum address how the use of AI in research must be documented and made transparent. Faculty must also guard against inadvertently allowing AI tools to incorporate or use their own data or novel ideas and findings in ways that the information becomes part of the GenAI model and incorporated in an AI tool database available to others. Ethics in research are paramount to faculty research.

   The Provost should task the Vice Provost of Research to address these issues as follows:

   - Develop resources for faculty/researchers on acceptable use practices.

   - Work in consultation with the CIO to identify acceptable AI tools for faculty and students to use in their research.

   - Developing a public-facing framework on the ethical and responsible use of AI in research.

   - Provide training and development for faculty, researchers, and students on the acceptable use of AI in research. Training on AI research tools should be part of this programming.

4. Communicating the do's and don'ts in data security and privacy (ATTN: CIO):

   William & Mary's IT Department currently provides training on data security and lists security tips. With the pervasiveness of AI tools to summarize reports, write reports, and outline meeting agendas, it becomes even more critical to assure all campus members attend to FERPA regulations and Research Protocols in protecting sensitive information. Increased training at the unit level must be made available as soon as possible to help ensure security is maintained. In the interim, see GenAI Guidelines for a current listing of do's and don'ts.

5. More general AI training and development for administrators, faculty, staff, and students (ATTN: Head of HR, APFA, VPSA):

   Embedded in several of the calls or immediate action is the need to provide AI training and development for campus members. These training efforts must be coordinated to avoid unnecessary duplication:

   - IT should provide training on university approved AI systems.
   - APFA/STLI should continue to provide faculty development to enhance faculty understanding of ways in which AI can be incorporated into classroom teaching, assignments, and assessments.
   - Student Affairs should ensure that the orientation of students into acceptable AI use practice occurs, in particular around the honor code.

Phase 2: Governing and Implementation – Proposing an "AI Innovation and Policy Council" (Fall 2025)

Beyond the short term, William & Mary requires a dedicated governing council to develop policies and practices that will promote the responsible and effective use of AI in the classroom, in the research laboratory, and everywhere else at the university. A dedicated council can integrate AI capabilities while preserving W&M's core educational values and academic integrity. It can establish ethical frameworks specific to W&M's context, addressing issues from research ethics to classroom use. Moreover, only a body with comprehensive institutional perspective can advise university leaders to make significant investment decisions in AI tools and capacities.

Accordingly, the AIPI recommends the establishment of an AI Innovation and Policy Council ("AIIPC") to support all aspects of AI use across the university, including policy, ethics, implementation, and compliance. Reporting to the President or their designee and providing annual updates to the university community, the AIIPC should provide support and resources for responsible AI use, while ensuring respect for different approaches for GenAI use in teaching and research, and elsewhere. In addition to serving as an advisory body for faculty, staff, and students regarding AI-related concerns, the AIIPC may provide recommendations around funding and priorities relative to campus AI resources. This proposed council would become the body responsible for developing any university policies around the use of AI on campus. It would also recommend how individual units (e.g., schools, departments) may develop their own specific policies that cover unit level features. Consideration of ways to address questions regarding the ethical use of AI may emerge through the AIIPC in the form of an anonymous ethics portal that responds to inquiries from campus members.

An AIIPC Executive Group (a smaller, more operational group of approximately nine members within the AIIPC) will oversee the day-to-day implementation of AI initiatives approved by the entire AIIPC Working Group. It will prioritize projects, allocate resources, coordinate subcommittees or task forces, and ensure that AI efforts are executed efficiently and in line with established guidelines. The Executive Group will also manage change, resolves operational challenges quickly, monitors progress, and reports outcomes back to the entire AIIPC group for strategic review.

Meanwhile, the larger AIIPC committee will be responsible for setting the university's strategic direction and vision for artificial intelligence, ensuring that all AI initiatives align with institutional values and long-term goals. It establishes policies for ethical, transparent, and responsible AI use, manages risk and compliance, and fosters collaboration across university stakeholders such as faculty, IT, administration, and students. The AIIPC also communicates AI developments and priorities to the broader university community and ensures that all voices are represented in AI governance.

The President – in consultation with the Provost—will be the final decisionmakers in determining the membership of the AIIPC (See Table 1). We recommend that it be led by two co-chairs, with one representing the academic function of the university and the other representing the administrative function. Membership terms will be assigned for 3 years and staggered to begin (i.e., 1, 2, 3-year assignments). Members will either be voted in or appointed by the appropriate dean/supervisor, depending on school protocols. Student members should be identified by the Student Assembly or by the Graduate Council.

Sub-committee	Membership	Total Members	Meeting Frequency
Executive Group	· Provost Office · Legal Counsel · A&S · CDSP · One other prof school (rotating) · IT · University Libraries · STLI · One other admin appt. (rotating)	9	Monthly
Working Group	· CDSP (3-4) · A&S (4-6) · Mason (1-2) · Law (1-2) · SOE (1-2) · Batten (1-2) · Provost's Office (1-2) · Admin Operations (6-10) o IT o Registrar o Admission o Advancement o STLI o Student Affairs o UHR · University Libraries · Students (2) (Grad, Undergrad)	~30	Quarter/Semester

Table 1: Proposed makeup of AIIPC

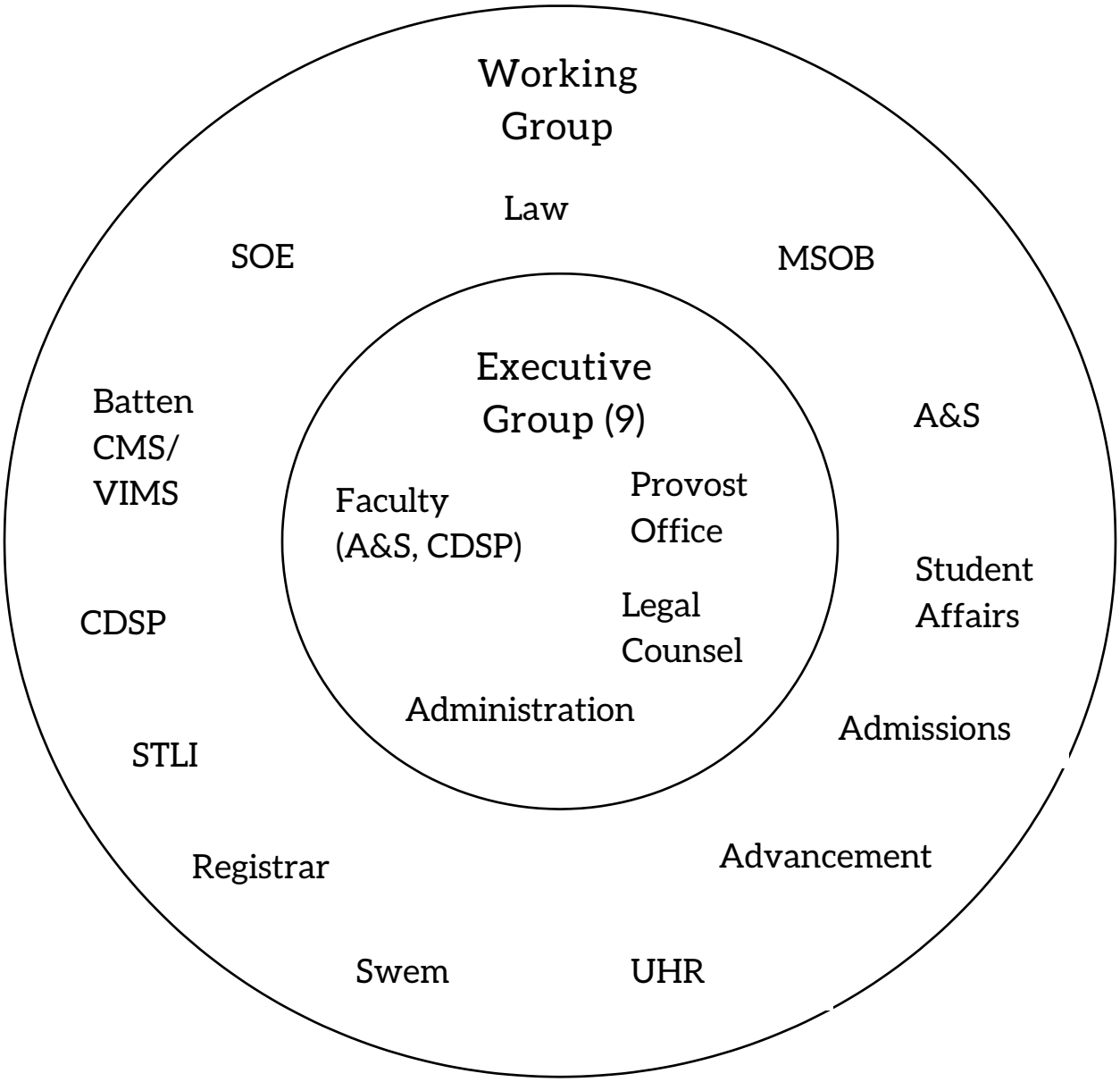

Figure 2: Structure of AI Innovation and Policy Council (AIIPC)

Phase 3: Areas of Discussion Going Forward (Fall 2025 and Beyond)

Four areas of focus require attention in the next academic year and beyond. First, the use of AI in the classroom requires faculty development in teaching and learning strategies. As noted in Phase 1, an immediate action is the inclusion of AI usage policy in all campus syllabi. Second, plans and policies for AI literacy are required. Broad support for AI literacy should include all campus stakeholders—students, faculty, staff, and administrators. Providing training and development to improve AI literacy is critical moving forward. Third, the use of AI in student and faculty research must follow ethical and compliance norms. Training on use of AI in research extends from data collection to analysis to writing. Proper citation when using AI is a requirement for all AI assisted research. Finally, the use of GenAI to improve operational efficiencies should occur. Again, training of staff and faculty in tools to improve administrative functions can result in increased efficiency and time-saving practices.

A. Teaching & Learning – The Use of AI in the Classroom

Many universities have already positioned themselves as national and global leaders in the field of AI, with several investing heavily in AI colleges, centers, programs, and courses. For example, Carnegie Mellon University was one of the first institutions to offer a B.S. Degree in Artificial Intelligence. Bowdoin College's Hastings Initiative for AI and Humanity supports faculty in integrating AI across disciplines and encourages experimentation with AI's role in teaching and research. Closer to home, at a May 2025 AI in Education Summit hosted at George Mason University, GMU's inaugural VP and Chief AI Officer promoted their "Inspire with AI Initiative," which touts how the university was the first in Virginia to offer an ethics and AI minor and their launching of an MS in AI in fall 2025.

To maintain a competitive edge, William & Mary must invest strategically in AI focused programs, courses, and tools. This investment will not only keep us on par with our peers but also propel us to the forefront of innovative and interdisciplinary approaches to teaching and learning with AI. Our new school of Computer Data Sciences and Physics is poised to play a central role in this process. A newly established Artificial Intelligence Innovation and Policy Council will need to address the following areas in which AI is already impacting the classroom and pedagogy more generally.

Faculty Autonomy and Discretion in Teaching

Faculty autonomy and discretion at William & Mary are grounded in the institution's longstanding commitment to academic freedom. According to the university's "Statement of Rights & Responsibilities," faculty members retain the right to determine the specific content of their courses within established definitions, provided they remain within their area of competence and do not devote significant time to extraneous materials. This framework empowers instructors to shape their pedagogy while upholding academic standards and institutional values.

At present, William & Mary has few formal, university-wide policies addressing the use of AI in the classroom. The Law School stands out as the only unit with a clear, written policy guiding student use of GenAI (W&M Law School AI Policy). Other schools, such as the Mason School of Business, have integrated AI into their curricula and research agendas, but they have not published official policies. In Arts & Sciences, the School of Education, and the Batten School of Coastal & Marine Sciences, no formal policies exist as of May 2025. This decentralized policy landscape reflects the university's recognition of disciplinary diversity and the need for units or departments to tailor AI guidelines to their specific pedagogical contexts. As highlighted in the immediate calls for action above, however, William & Mary should provide a listing of syllabi language from which faculty may choose, and all

faculty members should insert the AI usage language of their choice from the list beginning with fall 2025 classes. STLI is continuing to develop model language that can be used starting with fall 2025 courses.

Many institutions are currently navigating the integration of AI in teaching and learning through decentralized, faculty-driven models. Dartmouth College, for example, encourages faculty to establish explicit guidelines on the use of GenAI in their syllabi and course materials, allowing instructors to tailor policies to the specific needs and objectives of their courses. This approach is coupled with an emphasis on clear communication to prevent misunderstandings about academic integrity. Caltech supports responsible experimentation with new technologies but requires adherence to regulations protecting confidential information, intellectual property, and academic integrity. Stanford University has developed comprehensive guidelines stating that, unless explicitly permitted by instructors, the use of GenAI for assignments or exams is prohibited, and instructors are encouraged to clearly communicate their policies in syllabi. At the Stanford Graduate School of Business, instructors cannot ban student use of AI tools for take-home coursework but retain discretion over AI use in in-class work, with the school providing template syllabus statements to help instructors articulate their policies in line with course objectives and industry standards.

Given the decentralized nature of William & Mary and the diversity of disciplinary approaches to technology, a flexible framework that upholds faculty autonomy while encouraging the development of unit- or department-level AI policies is recommended. This approach is consistent with peer institutions, which recognize the transformative potential of AI while emphasizing ethical responsibility, data protection, and academic integrity.

Transparency of Acceptable Classroom Use of AI By Faculty

Most leading universities are moving away from heavy reliance on automated AI detection tools due to concerns about false positives, privacy, and bias, and are instead adopting more transparent, student-centered approaches. The University of Virginia discourages the use of AI detectors as evidence in Honor violation cases, emphasizing traditional honor processes and requiring corroboration beyond AI detection reports. Similarly, Boston University does not support automated AI detection tools, warns faculty about high false-positive rates, and encourages preventive assignment design and clear syllabus policies. In fact, Georgetown University disabled Turnitin's AI detector over accuracy concerns and relies on faculty-student trust and Honor Code expectations. The University of North Carolina at Chapel Hill also advises caution with AI detectors, promotes "teachable moments" over punitive responses, and requires faculty to include AI use policies in syllabi. Massachusetts Institute of Technology recommends integrating AI literacy into teaching, prioritizing policy clarity, critical assessment design, and open dialogue rather than unreliable detectors. Even though Columbia University allows AI detectors with caution, the institution stresses transparency with students, and states detection results should never be the sole basis for grading or discipline, encouraging faculty to discuss such tools openly in course policies.

In addition to requiring all faculty to include clear, accessible AI usage policies in their syllabi (see Phase I above), the William & Mary AIIPC should consider policies that align with national and professional best practices to achieve the following goals:

- Encourage open dialogue with students about the capabilities and limitations of AI detection tools.

- Integrate AI-specific scenarios into Honor Code training and case procedures, ensuring that any investigation of potential violations involves multiple forms of evidence and maintains a consistent burden of proof required similar to other violations.
- Prioritize faculty development in AI literacy and transparent policy communication.

By adopting these strategies, William & Mary can promote a culture of transparency and trust, minimize student anxiety, and uphold academic integrity.

The Responsible and Ethical Use of AI in the Classroom

Virginia Governor Glenn Youngkin's Executive Order 30 (2024) established comprehensive guardrails for the safe and ethical use of artificial intelligence across Virginia's state government. The Executive Order (EO) emphasizes, that because Virginia houses state of the art universities as well as critical national security and military institutions, it should be leading the way when it comes to the deployment of ethical and responsible use and application of AI. The Executive Order also directs the Virginia Information Technologies Agency (VITA) to develop and publish AI Policy and IT Standards, which all Executive Branch agencies must follow. The EO also provides Education Guidelines regarding the implementation, and use of AI at all levels of education. As educational policy happens at the local level, the EO encourages governing bodies and faculty and staff to establish a culture of integrity, codify an acceptable use policy, and design assessments that encourage original thought and critical thinking. The proposed AIIPC should be tasked with setting up university policies based on the Governor's orders.

The ethical integration of AI at William & Mary requires a holistic, human-centered approach that prioritizes respect for individual rights, transparency, accountability, equity, and sustainability. Awareness of AI's environmental impact is also a growing ethical concern. While few institutions have formal policies, there is a consensus that AI adoption should consider sustainability, including the environmental footprint of large language models and the sourcing of energy for data centers. Judicious, purposeful use of AI by professors, rather than casual experimentation, is recommended, and campus sustainability plans should account for the costs and impacts of AI integration.

The AIIPC should continue to promote ethical use of AI in the classroom by considering policies that achieve the following goals:

- To expand universal access to advanced AI tools and literacy programs, particularly for incoming students, to address equity gaps.
- To maintain and update clear, accessible guidelines for privacy, security, and transparency in AI use, with regular training for students, faculty, and staff.
- To promote open dialogue about the risks, limitations, and social impacts of AI, including environmental sustainability and the importance of human skills such as empathy and critical thinking. And
- To establish robust accountability mechanisms, including transparent reporting and regular review of AI practices and outcomes.

Preserving the Academic Integrity of Students in Their Use of AI

The concept of "academic integrity" has evolved to encompass all the ethical standards that govern how students create, develop, and present their academic work. With AI tools, this may include (1) Transparency in students' AI usage (i.e. being forthright about when and how AI tools were used in completing assignments or projects); (2) Proper acknowledgment by students of AI assistance (similar to citing a source), when AI tools have contributed to idea generation, writing, problem-solving, or other academic tasks; (3) Adherence to instructor guidelines about permitted and prohibited uses of AI tools for different assignments; (4) Authentic demonstration of learning when using AI as a supplement to—rather than replacement for—the development and demonstration of one's own understanding and skills; and (5) Critical evaluation of AI outputs in the form of students taking responsibility for verifying and critically assessing AI-generated content rather than blindly accepting or submitting, even when AI tools have been part of the process.

Clearly, academic integrity in the AI era does not mean avoiding AI tools altogether, but rather using them in authorized, transparent, and educationally meaningful ways that support—rather than circumvent—the learning process. To date, policies governing academic integrity at William & Mary have been somewhat bifurcated. First, individual instructor course policies determine instructor-sanctioned use of any forms of outside assistance on coursework, including but not limited to AI or generative AI. Second, the Honor Code stipulates non-sanctioned behaviors as a violation.

The various approaches that other colleges and universities have taken to address how AI is impacting the issue of academic integrity in the classroom can be categorized as follows:

- Establishing clear guidance for students. Some universities are developing clear guidelines for students on permissible AI use that professors can incorporate at their discretion (This includes informing students that they should be aware of and follow course-specific policies). Case Western Reserve University offers detailed guidance on integrating AI into classroom settings, including best practices and strategies for leveraging AI in teaching and learning. The University at Buffalo's Office of Academic Integrity provides guidance for instructors on how to communicate AI policies to students, including sample syllabus language and strategies for detecting AI-generated content. A significant focus of all this guidance is on ensuring students are transparent about their AI usage and accountable for the work they submit.

- Integrating AI policies with existing academic integrity frameworks. Many universities have made efforts to align the use of AI tools with other requirements like their current honor codes and academic integrity policies. For example, Montclair State University's Academic Dishonesty policy has been updated to include a clause on work completed by entities that are not human, such as AI tools. It specifies that submitting AI-generated content in place of one's own work constitutes plagiarism. Carnegie Mellon University reminds students to review its existing Academic Integrity Policy, which prohibits "unauthorized assistance," including generative AI tools unless explicitly permitted by the instructor.

- Confirmation practices. Instructors are advised to use methods like having students confirm their understanding of AI policies and affirm that submitted work is their own. Such formal affirmations play an important role in the classroom. At Vanderbilt University, for example, instructors are encouraged to have conversations with students about generative AI tools at the beginning of the semester and throughout, as needed, to ensure clarity. And Boston

University faculty are encouraged to discuss AI use with students at the beginning of the semester and throughout, ensuring clarity on expectations.

In sum, the approaches to preserve academic integrity are multi-faceted, primarily focusing on establishing clear rules and expectations, integrating these rules within existing academic integrity frameworks, promoting transparency and accountability in AI usage, encouraging critical engagement with AI-generated content, and providing mechanisms to address potential misconduct.

Students' Data Privacy Issues

AI systems carry distinctive data privacy risks for students. Widely used AI tools may offer more usefully customized responses when prompted with detailed user-specific information, and thus students face incentives to offer personal, protected or otherwise sensitive data (or may share such information without awareness of possible privacy concerns). The privacy risks take several forms:

- Insecure data storage: Data provided to AI systems can be stored insecurely or inappropriately shared with third parties.
- Memorization: Some developers use inputs from users to train subsequent model iterations, and data from these interactions may be remembered and repeated in later outputs to other users.
- Jailbreaking attacks: Alternatively, malicious users may exploit model vulnerabilities to access data shared by previous users.

To make these problems worse, developers often fail to clearly state their policies on retaining data and training models with user inputs. Even when opt-out options exist, these may not be prominently displayed or adequately explained. Finally, once an AI model has internalized a given piece of information, developers typically lack the means to scrub this information from the model's memory (or even to verify with certainty whether the model has retained a specific item of knowledge).

The AIIPC should consider the implementation of best practices for addressing these issues, which include the following:

1. Communicate risks and guidance to students. William & Mary IT has posted a draft of a set of best practices for Generative AI which includes advice for students on data privacy. The guidelines instruct university users not to share sensitive information with non-approved AI tools and warn of the risk of developers training models on user inputs. Other institutions have issued broadly similar warnings against sharing sensitive information with unsecured AI systems.
2. Evaluate AI products for privacy concerns and promote trusted tools when possible. William & Mary IT maintains a public list of generative AI tools which have been or are currently being reviewed for data-security purposes. Here students can see which tools are approved by the university without restriction, available for non-sensitive uses only, currently under review, or prohibited for any use on university networks and devices. (For instance, pursuant to Gov. Youngkin's data-security-inspired Executive Order 46, William & Mary banned the Large Language Model (LLM) chatbot DeepSeek earlier this year.) Going further, some institutions—including William & Mary and the Universities of North Carolina, Virginia and Central Florida—have adopted licensed AI platforms with enterprise-level security

features which students can access via institutional login (e.g., Microsoft Copilot in William & Mary's case). Some other institutions (e.g. Columbia) direct students to contact IT to vet any AI-based products or services before use. The University of Michigan specifies that AI-generated code cannot be used for internal applications without a human security review.

3. Expand and regularly update the list of IT-approved AI tools. The current list omits widely used LLMs like Anthropic's Claude, Meta's Llama, Google's Gemini and xAI's Grok. Nor does it include any AI image or video generation models (e.g., OpenAI's DALL-E and Sora), coding assistants (e.g., GitHub Copilot), task-oriented agent models (e.g., OpenAI's Operator), or popular entertainment-focused chat platforms (e.g., Character.ai). Students and other institutional users would undoubtedly benefit from greater clarity about William & Mary's view on the security of these tools.

Equity and Accessibility

William & Mary students arrive on campus with widely varying levels of proficiency with, access to, and understanding of AI tools. As with other emerging technologies, students from certain socioeconomic backgrounds may find themselves at a greater disadvantage if their high schools and home experiences afforded them far less exposure and preparedness in using and experiencing AI.

The unevenness of the AI-use playing field raises several potential equity issues:

- AI usage skills: The ability to use AI tools effectively is valuable for many personal and professional purposes, and this value is poised to increase in years to come. Certain career paths (in computing, finance, media, healthcare, and so on) will likely demand relevant AI skills.
- AI trust and risk management: AI tools carry data-privacy risks for users as well as producing false, misleading, biased or otherwise objectionable content. Certain uses may violate university or course policies.
- AI access: Most leading closed-source AI labs charge users for unlimited (or, in some cases, any) access to the highest-performing frontier models. The costs involved may be substantial: Students able to bear these expenses may reap significant educational and professional advantages.
- AI product awareness: All students should be able to assess the available tools and make informed decisions about appropriate use in educational settings.
- AI understanding: Despite their increasing ubiquity in education and elsewhere, the workings of LLMs and other AI systems are not widely understood. Common misconceptions both exaggerate and undersell AI capabilities, interfering with wise usage decisions. All students, even those in nontechnical disciplines, are entitled to accessible explanations of these technologies.

William & Mary has already taken some steps aimed at promoting AI literacy and accessibility for all students. The university provides all students with immediate access to AI tools such as Microsoft Copilot, which integrate generative AI capabilities into applications like Word and Excel. These tools are available through institutional licenses, ensuring that all students, regardless of prior experience, can engage with AI technologies in their coursework and research. Additionally, some schools and

departments at William & Mary have embedded into the curriculum opportunities to enhance critical thinking and problem-solving skills using AI. In the Raymond A. Mason School of Business, for example, AI is embedded into the curriculum to enhance critical thinking and problem-solving skills. Many Mason students are taught not only how to use AI tools but also how to critically evaluate their applications and ethical implications in real-world business contexts.

Still, there is far more that can be done to level the playing field throughout the university, especially in the case of newly arrived freshmen. Other colleges and universities are approaching the challenge of unequal student exposure to AI tools through strategies that fall into five main categories, each aimed at promoting equitable access and literacy in generative AI and related technologies. Understanding the existing disparities in AI knowledge and access (perhaps through the use of broad-based student surveys like the Equitable AI Alliance's student survey is crucial for developing the most effective strategies.

Accordingly, the AIIPC should consider the following ways of addressing the most persistent inequities:

1. Offering pre-enrollment AI support in the form of bridge programs. Some universities offer summer bridge programs that include digital literacy and AI literacy components, helping students prepare before they begin their full course loads. For example, the University of Texas, Austin's Summer Bridge Writing Program includes an AI literacy module designed to introduce students to generative AI tools. Students learn to critically assess AI-generated content and understand the implications of AI in scholarly work even before they arrive on campus. Pace University's Pre-College Summer Immersion Program includes a course called "AI Creators: Exploring Art, Design, and Media through Artificial Intelligence." This program introduces students to the dynamic intersection of AI and creative fields, providing hands-on experience with AI tools to develop artistic projects. These programs reflect a growing commitment among educational institutions to democratize AI education.

2. Building an educational infrastructure with more AI tools and resources available to all students. Most universities (including William & Mary) already provide universal AI tool licenses to all campus members. Some universities go further, however, providing higher tiered subscriptions like ChatGPT Plus for free to all campus members. Other schools have even developed custom university-specific AI platforms that bypass commercial subscription barriers. Some university libraries maintain AI tool collections that students can "check out" or access through campus networks. A handful of colleges have also created dedicated campus AI labs with in-person experts and specialized hardware and software available to all students. Initiatives like the Equitable AI Alliance – a collaborative that aims to promote affordable, accessible, and inclusive artificial intelligence (AI) education across higher education institutions-- provides AI access via campus-specific LLM assistants like the University of California, San Diego's TritonGPT.

3. Promoting widespread AI curricular developments on campus. Other colleges and universities have mandated stand-alone AI literacy programs or the embedding of AI training modules within existing general education requirements. Such AI literacy programs should be required regardless of field. The University of Florida's "AI Across the Curriculum" initiative, for example, seeks to promote AI literacy across academic disciplines by offering an AI "Fundamentals and Applications Certificate" to students in all UF programs. This AI literacy requirement allows those in nontechnical majors to develop basic skills and knowledge. UF has

also introduced five course attributes (Use-AI, Know-AI, Build-AI, Ethical-AI, and Enable-AI) to facilitate student understanding of the amount, type and level of AI content in its courses. Departments may utilize discipline-specific workshops teaching AI applications relevant to particular fields. Regardless, faculty in all fields must be trained to effectively integrate AI into their courses. The University of South Carolina, in collaboration with Auburn University, offers "Teaching with AI,"' a fully online, self-paced course that provides practical strategies for incorporating AI tools into teaching practices across disciplines. STLI provides a similar course for faculty titled *Designing for Learners: Generative AI*. Finally, some universities offer students stackable micro-credentials in AI skills that students can earn alongside their regular coursework. There are several learning theories and frameworks to tap in designing courses and curriculum on campus (see Appendix E).

4. Establishing community & peer support systems for different levels of AI use. One of the most effective ways to level the playing field for new students less familiar with AI tools is to build support systems that provide alternative and judgment-free venues to experiment with such tools. Formal tutoring programs focused on AI tools may provide additional support, especially for students from underrepresented backgrounds in technology. Even more effective, AI peer mentor programs connect tech-savvy older students with freshmen who may not be as familiar with AI. Colleges can also establish "AI Commons" spaces where students collaborate and share knowledge. Some colleges have even set up on-line communities and forums for AI tool sharing and instruction in different majors or disciplines.

5. Proper training of faculty to address inequities in AI education. All faculty who teach courses using AI must be trained to design learning experiences that acknowledge varying levels of AI familiarity. Innovative pedagogical approaches that cater to diverse learners and prior knowledge of AI must be a crucial aspect of this training. Oregon State University's Ecampus initiative offers a range of faculty development resources, including workshops and tools like the Course AI Resilience Tracker. These resources support faculty in incorporating AI literacy into course development and teaching practices. And Stanford University offers "AI Simplified: Practical Applications for Non-Techies," a workshop that focuses on enhancing productivity and creativity through AI, making it accessible for faculty outside STEM fields.

University efforts to enhance AI literacy, skills and opportunities can only succeed if all students have access to the tools and skills in question. A first step toward equitable AI at W&M would be to provide subscription-level access to one or more frontier models (e.g. OpenAI's ChatGPT, Anthropic's Claude, or Perplexity Pro's multi-LLM platform) for the duration of students' enrollment. To level the playing field effectively, the university must take additional steps that address the many inequities that exist.

B. Improving AI Literacy – Policy Recommendations

The urgency of developing AI literacy extends well beyond technical proficiency. As AI reshapes the economy and society, students must understand not only how these tools work, but also how to use them effectively, evaluate their outputs, and recognize their limitations and risks. Faculty and staff, too, must be equipped to adapt teaching, research, and operations to an AI-infused environment, ensuring ethical, critical, and effective engagement with these technologies. As William & Mary stands at this crossroads, the imperative is clear: developing comprehensive AI literacy across students, faculty, and staff is not just a competitive advantage, but a necessary foundation for academic excellence, workforce readiness, and informed citizenship in the age of artificial intelligence.

To address the growing need for AI literacy, several higher education institutions have already launched targeted initiatives that engage their entire campus communities. The University of Delaware has established an AI for Teaching and Learning Working Group, which designs training programs and provides guidance on pedagogy, curriculum development, and research ethics for faculty, staff, and students. This group also plays a central role in Delaware's participation in a two-year Ithaka S+R project, joining 18 other universities to examine how AI will reshape teaching, learning, and research across higher education. Arizona State University, meanwhile, partnered with OpenAI to launch the "AI Innovation Challenge," which drew over 600 proposals from faculty, staff, and students for ways to embed AI into teaching, research, and workforce development, reflecting a campus-wide commitment to creative and responsible AI adoption. The University of Baltimore has taken a community-engaged approach, hosting an annual AI summit that brings together students, faculty, local business, and community leaders to explore the implications of AI literacy and foster cross-sector dialogue on the ethical and practical challenges of generative AI. These varied efforts illustrate how leading institutions are moving beyond isolated pilot projects to build comprehensive, inclusive strategies for advancing AI literacy across student, faculty, and staff roles.

1. Student AI Literacy: Many higher education institutions are currently developing student AI literacy through a blend of curricular integration, hands-on learning, and critical engagement with AI tools. Many universities embed AI concepts and skills across the curriculum, not just in computer science, ensuring students encounter AI in various disciplines and contexts. For example, Queen Mary University of London incorporates AI into at least 10% of program content and uses capstone projects to give students practical experience with AI tools. California State University's AI Commons Hub is an example of an innovative platform that provides both students and faculty with AI-powered research tools, training programs, and certifications, extending AI literacy beyond STEM fields to areas like literature and the arts. Short certificate programs and micro credentials, such as those offered by Miami Dade College, empower students to demonstrate AI competencies and future-proof their careers.

   At William & Mary, we have already laid the foundation for developing student AI literacy. Throughout the 2024-2025 academic year, a committee of faculty and staff from William & Mary—working within the AAC&U Institute for AI Pedagogy and the Curriculum and in conversation with the university-wide AI Task Force—developed 1) a set of learning goals (GenAI Proficiency Statement, see Appendix F) that frame AI literacy as both a technical and ethical imperative, and 2) Recommendations for AI Literacy in the Undergraduate Curriculum (see Appendix G) for integrating AI literacy instruction into the undergraduate curriculum. Prompted by internal disparities in AI instruction and growing student demand for guidance, the report proposes actionable recommendations grounded in both institutional values and national best practices. The AIIPC should consider these recommendations, which are organized around three key stages of the undergraduate experience:

   - Pre-matriculation and first year: Proposes orientation modules, workshops, and first-year seminars that introduce students to foundational concepts in GenAI, ethical use, and academic integrity.
   - COLL and major courses: Suggests low-barrier strategies for integrating AI literacy into general education and disciplinary coursework, including tagged "AI-Proficiency" courses, digital micro-credentials, and undergraduate research grants focused on AI.

- Capstone and career focus: Encourages departments to incorporate AI modules in senior projects, internships, and co-curricular career development programs that help students reflect on AI's impact in their fields.

In addition to the above recommendations for the undergraduate experience, William & Mary graduate programs may consider using the GenAI Proficiency Statement to map out graduate experiences that develop AI proficiencies within specific disciplines.

2. Faculty AI literacy: In the summer of 2024, STLI conducted a landscape analysis of 35 of William & Mary's peer institutions, revealing a variety of approaches to supporting instructors in navigating the challenges and opportunities of generative AI in higher education. This analysis resulted in the GenAI Instructional Support Framework for developing faculty AI literacy (see Appendix H). This framework for developing faculty AI literacy is based on the following four pillars.

    a. Foundational teaching and learning: Institutions are most commonly supporting faculty AI literacy through workshops, webinars, resource repositories, and ethics-focused discussions. For example, Boston College's Center for Teaching Excellence offers sessions on best practices for integrating GenAI into teaching, while Boston University's AI Teaching Co-Lab provides a monthly forum for faculty to share experiences and strategies. Comprehensive online resource hubs, such as those at Georgetown University and Vanderbilt University, supply ongoing access to best practices, assignment guidelines, and policy information for AI integration. Ethics is a recurring theme, with institutions like Wake Forest and the University of Delaware hosting regular forums and seminars on the ethical implications of AI in education. STLI has mirrored and expanded on these efforts at William & Mary, offering the AI Quick Bites series, workshops, and Community Conversations, as well as the Teaching & Learning Symposium and collaborative book discussions with University Libraries. STLI also developed the "Designing for Learners: Generative AI in Teaching" short course, which has already attracted 141 W&M faculty participants. Ethical considerations are foregrounded in both dedicated course modules and ongoing programming.

    b. Digital initiatives: Beyond foundational support, institutions are building digital fluency through targeted programming, partnerships with IT and technology units, and certification programs. For instance, the University of Central Florida and University of California, Irvine offer comprehensive digital fluency workshops and safe AI experimentation environments. STLI has similarly partnered with IT to provide Microsoft Copilot training and offers a certificate for faculty completing its GenAI short course.

    c. Academic innovation: Academic innovation is fostered through innovation grants, task forces, and communities of practice. Peer institutions like Emory and Duke provide seed grants for faculty AI projects, while the University of Virginia and Notre Dame have established task forces to guide institutional AI strategy. At William & Mary, STLI supports faculty-led exploration through University Teaching & Learning Projects and participates in broader working groups and policy initiatives.

d. Research and development: Finally, research and development efforts are anchored by cross-institutional collaborations, feedback mechanisms, and the publication of findings. Georgetown's partnerships and grant programs, as well as Vanderbilt and Harvard's dissemination of research outcomes, exemplify this approach. STLI advances research through initiatives like the ARII Grant on Generative AI and Democracy, regular faculty and student surveys, and the publication of research on AI ethics, change management, and digital fluency.

To further develop faculty AI literacy, the AIIPC should consider building a more comprehensive and sustainable support system for AI literacy at William & Mary that features the following:

- Expanding certification offerings
- Creating a dedicated AI innovation grant
- Formalizing communities of practice
- Enhancing cross-institutional research partnerships
- Implementing longitudinal assessments of AI literacy initiatives; and
- Continue to build a repository of centralized AI teaching resources.
- Expanding funding for innovation grants, pilot programs, and research and development.

3. Staff AI Literacy: The EDUCAUSE ALTL framework highlights that staff must be equipped to facilitate AI adoption, assess its institutional impact, and uphold ethical standards while fostering a culture of responsible AI use. William & Mary would benefit from building on the foundation of a multifaceted approach to supporting staff AI literacy, recognizing the need for accessible, practical learning opportunities and clear guidance as generative AI tools become increasingly integral to campus operations. Institutions are developing staff AI literacy through targeted training, practical workshops, and hands-on opportunities. For example, the SUNY system offers a six-week "Introduction to Artificial Intelligence for Higher Education" course for staff and administrators, awarding digital badges upon completion. Barnard College provides open lab sessions and individualized department workshops for staff to experiment with AI tools. Universities like Michigan State and Arizona State partner with tech companies to provide campus-wide access to AI tools, paired with staff training and support.

   William & Mary's university libraries have already played a central role in this process by launching their own version of the "AI Quick Bite" series, concise presentations designed to help staff and faculty understand the possibilities and perils of emerging AI tools. In addition to these workshops, University Libraries also offers a comprehensive research guide on their website: Generative AI: Supporting AI Literacy, Research, and Publishing. University Libraries and STLI also collaborated to offer book groups on AI topics.

   To further advance staff AI literacy, possibilities include offering asynchronous online modules for flexible learning and creating peer-led discussion groups where staff can share experiences and strategies. Continued development of clear, role-specific guidelines and opportunities for

collaboration across units will help ensure that all staff members are equipped to use AI responsibly and effectively as part of William & Mary's evolving digital ecosystem.

C. Use of AI in Research

Intersecting the use of AI in teaching and learning are the ways in which faculty and students use AI in their research. Many of the sections above deal with how expectations are set in the classroom, to include student research as part of class assignments or in working in labs. Like the points raised for teaching, having clarity in understanding about the acceptable uses of AI in research is important.

There are currently no policies in place that specifically discuss the use of AI in research. In particular, current William & Mary policies do not indicate how AI may or may not be used in research in general, whether in the form of literature reviews, data analysis, draft writing or anything else.

One possible model for proceeding can be found at Stanford University, which in 2024 formed an AI at Stanford Advisory Committee. That committee's January 2025 report addressed the various uses of AI in research and listed five areas of importance: 1) authorship, 2) misconduct, 3) review and writing of proposals, 4) training AI on student work, and 5) oversight on using data for AI research. The report also identified multiple legal issues that required further attention. Emerging codes of conduct for faculty research in university settings has also occurred elsewhere (most notably at University of Rochester, California State University). Four issues were listed as central to regulating the use of AI for research:

- Transparency—documentation of use of AI in research design and reporting
- Ethical oversight—institutional review boards or AI ethics committees
- Faculty autonomy with guardrails—encouraging innovation while ensuring accountability
- Education and training—equipping faculty with the skills to use AI responsibly

This section focuses on three areas of AI use in research that require attention as William & Mary codifies policies and practices for the ethical use of AI in research. The first reviews how AI can become an effective research tool for faculty and students. The second section considers the fidelity of using AI in Research, and the third section discusses the public reporting of AI usage in research.

AI is rapidly reshaping how research is conducted across disciplines. From bioinformatics and environmental modeling to nuclear and particle physics, AI tools are enabling novel methodologies, accelerating discovery, and enhancing the reliability of scientific outputs. At William & Mary, incorporating AI as a core research tool represents an opportunity to advance scholarship, attract external partnerships, and prepare students to thrive in an increasingly data- and AI-driven world.

Support for AI Use in Research

William & Mary has made significant progress in integrating AI into research across a range of disciplines. Individual research groups—particularly in data science, physics, and computational fields—are actively applying AI models to support data analysis, simulation, and discovery. The university is also leading several AI-focused research projects in collaboration with other universities and national laboratories, supported by competitive external grants. Beyond research, W&M plays a central role in national and international community-building. For example, it has been instrumental in organizing the AI4EIC workshop series, which brings together the nuclear physics community to explore AI

applications for the forthcoming Electron-Ion Collider. Similarly, the AI4Fusion Summer School, hosted annually on campus, offers students structured training in AI for fusion energy and supports long-term workforce development. Faculty workshops to support use of AI in research are ongoing (e.g., AI Essentials Summer Series: AI Tools for Research, Generative AI: Supporting AI Literacy, Research, and Publishing).

These initiatives already reflect strong faculty leadership and growing student engagement in the advancement of cutting-edge AI technologies. Nonetheless, the current landscape remains fragmented, with considerable variation in resources, practices, and infrastructure across academic departments. While fields such as computer science and data science have developed well-established frameworks for trustworthy and responsible AI development, other disciplines—despite their valuable perspectives and growing interest in AI—may face structural challenges, including limited access to formal guidance, technical infrastructure, or specialized training. Additionally, some departments may have fewer opportunities to engage with established methodologies or tools for interdisciplinary AI research, which could hinder their competitiveness in securing external funding. An institution such as William & Mary, with its strong foundation in the liberal arts and sciences, is uniquely positioned to harness the transformative potential of AI across a wide spectrum of applications spanning both the arts and the sciences. To address these challenges and promote equitable participation across disciplines, William & Mary would benefit from: investing in seed funding to catalyze emerging research that leverages AI; fostering interdisciplinary research hubs; and establishing mechanisms to connect research groups with industry partners. A coordinated institutional framework would further promote best practices in reproducibility, ethical AI use, and cross-disciplinary collaboration, ensuring a more inclusive and robust AI research ecosystem across the university.

Peer institutions have adopted a range of structured approaches to using AI in research, which fall into three main categories:

a. AI Research Centers and Institutes: These are dedicated labs or centers that coordinate interdisciplinary AI research. Examples include the NSF-supported AI institutes, such as the Institute for Artificial Intelligence and Fundamental Interactions (IAIFI), and the Michigan AI Lab, which serve as institutional anchors for faculty collaboration, community events, and AI policy discussions.
(Examples: MIT, University of Michigan, UC Berkeley)

b. Cross-Disciplinary Collaborations and National Infrastructure: National computational, data, and educational resources—such as the High Performance Data Facility (HPDF) at Jefferson Lab and the National AI Research Resource (NAIRR)—are expanding access to the infrastructure necessary for advancing AI research across disciplines. These platforms support scalable, reproducible, and collaborative workflows by enabling data access, model training, and interdisciplinary research integration. Building on these foundations, research consortia are forming to coordinate the use of shared resources and to foster cross-institutional collaboration on complex scientific challenges. For example, the Trillion Parameter Consortium (TPC) is addressing the technical and scientific demands of developing large-scale generative AI models. OpenAI recently announced an investment of $50M to create a consortium to advance research and education with AI in higher education. NextGenAI is a consortium of 15 leading research institutions, building on the work these universities are doing to accelerate the next generation of research breakthroughs, to build AI-

fluency in the next generation of students, and to imagine how AI can fuel universities and libraries into the future.

c. Standards and Responsible AI Frameworks: Universities and research coalitions are adopting best practices for responsible AI use, including shared benchmarks (e.g., MLCommons), tools that enhance transparency and reduce hallucinations in generative AI (e.g., RAGAS for evaluating retrieval-augmented generation systems), robust uncertainty quantification covering both aleatoric (data-driven) and epistemic (model-based) components, and ethics-guided development aligned with OECD and GPAI principles for human-centric, safe, secure, and trustworthy AI. These integrated practices are especially critical in high-stakes domains such as healthcare, biomedical research, and climate modeling, where reliability, interpretability, and risk-awareness are paramount. Workshops, training, and resources are available through BigScience, OECD resources on AI, *Nature*, etc.

To remain competitive and responsible in AI-driven research, William & Mary should consider taking the following steps

1. Formally establish an AI research hub or center that supports interdisciplinary collaboration, coordinates with national initiatives, fosters industry partnerships, and provides centralized resources and strategic guidance.
2. Adopt shared standards and tools for evaluating AI reliability, reproducibility, transparency, and uncertainty quantification, especially in federally funded or high-stakes domains such as healthcare, climate science, and national security.
3. Support training and community engagement—building on successful initiatives like AI4EIC and AI4Fusion—by institutionalizing summer schools, workshops, and hackathons that blend technical rigor with responsible innovation.
4. Create incentive structures (e.g., seed grants, fellowships) to encourage collaborative AI research across departments and to identify and foster opportunities in disciplines that are not yet fully leveraging AI.
5. Expand undergraduate and AP-aligned research opportunities to introduce AI early in the academic journey, and create pathways for students to engage with interdisciplinary research labs at W&M. This supports the vision of leveraging AI across the university from the outset.

By aligning institutional policy with national trends and peer best practices, William & Mary can ensure it remains at the forefront of innovative, impactful and ethical AI research.

Fidelity, Integrity, and Oversight When Using AI in Research

It is critical to maintain research integrity in all activities occurring on campus, for faculty and students alike. A primary concern with the use of AI in research is the propagation of inaccuracies, false information, biases, and ethical issues. One form of AI in research is the use of synthetic data (i.e., creating artificial datasets that mimic the characteristics of real-world data for use in research and development). Other uses of AI in research involve literature reviews, analysis of data (both quantitative and qualitative), synthesis of results, and polishing up manuscripts.

The William & Mary Research Compliance Office oversees the implementation of the rules, regulations, policies and standards that govern research on campus. Central to research compliance is conducting research with integrity, ethics, and honesty, and in accordance with all applicable laws. Compliance applies not only to research conducted by faculty, it also covers post-docs, staff, and students. Research using human subjects requires Institutional Review Board approval, as well as research involving animals and/or hazardous materials.

Several universities provide guidance on research integrity when using AI. The University of Virginia outlines the role of transparent disclosure and attribution, the ways AI-generated content should be acknowledged, and the role of ethics and research integrity when using AI. Like students, the 2025 Educause AI Landscape Study stated that faculty report using AI in their research to summarize content, brainstorm, and edit their writing. The findings highlighted how faculty felt they lacked clear guidance on research integrity, disclosure of AI use in publications, and ethical data handling.

A recent report by Baytas and Rudeiger (2025)[3] for ITHAKA concluded that "Most researchers have already experimented with AI, but far fewer have settled on productive ways of integrating the tools for the longer term.

- Researchers seek further clarity around ethical standards and best practices to ensure research quality and integrity can be maintained.
- Instructors and researchers see a gap in discipline-specific support resources at their institutions and are concerned about having secure, affordable access to generative AI tools. They also demonstrate a need for more education on the generative AI product landscape for higher education." (p. 5)

Several topics should be addressed by the AIIPC regarding research integrity:

a. Establish policies regarding the use of synthetic data, which is used to mimic a real dataset by learning its statistical properties and patterns through generative algorithms. The methodology for producing and validating the fidelity of a synthetic dataset must be clearly documented and be reproducible in the publication.

b. Training on AI Limitations is required as GenAI output could be a hallucination, thus critical thinking and verification of data sources are required.

c. Processes for human review should be included in data analysis and in data accuracy.

d. AI tools should be evaluated for reliability prior to using them regularly in research.

REPORTING OF AI USAGE IN RESEARCH

Researchers must clearly disclose the use of generative AI tools in all research outputs. Such disclosures must include the exact AI tool utilized (e.g., Chat GPT, Deep Research) along with its version. Researchers are required to explicitly identity which sections or elements of their work were generated or significantly assisted by generative AI and ensure these details are integrated consistently with existing citation practices.

[3] Baytas, C., & Ruediger, D. *Making AI generative for higher education: Adoption and challenges among instructors and researchers*. ITHAKA. https://sr.ithaka.org/publications/making-ai-generative-for-higher-education/

The use of GenAI relative to copyright and IP matter is rapidly changing and will likely remain in flux over the coming years. Both William & Mary and GenAI users should keep abreast of the changing legal landscape. GenAI users should adhere to state, local, and federal laws around copyright, especially those laws around fair use.

W&M GenAI users should use caution when inputting W&M or personal intellectual property into non-W&M approved GenAI tools because of the risk of granting access to that intellectual property. Resnick and Hosseini (2025) provided a framework to identify the substantial use of AI when it: "1) produces evidence, analysis, or discussion that supports or elaborates on the conclusions/findings of a study; or 2) directly affects the content of the research/publication" (p. 1). They argue that citation of AI use by faculty should be mandatory when an AI tool makes decisions that could affect research results, when AI analyzes content or data (e.g., qualitative coding of transcripts), or when AI generates manuscript materials (e.g., visuals, data, content) (p. 1). All faculty should be knowledgeable on appropriately citing the use of AI in their research.

SWEM libraries are hosting a series of workshops in Summer 2025 on AI. These topics are general in nature, though some in the series directly address use of AI in research and the ways to cite its use. Many journals now require disclosure of use of AI in submitted manuscripts (e.g., Science journals). At minimum, researchers should acknowledge the use of AI tools explicitly, either within the acknowledgments section or in supplementary materials accompanying the main publication. To maintain clarity and consistency, academic departments and schools are advised to create and distribute standardized templates for acknowledging AI contributions.

Many universities post tools to help faculty determine the appropriate ways to cite use of AI in their research. For example, Purdue University provides a resource to help faculty understand how to report out use of AI in their research publications. It is important to recognize the influence of disciplinary norms on how citations occur. For example, Harvard University notes that APA recommends citing when AI is used in research writing whereas as MLA does not.

To support faculty use of AI in their research, William & Mary should:

a. Provide centralized resources to guide faculty and students on ways to cite the use of AI in their publications and papers.

b. Provide training and resources to keep faculty and staff up to date on legal perspectives for citation of their work and their intellectual property rights.

c. Support professional development to help faculty understand the links between cited AI use and the honor code. Faculty and students should adhere to the university's code of conduct around academic integrity, plagiarism and the use of unauthorized resources.

D. GenAI in University Operations

The overall approach to recommending the use of GenAI in university operations emphasizes responsible innovation, with a strong focus on data privacy, accuracy verification, and governance. In order to mitigate risk, support ethical use, and address concerns around replacing humans, we are recommending a human-in-the-loop approach. The university community must consider security and privacy as the top priority when handling sensitive university or research data. If used carefully and ethically, W&M can gain operational efficiency and strategic value from GenAI.

On the administrative side, GenAI should be considered to streamline processes in areas such as:

- Enrollment management: Appropriately labeled GenAI tools (chatbots, etc.) could answer questions about deadlines, documents, or other frequently asked Admission questions.
- Financial aid: Use GenAI tools to help with the translation of financial aid terminology into plain language, individualized for each student.
- Course registration: If course demand exceeds capacity use GenAI tools to suggest alternate sections.
- Student advising: Advisors could leverage GenAI tools to draft emails or meeting summaries.
- Policy development: Use GenAI tools to draft and proof university policy documents, ensuring that human reviews all final drafts.
- Customer Service: GenAI tools could help students quickly and easily find answers to questions about campus policy and processes.

While GenAI is busy making university operations more efficient, W&M should adhere to the best practice of performing a generative AI impact assessment. The focus should be on assessing generative AI output to evaluate risks and to augment human capabilities and free up time for more complex, high-value tasks. GenAI output should always be verified to ensure the accuracy of GenAI results, especially before publishing.

1. Data analysis and Predictive modeling. Similar to other universities, W&M could consider leveraging GenAI for data analysis and predictive modeling. These tools can help institutions make more informed decisions about resource allocation, student support services, and strategic planning. However, the university community must use caution when leveraging GenAI with student information or other sensitive university data.
2. Coordination and Governance. The campus community should publish a clear set of expectations and best practices around leveraging GenAI in university operations. This includes developing and communicating policies, standards, guidelines, and approved AI tools. This also includes a GenAI innovation and policy committee to update and maintain related policies and guidelines.
3. Training. As a university, W&M would do well to adopt a training program so that campus administrative staff are equipped to effectively leverage GenAI tools.

E. GenAI and AI Security & Privacy Recommendations

To safeguard sensitive data and maintain institutional integrity W&M needs to make data security a priority. W&M also needs to develop clear and accessible usage guidelines and establish a GenAI tool review process. Ultimately, W&M users are responsible for safe and ethical use of GenAI tools and are expected to use them appropriately.

1. Prioritize data security: W&M should implement strict protocols to prevent unauthorized data sharing or exposure through GenAI platforms, especially for student, financial, and proprietary information. IT has existing policies around data security and data classification (IT Policy ITP29) which also apply to GenAI data usage.

2. Develop clear usage guidelines: W&M should establish rules for appropriate GenAI use, including restrictions on inputting sensitive data and requirements to disclose GenAI-generated content. See current Generative AI Best Practices.

3. Establish a Thorough AI Review Process: W&M should establish a GenAI review process: Create a dedicated procedure to evaluate GenAI tools and vendors before adoption, ensuring alignment with institutional policies, resources, and priorities. Factors to consider include are data ownership and privacy. See AI at W&M Generative AI Tools.

4. Update Existing Data Security Training: W&M IT conducts yearly information security training around current risks and threats. This training should be updated to include data security related to GenAI to ensure that faculty and staff are aware of existing processes, policies, and guidelines.

5. Update Existing Procurement Processes: W&M Supply Chain has an existing contract form addendum (CFA) which helps to address third-party risk through contracting. That CFA should be reviewed for GenAI-specific risks including data use and privacy. The default language should be something like "no training on institutional data unless explicitly permitted."

F. GenAI Copyright and IP Matters Recommendations

The use of GenAI relative to copyright and IP matter is rapidly changing and will likely remain in flux over the coming years. Both W&M and GenAI users should keep abreast of the changing legal landscape. W&M should work to provide training and resources to keep faculty and staff up-to-date, from a legal perspective. W&M GenAI users should use caution when inputting W&M or personal intellectual property into non-W&M approved GenAI tools because of the risk of granting access to that intellectual property. The following recommendations apply:

- W&M should support individuals so that they can comply with the relevant copyright rules and norms.
    - The university should leverage external resources (legal advice) in order to work with the campus community to develop best practices around copyright related to AI-generated content, including but not limited to citation, attribution, authorship, and research innovation.
- GenAI users should adhere to state, local, and federal laws around copyright, especially those laws around fair use.
- GenAI users should adhere to the university's code of conduct around academic integrity, plagiarism and the use of unauthorized resources.
- GenAI users should remain apprised of current developments in GenAI copyright law, because copyright law focusing on GenAI continues to be a developing topic.
- GenAI users should not input university or personal intellectual property into non-approved GenAI applications.

VI. CONCLUSION

Many groups on campus are addressing the AI training and development needs of faculty and students. So too are there many advisory frameworks and guidelines. Intensive work using AI already exists within the faculties of computer science, data sciences, and physics, as well as in the Mason School of Business. Beyond these hubs, individual faculty have engaged with AI in their classrooms and in their own research. Yet, campus members require more guidance, policy guard rails, and training on the appropriate use of AI in their work.

After a year of investigation, the AIPI has concluded that many gaps remain in the oversight and guidance of ethical uses of AI on campus. We offer several immediate calls to action in this report that comprehensively describe numerous areas where William & Mary needs to continue to focus attention. Most important of all, the university must urge faculty and others alike to provide clarity on (1) when, how, and where AI may be used; (2) how equitable access to university-supported AI tools and associated training are assured; and (3) how to best fulfill the need for centralized guidance on policy and frameworks to direct campus members. William & Mary holds the potential to leverage the power of AI in teaching, research, and operations, and achieving the vision of AI on campus requires both immediate action and a strategic plan to fully leverage the power of this disruptive technology.

APPENDICES

Appendix A

Sample Syllabus Language

Studio for Teaching & Learning Innovation Example

Generative A.I. [Describe your course-specific policy regarding the use of AI-related content]. Below are some sample policies to consider. If you're looking for more comprehensive guidance, STLI likes this resource from Pepperdine.

- The use or incorporation of any AI-generated content (from ChatGPT, Dall-e, etc.) in assignments is not allowed. Submitted work may be reviewed, as needed, for AI-generated content.
- All work submitted in this course, whether in draft or final form, must be your own and must be cited appropriately. You may incorporate AI-generated content or ideas in assignments, but you must cite this content, and you must fact-check all material, because AI-generated content often contains falsehoods and fictional sources. Citations must include which AI platform generated the content, and the specific prompts used to generate content.
- In this course, we will explore the use of AI-generated content as a [insert objective - educational/societal/other] tool. You will analyze the [insert here - quality/ethics/bias/etc.] of this content. Ideas and content generated by you, and those that are AI-generated, should be clearly delineated and cited accordingly.

Sample Assignment Language for Syllabi

In this course we will practice responsible use of AI and maintain academic integrity. Following are guidelines that you'll see throughout the course that outline my expectations for the ways you'll use (or not use) AI on each assignment.

AI-FREE ASSIGNMENT | No AI use permitted For optimum learning to occur, it's necessary to do your own thinking without AI assistance.

AI-LIMITED ASSIGNMENT | Use AI within Guidelines You can use AI within the guidelines provided in the assignment. Examples include:

- Ideation and Research (AI can be used to help generate ideas, organization and information gathering)
- Limited Word Usage (AI language can be inserted but cited within an assignment)

AI-FRIENDLY ASSIGNMENT | Use AI Responsibly You can use AI in this assignment at will, but it should be cited. Use the following MLA resource and APA resource for guidance.

Mason School of Business Example: Artificial Intelligence Guidance for Students

The following categories were built to aid Mason instructional faculty in communicating their policies to students about AI usage in their courses. We hope these categories will provide a degree of consistency across business programs.

CATEGORY 1: No AI Assistance

You may not receive help from any AI tools including editing applications (e.g., Grammarly), generative AI (e.g., ChatGPT), or AI tools integrated within software platforms (e.g., Microsoft Office). All work must be 100% your own. It is an honor code offense to use AI tools for assistance on this assignment in any way.

CATEGORY 2 - AI for Learning and Practice

You may use AI tools for learning and practice. This means you can use AI to learn concepts, practice problem-solving, and enhance your understanding of the course material. However, any work submitted for grading must be 100% your own and not the result of AI assistance (i.e., the final work produced must be solely your own). It is an honor code offense to submit work for grading that was produced with the aid of AI.

CATEGORY 3 – AI for Brainstorming Only

You may use AI tools on your assignments for brainstorming only. This means that you can use AI to generate some initial ideas or inspiration. However, you must not copy or submit any content produced by AI as your own work. You must clearly indicate in your citations when and how you used AI for brainstorming purposes. It is an honor code offense to use AI tools for more than brainstorming without explicit permission.

CATEGORY 4 - AI for Limited or Specific Tasks

You may use AI tools as outlined by your instructor in the assignment guidelines. You must clearly indicate in your citations when and how you used AI for these purposes, and you cannot use AI to generate or assist in generating content beyond that outlined in the assignment. It is an honor code offense to use AI tools for more than the strictly outlined tasks without explicit permission. Instructor note: For CATEGORY 4, instructors must indicate the specific usage of AI permitted under this assignment category. Specific usage may include:

- editing (e.g., Grammarly)
- analyzing data
- generating statistics
- writing first draft of code
- performing calculations
- generating ideas
- writing drafts
- providing feedback
- revising assignments
- assisting in creating work

Appendix B

Sample Honor Code Verbiage

"In cases where students use generative AI in a way that violates an instructor's articulated policy, or where a student uses generative AI in a way not expressly permitted by the faculty member, the procedures and remedies outlined in the Procedural Appendix to the Honor Code, as administered by the Office of Academic Standards, will be used to resolve the matter. The purpose of this academic integrity policy is not to be overly punitive, but to ensure that you engage genuinely and deeply with your course material in today's technology-rich learning environment. Of course, AI is changing the world, and you will most likely use it in your chosen field. But the University also wants to ensure that you acquire the knowledge and skills that your assignments are meant to produce, and that you are prepared to apply them after graduation in this new, complex, and ever-changing world. With this in mind, remember that representing work that you did not produce as your own, including work generated or materially modified by AI, constitutes academic dishonesty. Use of generative AI in a way that violates an instructor's articulated policy or using it to complete coursework in a way not expressly permitted by the faculty member, will be considered a violation of the Honor Code. The University is committed to working continually to help you learn at a depth that prepares you to weather not only this technological pivot, but also the ones that follow." (Notre Dame)

Appendix C

Examples of AI Use and Honor Council Frameworks

As universities respond to growing concerns about generative AI in student work, many honor councils have adopted structured frameworks to guide suspicion-based investigations. Most institutions apply either a "preponderance of evidence" (more likely than not) or a "clear and convincing" standard to determine misconduct. William & Mary currently employs only one standard—beyond a reasonable doubt.

Crucially, schools like Hamilton College and UVA explicitly caution against relying solely on AI detectors like Turnitin's AI writing indicator, citing high false-positive rates and equity concerns. Instead, detectors are treated as preliminary tools that must be paired with qualitative evidence and contextual analysis to reach the threshold of proof.

To evaluate whether a student used AI without authorization, universities increasingly rely on textual indicators and writing analysis. Red flags include mismatches in writing voice, vague or generic responses, hallucinated sources, or overly structured formatting—signs that suggest AI generation. Faculty are encouraged to compare suspicious work with prior writing samples, probe for class-specific references, and talk with students about their writing process. Some institutions even simulate AI outputs using ChatGPT to see how closely a student's submission aligns. These patterns, when considered together with tool-based evidence and student input, help determine the likelihood of AI use.

The investigation process generally follows a clear sequence: the instructor documents concerns, has an initial conversation with the student, and submits a formal report if concerns persist. Integrity boards then review all evidence—including AI scores, writing analysis, and student interviews—using a defined proof standard before making a decision. Institutions emphasize due process, caution against over-reliance on detection tools, and call for a holistic, fair approach grounded in transparency, equity, and academic integrity. The evolving consensus: no single method can confirm AI use, but a triangulation of tools, writing patterns, and student engagement offers a sound basis for evaluation.

Honor Council Frameworks

Standards of Proof for AI-Related Misconduct

- Hamilton College: Uses "clear and convincing" evidence standard. AI detectors are not admissible as sole evidence. (hamiltonmonitor.com)
- University at Buffalo: Uses "preponderance of evidence" (more likely than not). Faculty are encouraged to report based on reasonable suspicion. (buffalo.edu)
- University of Tennessee at Chattanooga (UTC): Also uses preponderance of evidence standard. (utc.edu)
- University of Virginia (UVA): Historically applies a very high standard of proof. An internal task force recommends excluding AI detectors from evidence. (honor.virginia.edu, cavalierdaily.com)

Voting Requirements in Honor Hearings

- Hamilton College: Requires a two-thirds vote from Honor Court to find a student guilty. (hamiltonmonitor.com)
- UVA: Exploring how to adapt its single-sanction system and proof thresholds for AI cases. (honor.virginia.edu)

Use of AI Detectors as Evidence

- Hamilton College & UVA: Do not allow AI detector results as standalone evidence. (hamiltonmonitor.com, cavalierdaily.com)
- University at Buffalo: Views detectors as preliminary tools only; recommends corroborating evidence. (buffalo.edu)
- University of Kentucky: Warns of low reliability; Turnitin cannot link flagged content to sources. (provost.uky.edu)
- Liberty University: Endorses Turnitin AI detector; uses 0.8+ score threshold as proof. Prohibits use of other detectors. (liberty.edu)
- University of Massachusetts & University of Pittsburgh: Have disabled or rejected Turnitin's AI checker over false-positive concerns. (umass.edu, teaching.pitt.edu)
- UTC & Utah State University (USU): Allow AI detector results as part of a larger evidentiary packet. (utc.edu, usu.edu)

Qualitative Indicators of AI-Generated Work

- Common red flags across institutions:
    - Inconsistent voice or skill level compared to past work (e.g., buffalo.edu, umass.edu)
    - Generic content or misalignment with class material (e.g., union.edu, booth.eiu.edu)
    - Logical gaps, hallucinated sources, or factual errors (e.g., buffalo.edu)
    - Overly uniform structure or formatting artifacts (e.g., booth.eiu.edu, liberty.edu)
    - Lack of personal insight or connections to class discussion (e.g., usu.edu)
- Best practice: Use multiple red flags in combination, not any one sign, to build a strong case. (usu.edu)

Instructor Strategies for Investigating Suspicion

- Initial steps: Gather comparative writing samples and run informal checks. (nmu.edu, utc.edu)
- Student interviews: Ask students to describe their writing process; openness may resolve doubts. (union.edu, utc.edu)
- Resolution options: Some universities permit informal resolution or assignment redo if the student acknowledges unauthorized AI use. (umass.edu, usu.edu)

Formal Reporting and Hearing Process

- Documentation: Must include suspicious work, syllabus policy, writing comparisons, and any AI detector evidence. (utc.edu)
- Syllabus policies: Clearly stating AI use rules is critical for upholding charges. (buffalo.edu)
- AI misuse charge types: Often filed under "unauthorized aid" or "falsifying academic materials."
- Evidence review: Boards weigh detector results, writing anomalies, and student explanations.
- Deliberation and decisions:
    - Standard of proof applied (preponderance or clear and convincing)
    - Rubrics used to guide questions about AI use, intent, and authorship (e.g., hamiltonmonitor.com)
    - Sanctions assigned based on severity and student history

Institutional Training and Policy Development

- UVA: Provides task force scenarios for training Honor Committee on AI-related cases. (honor.virginia.edu)
- Stanford: Equates unpermitted AI use with unauthorized collaboration. (hamiltonmonitor.com)
- Rice University: Allows AI detector results in reports, but not as sole evidence; recommends using GoogleDocs history, customized prompts, and classroom-specific expectations. (honor.rice.edu)
- Emory: Suggests practical techniques like reviewing editing history to detect misuse. (emory.edu)

General Trends and Recommendations

- Most universities:
    - Acknowledge unreliability of AI detectors
    - Emphasize holistic review combining writing traits, AI tools, and student interviews
    - Encourage instructor discretion and context-sensitive investigation
    - Provide training and policy updates to adapt to AI developments

Appendix D

AI Use Sample Framework

Given the lack of frameworks or rubrics found in our research, we used Perplexity AI to generate a framework draft using the research collected from institutional policies online.

Evidence Standards and Burden of Proof

- Requires proof that is compelling, supported by clear evidence. William & Mary currently employs only one standard—beyond a reasonable doubt.

Types of Evidence and Weight

1. AI-Detection Tools

- Role: Preliminary indicator, not standalone proof.
- Thresholds:

Low Reliability: Tools like GPTZero or Copyleaks require corroboration (e.g., Turnitin's 0.8+ confidence score).

High Reliability: Only admissible if the tool is institutionally vetted (e.g., Liberty University's Turnitin policy).

2. Qualitative Writing Indicators

- Red Flags:
    - Style Inconsistency: Sudden shifts in voice, fluency, or complexity compared to prior work.
    - Logical Gaps: Hallucinated citations, factual errors, or incoherent reasoning.
    - Generic Content: Lack of course-specific references or personal insights.
- Weight: Multiple coinciding anomalies strengthen the case.

3. Investigative Corroboration

- Student Interview: Ability to explain methodology, defend content, or produce drafts.
- Comparative Analysis: Discrepancies between in-class writing and submitted work.

Decision-Making Framework

1. Initial Assessment

- Confirm the course's AI policy was clearly communicated in the syllabus.
- Require faculty to document anomalies and run comparative writing checks.

2. Holistic Evaluation

Evidence Type	Low Suspicion	Moderate Suspicion	High Suspicion
AI Detector Score	<50%	50–80%	>80%
Qualitative Red Flags	0–1 indicators	2–3 indicators	≥4 indicators
Student Explanation	Plausible	Inconsistent	Unconvincing

Safeguards and Best Practices

- False-Positive Mitigation: Exclude non-native English speakers' work from detector-heavy evaluations.
- Transparency: Provide students access to detection reports and allow rebuttals.
- Training: Regular honor council workshops on AI writing patterns and detector limitations.

This framework prioritizes equity by requiring multiple evidence streams and human oversight, reducing reliance on error-prone tools. Institutions should tailor thresholds to align with their existing honor code standards.

Appendix E

Learning Theories Informing AI Classroom Practices

There are several learning theories that can inform the improvement of teaching and assessment using AI.

TPACK Framework (for any tech, including AI)

- Content Knowledge (CK):
  Understanding of the subject matter to be taught (e.g., history, biology, writing).
- Pedagogical Knowledge (PK):
  Knowledge of teaching methods, learning theories, classroom management, and assessment.
- Technological Knowledge (TK):
  Familiarity with digital tools and technologies — in this case, understanding AI tools (e.g., generative AI like ChatGPT, adaptive platforms, AI detectors).
- Technological Content Knowledge (TCK):
  Understanding how AI can support or transform subject-specific learning (e.g., using AI to generate math problems or simulate historical scenarios).
- Technological Pedagogical Knowledge (TPK):
  Knowing how to use AI tools to support teaching strategies (e.g., differentiating instruction, giving formative feedback, or facilitating peer review with AI).
- Pedagogical Content Knowledge (PCK):
  Expertise in how to teach specific content effectively (e.g., best ways to scaffold writing or explain scientific models).
- Technological Pedagogical Content Knowledge (TPACK):
  The integrated knowledge required to teach content effectively using AI in pedagogically sound ways. It reflects a teacher's ability to blend content, pedagogy, and AI tools meaningfully.

Constructivism (Piaget, Vygotsky)

Core Idea: Learners construct knowledge actively through experience and reflection.

Relevance to AI:

- Assignments that incorporate AI tools (like ChatGPT or image generators) can scaffold exploration and problem-solving, allowing students to generate content, analyze outputs, and revise their work based on feedback.
- Encourages experiential learning where students learn by doing — using AI to simulate real-world tasks (e.g., writing, coding, brainstorming).

Example: Students compare AI-generated responses with human-written ones to evaluate bias, accuracy, or clarity.

Social Constructivism (Vygotsky)

Core Idea: Learning is a social process shaped by dialogue, collaboration, and cultural context.

Relevance to AI:

- Promotes peer discussion and collaboration when students critique or refine AI-generated outputs together.
- Encourages zone of proximal development: AI can act as a "more knowledgeable other," helping students reach higher levels of performance with guided support.

Example: Group assignments where students refine a shared essay draft produced initially with AI assistance.

Bloom's Taxonomy (Revised)

Core Idea: Categorizes cognitive learning objectives from lower to higher-order thinking.

Relevance to AI:

- AI tools can automate lower-level tasks (e.g., remembering, understanding), allowing assignments to focus on higher-order skills like analyzing, evaluating, and creating.
- Assignments can require students to evaluate AI outputs, improving critical thinking.

Example: "Critique the argument generated by an AI on climate change. What assumptions or biases are present?"

Metacognition / Self-Regulated Learning (Flavell, Zimmerman)

Core Idea: Learners improve when they monitor and regulate their own learning process.

Relevance to AI:

- Assignments that ask students to reflect on their use of AI tools (how and why they used them, what worked, what didn't) enhance metacognitive skills.
- Fosters ethical awareness of when and how AI is appropriate in learning.

Example: "Write a reflection on how you used AI to brainstorm your topic and how you modified the output to meet academic standards."

Experiential Learning Theory (Kolb)

Core Idea: Learning is a cycle of concrete experience, reflective observation, abstract conceptualization, and active experimentation.

Relevance to AI:

- Assignments involving AI enable active experimentation and immediate feedback, which supports iterative learning.

- Using AI tools can serve as the “concrete experience” that prompts deeper conceptual understanding.

Example: Design a project where students use an AI chatbot to simulate a stakeholder interview, then analyze the responses for decision-making.

Universal Design for Learning (UDL)

Core Idea: Design learning experiences that are inclusive and accessible for all learners.

Relevance to AI:

- AI can personalize assignments, generate multiple examples, and adapt content for varied learning styles and needs.
- Assignments can incorporate multiple means of representation, engagement, and expression using AI.

Example: Allow students to submit written, visual, or audio explanations of a concept — AI can assist in generating or refining those formats.

Appendix F

GenAI Proficiency Statement

The W&M AI in Pedagogy and the Curriculum Team is developing recommendations related to generative AI (GenAI) and the curriculum. Our first step has been to define what it means to be "proficient" or "literate" users of GenAI. The following document describes a set of learning objectives designed to empower undergraduate students with the knowledge and critical thinking skills necessary to navigate the complex and rapidly evolving landscape of generative AI, preparing them to engage constructively with these technologies as informed and responsible citizens. Recommendations for GenAI opportunities or requirements in the curriculum will be based on these objectives.

Cognitive Process	Functional	Critical	
		Global	*Academic Honesty and Transparency*
Understand	Explain core concepts (e.g., AI vs. GenAI, machine learning, LLM). Describe how GenAI tools are designed, how they are trained, and how they produce outputs. Identify commonly used LLMs and some software applications that use them. Identify commonly used GenAI models and applications across modalities (e.g. text, image, audio, video, 3D modeling, computer code).	Recognize that GenAI can perform some cognitive-like functions but operates fundamentally differently from human intelligence (e.g., it lacks wisdom, life experience, intuitive or ethical understanding, emotional intelligence, moral judgment, or genuine concern for the well-being of others). Recognize key ethical issues (e.g., academic integrity, transparency, access, accuracy, bias, intellectual property, environmental impact, linguistic diversity, privacy). Recognize that AI tools vary in the way they safeguard the safety and privacy of inputs and learn how to interrogate privacy statements and policies.	Recognize that permissible GenAI use is contextual (e.g., for students, permissible use may differ by course, instructor, and assignment). Locate institutional and context-specific GenAI policies, explain why such policies exist, and recognize how to apply these policies in varied instructional or workplace situations. Express terminology for describing different levels of GenAI-human collaboration.

Cognitive Process	Functional	Critical	
		Global	*Academic Honesty and Transparency*
Use & Apply	Craft and refine prompts to produce useful and accurate GenAI output. Generate prompts iteratively, progressively refining them in response to AI outputs to yield better results. Experiment with GenAI tools for varied purposes (e.g., to study, to create, to identify patterns, to improve efficiency, etc.) Explore and adapt to new developments in GenAI. Use GenAI at various stages of idea development and communication (brainstorming, organizing, summarizing, drafting, revising, etc.)	Explore how GenAI use alters learning processes. Explore ethical issues (e.g. academic integrity, accessibility, accuracy, bias, intellectual property, environmental impact, linguistic diversity, and privacy). Choose AI tools that meet the safety and privacy needs of the context. Identify new critical issues that arise as GenAI evolves.	Clarify GenAI policies for specific contexts (e.g., for courses and assignments). Describe the process used to generate content, drawing on the terminology above. Communicate when and how GenAI is used as appropriate for discipline and context. When adopting new GenAI tools, revisit existing appropriate-use policies and seek reliable guidance as needed.
Analyze & Evaluate	Analyze GenAI output for accuracy, usefulness, objectivity, and relevance (given context and task).	Reflect critically on the value of authentic human experience—human creativity, wisdom, emotional intelligence, moral judgment, engagement, positionality, and so on—as it relates to GenAI use. Evaluate the appropriateness of GenAI for different tasks and contexts.	When deciding whether to use a GenAI tool, reflect on how GenAI use can affect individual development and learning in both positive and negative ways. Develop habits that support meaningful mental effort.

Cognitive Process	Functional	Critical	
		Global	*Academic Honesty and Transparency*
		Evaluate the human roots of GenAI bias. Analyze specific ethical concerns for a given task/use of GenAI.	("Monitor your own learning" – MLA.)
Advanced Proficiency:			
Conceptualize and Create	Develop novel GenAI applications. Develop custom GenAI tools (e.g., GPTs, agents).	Identify and theorize new and future ethical and societal implications and challenges.	Develop and justify personal GenAI use philosophy. Engage in discussion about GenAI at WM.

References: MLA Student Guide to AI Literacy; Building a Culture for Generative AI Literacy in College Language, Literature, and Writing; A Framework for AI Literacy;

AAC&U W&M AI in Pedagogy and the Curriculum Team: Candice Benjes-Small, Mark Deming, Josh Erlich, Lori Jacobson, Lindy Johnson, Katalin Wargo

Appendix G

Recommendations for AI Literacy in the Curriculum

Executive Summary

This report, *Recommendations for AI Literacy in the Curriculum*, outlines a strategic and equity-driven approach to integrating generative AI (GenAI) literacy into the undergraduate experience at William & Mary. Prompted by internal disparities in AI instruction and growing student demand for guidance, the report proposes actionable recommendations grounded in both institutional values and national best practices.

A student survey conducted in Spring 2024 revealed strong interest in formal instruction around GenAI, with particular concern about academic integrity, creativity, intellectual property, and the societal implications of AI. In response, our team—working within the AAC&U Institute for AI Pedagogy and the Curriculum and in conversation with the university-wide AI Task Force—developed 1) a set of learning goals (*GenAI Proficiency Statement*) that frame AI literacy as both a technical and ethical imperative, and 2) actionable recommendations for integrating AI literacy instruction into the undergraduate curriculum.

Our recommendations are organized around three key stages of the undergraduate experience:

- Pre-Matriculation and First Year: Proposes orientation modules, workshops, and first-year seminars that introduce students to foundational concepts in GenAI, ethical use, and academic integrity.
- COLL and Major Courses: Suggests low-barrier strategies for integrating AI literacy into general education and disciplinary coursework, including tagged "AI-Proficiency" courses, digital micro-credentials, and undergraduate research grants focused on AI.
- Capstone and Career Focus: Encourages departments to incorporate AI modules in senior projects, internships, and co-curricular career development programs that help students reflect on AI's impact in their fields.

These proposals aim to ensure that every student—regardless of major—graduates with the ability to use GenAI tools effectively, think critically about their outputs, and apply them responsibly in academic, professional, and civic life.

Background

William & Mary's team at the American Association of Colleges and Universities (AAC&U) Institute for AI Pedagogy and the Curriculum came together around a shared concern: right now, some students at our university receive excellent instruction in functional and critical AI literacy, while others receive little or none. This inconsistency is more than a curricular gap; it's an equity issue.

A campus-wide student survey conducted in Spring 2024 semester revealed varied perspectives on generative AI (GenAI) in higher education and elsewhere. Many students expressed enthusiasm about AI's potential, but significant concerns emerged around:

- Academic integrity and learning quality
- Copyright and intellectual property issues

- Implications for creative fields and artistic expression
- Future impact on professional opportunities and civic life

Notably, across all perspectives, students consistently expressed a strong desire for formal instruction in AI literacy, requesting guidance on both the technical aspects and ethical implications of these technologies.

In response, our team has focused on developing strategic recommendations to ensure equitable AI literacy instruction for all students. Our work aligns with broader institutional efforts, as W&M formed a university-wide, interdisciplinary AI task force at the beginning of this academic year. Two members of our AAC&U team also serve on this task force, creating an effective channel for sharing information and ideas. In our efforts to enhance but not duplicate the work of the task force, we concentrated our efforts on the following specific goals:

1. Define AI literacy for undergraduates by establishing clear learning objectives that will:
    a. Develop students' technical understanding of generative AI tools
    b. Build critical thinking skills for evaluating AI outputs and limitations
    c. Prepare students to use these technologies ethically in academic and professional contexts
    d. Empower students to participate in broader societal conversations about AI as informed citizens
2. Provide practical, implementable recommendations for integrating AI literacy across the undergraduate curriculum.

Our recommendations reflect careful deliberation, not uncritical enthusiasm. While AI holds promise for higher education, we are even more attuned to the risks of unexamined or careless use. Without structured opportunities for engagement, students are more likely to use AI in ways that compromise academic integrity or hinder their own learning. Incorporating intentional AI instruction into the curriculum can equip students with the knowledge and critical thinking skills they need to navigate these technologies responsibly and effectively.

We view functional proficiency with AI tools as the foundation for meaningful critical engagement. Students must understand how these technologies work to thoughtfully examine their ethical, social, and philosophical implications. This dual approach – developing both technical understanding and critical thinking – aligns with liberal arts values. It enables students not merely to use AI effectively, but to question its applications, understand its limitations, and contribute to important societal conversations about technological development and implementation.

The Current Landscape

The Digital Education Council (DEC) Global AI Faculty Survey (1,681 responses from 52 participating institutions across 28 countries) reveals a need for a curriculum focused on developing AI proficiencies.

- 61% of faculty report having used AI in teaching, but most use it sparingly.
- 65% of faculty see AI as an opportunity rather than a challenge.

- Two-thirds agree that incorporating AI into teaching is essential for preparing students for future AI-augmented work environments.
- 59% of students expect increased use of AI in their education, according to the Digital Education Council Global AI Student Survey 2024.

These statistics also highlight areas of concern that could be alleviated by strategic implementation of AI proficiencies in the curriculum:

- 83% of faculty express worry about students' ability to critically evaluate AI-generated output.
- 82% are concerned about students becoming overly dependent on AI tools.
- Over three-quarters of faculty feel their institutions haven't provided sufficient resources for developing AI literacy.

At W&M, the faculty AI survey given in the spring of 2024 indicated many instructors were already incorporating or planning to incorporate discussions on the ethical implications (40.3%), strengths and weaknesses (38.4%), and general principles (39.4%) of GenAI in their classes.

Taking a more measured approach towards teaching students about generative AI helps to cultivate balanced perspectives, with the goal being two-fold:

> "…preventing blind trust in generative AI tools (i.e., characterized by an uncritical acceptance of GenAI's capabilities without proper assessment of potential risks) and blind distrust, which involves a complete rejection of GenAI's potential benefits even without explicit reasons, direct experience, or understanding of GenAI." (Lyu et.al., 2025)

Either extreme can lead to a trust crisis, where a lack of trust or overabundance of confidence in technological tools can negatively impact learning environments and the ability to navigate digital innovations (Selwyn, 2013).

Recommendations for AI Literacy in the Curriculum

The following sections present a variety of approaches to integrating AI literacy into the curriculum and the broader undergraduate student experience. A theme in our deliberations has been ease of implementation: we recognize the significant challenge posed by curricular changes, and we focused on finding flexible options with high impact and relatively low effort. We see opportunities for AI literacy intervention at three points in the curriculum: Pre-Matriculation and the First Year, COLL and Major Courses, and Capstone and Career Focus.

Pre-Matriculation and First Year: Laying the Foundation for AI Literacy

Students may benefit from an entrance experience where they explore key considerations about learning in the age of AI, preparing them to make ethical and responsible decisions about AI during their undergraduate experience. The following list offers a range of possibilities for consideration.

Pre-Matriculation Options:

AI Orientation Module

- Create an interactive online module that introduces incoming students to basic GenAI concepts, university policies, and ethical considerations
- Include scenario-based exercises where students practice making decisions about appropriate AI use in academic contexts
- Make completion mandatory before course registration, like the current College Studies pre-orientation short course

Orientation Workshop

- Incorporate a hands-on AI literacy workshop during new student orientation
- Guide students through collaborative exercises comparing human and AI-generated work, focusing on prioritizing learning goals over efficiency
- Introduce university AI policies and resources in an interactive format
- Include faculty panel discussion on AI implications across different disciplines
- Provide students with a take-home reference guide on ethical AI use at W&M

First-Year Integration Options:

First-Year Seminar Component (COLL 100 and 150)

- Develop a flexible AI literacy module that can be incorporated into existing first-year seminars
- Include hands-on activities where students experiment with GenAI tools under faculty guidance
- Structure discussion around the four domains from the proficiency statement

AI Literacy Workshop Series

- Establish a required workshop series for first-year students covering all aspects of the proficiency framework
- Partner with the library, writing center, student success, academic technology, and faculty to deliver content

First-Year AI Commons Experience

- Create a 1-credit course specifically focused on AI literacy and ethical use
- Structure around collaborative projects where students explore GenAI applications in various disciplines
- Include reflection on how AI might influence their intended major or career path

Peer-Led AI Learning Communities

- Train student mentors to facilitate small-group discussions about GenAI
- Connect discussions to academic success, career preparation, and ethical decision-making

- Integrate with existing peer mentoring, peer tutoring, or residential life programs

These early interventions would establish a foundation of AI literacy that courses within the major could later build upon, ensuring students develop both the technical skills and ethical framework needed for responsible GenAI use throughout their academic careers.

COLL and Major Courses: Deepening AI Proficiency Across Disciplines

Significant opportunities exist for integrating AI literacy instruction into general education (COLL) or major courses. The COLL courses reach the widest range of students and are a strategic point of entry for building baseline AI literacy. In major courses, students can connect AI literacy more directly with disciplinary practices and career preparation. The following suggestions emphasize low-lift, high-impact strategies for faculty and departments.

Faculty Resource Toolkit

Provide flexible, ready-to-use materials – assignment templates, discussion guides, AI use policy samples, curated readings and discussion prompts – to lower the barriers for instructors.

AI-Proficiency Designated Courses

Courses that include AI literacy or proficiency components can be assigned an "AI Proficiency" attribute that would be recognized in the student's record.

Option A: Students are required to take at least one AI-Proficiency course as part of their general education requirements.

Option B: Students who complete two or more AI-Proficiency courses can earn a digital badge or micro-credential in AI Literacy, co-awarded by a university center (e.g., the Writing and Communication Center or a technology initiative).

Undergraduate Research Grants for AI Literacy Exploration

A small pool of competitive, faculty-mentored undergraduate research grants can be earmarked for projects that explore AI literacy, AI's impact on a discipline, or the ethical, cultural, or creative dimensions of AI. These could be included in the existing Charles Center Summer Research Grants.

Department-Specific Graduation Requirements

Academic departments may elect to include an AI proficiency component as part of their major graduation criteria, tailored to the needs and norms of the discipline.

Capstone and Career Focus: Preparing Students for AI-Impacted Futures

This category supports AI literacy in the final stages of undergraduate education through disciplinary capstones, professional development programming, and campus partnerships. The goal is to help students critically and confidently navigate AI's role in their futures as they move from college to career.

Add "Responsible AI Use" Module to Capstone or Methods Courses

Include a module that helps students develop critical awareness of how AI is (or will be) used in their field and how to engage with it ethically and effectively.

AI-Enhanced Capstone Projects

Departments are encouraged to incorporate AI components into senior capstone courses or research projects. These could include using AI tools for data analysis, drafting, ideation, or evaluating AI's impact on disciplinary knowledge or practice.

AI in Internships and Experiential Learning

Encourage students to reflect on or integrate AI into internship or experiential learning experiences by engaging directly with AI tools in the workplace or considering how AI shapes their field. Support materials could include reflection prompts or templates for evaluating AI use in professional settings.

AI & Careers Workshop Series

Facilitate a co-curricular workshop series co-sponsored by the career center and academic units, designed to help students explore how AI is transforming the job market, hiring practices, and workplace expectations.

Implementation Considerations

To ensure the successful adoption of some of these recommendations, we offer the following implementation considerations, grounded in a spirit of flexibility, collaboration, and sustainability:

1. Scalability and Flexibility

Recommendations are intentionally designed to be modular and adaptable. Units can begin with small pilot programs (e.g., an AI orientation module or one-credit AI Commons course) and expand based on student feedback and faculty capacity.

2. Cross-Unit Collaboration

Effective implementation will require collaboration among academic departments, university centers (e.g., Writing and Communication Center, Charles Center), and university co-educators (e.g., W&M Libraries, Office of Career Development and Professional Engagement, Studio for Teaching and Learning Innovation) and support units (e.g., Student Transition and Engagement Program, Information Technology). These partnerships will help distribute the workload and ensure interdisciplinary perspectives.

3. Faculty Support, Resources, and Incentives

To reduce the burden on individual instructors, a centralized resource hub should be created with sample assignments, policy templates, readings, and discussion prompts. Incentives such as summer curriculum grants or teaching fellowships could encourage faculty engagement. Ensure that faculty are incentivized to engage in innovations in teaching. For example, integration of AI could be included in departmental merit considerations.

4. Assessment and Feedback Loops

Ongoing assessment will be critical. We recommend embedding short, reflective assessments into AI-related programming and using surveys or focus groups to gather student and faculty feedback. These insights should inform future iterations.

5. Equity and Accessibility

   AI literacy initiatives must be accessible to all students, not just those in tech-focused majors. This means offering multiple entry points into the material—before, during, and near the end of a student's undergraduate journey—and ensuring content is inclusive and responsive to diverse needs.

6. Alignment with Institutional Strategy

   These curricular interventions should be integrated into broader institutional planning, including digital fluency initiatives, general education revision, and career readiness programs. Coordination with the existing AI Task Force will be essential for consistency and efficiency.

By foregrounding collaboration, resource development, and phased rollout, William & Mary can establish itself as a leader in ethical, critical, and functional AI literacy—preparing students to navigate an AI-integrated world with confidence and conscience.

Acknowledgement of AI Use: Generative AI tools such as ChatGPT 4o, Claude, and Copilot were used as thought partners and writing collaborators throughout the planning and writing of this document.

Appendix H

GenAI Instructional Support Framework

In the summer of 2024, STLI conducted a landscape analysis of 35 of William & Mary's peer institutions, revealing varied approaches to supporting instructors in navigating the challenges and opportunities of generative AI in higher education. The following GenAI support framework emerged from this landscape analysis, which uses STLI's four teaching and learning support pillars to map out the most prevalent themes that emerged from the landscape analysis. The GenAI supports outlined throughout the framework point to the most common mechanisms for helping instructors navigate GenAI in their courses as well as to some of the emerging efforts that are less common but that help to create a holistic support system for developing AI literacy.

W&M GenAI Instructional Support Framework

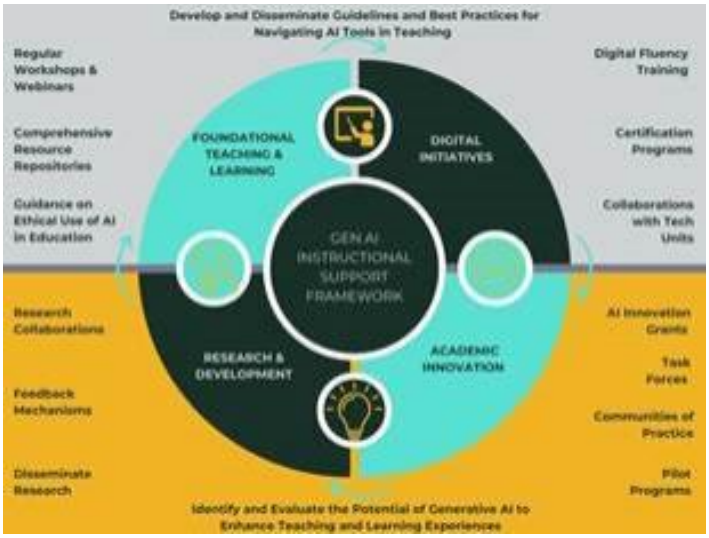

Figure 1: W&M GenAI Instructional Support Framework

Foundational Teaching & Learning Training, Resources & Leadership. Foundational teaching and learning support in higher education typically revolves around three core elements: educational development through workshops and webinars, comprehensive resource repositories, and ethics-focused discussions.

Workshops and webinars are essential for equipping educators with practical strategies to integrate AI into their teaching. For instance, the Center for Teaching Excellence at Boston College offers sessions on best practices for integrating GenAI into teaching (Artificial Intelligence in Teaching & Learning). The AI Teaching Co-Lab at Boston University is an open forum that takes place monthly, focusing on the use of GenAI tools. Faculty share ideas and practices related to AI in the classroom (AI Strategies for Classroom). STLI supports this foundational element through the AI Quick Bites series, Workshops, and Community Conversations (past events); the Teaching & Learning Symposium; Ready, Set, Teach provided in collaboration with the Working Together group; Collaborative book discussions hosted with University Libraries. University Libraries has also been hosting Quick Bites on emerging AI tools.

Resource repositories provide ongoing access to best practices, teaching strategies, and guidelines for integrating AI tools. Georgetown University's Initiative on Pedagogical Uses of Artificial Intelligence supplies guidelines for AI use in assignment design and best practices (Georgetown Teaching with AI). Similarly, Vanderbilt University's Center for Teaching hosts a comprehensive site with guides, resources, and policy definitions for AI integration (Vanderbilt Teaching in the Age of AI). STLI supports this foundational element through the Generative AI and ChatGPT teaching resource and the Designing for Learners: Generative AI in Teaching short course, which already has 141 W&M registered participants.

Ethics discussions are increasingly important as AI becomes more integrated into education. Wake Forest University regularly holds forums and seminars on the ethical implications of AI in education (Wake Forest AI Programs), while the University of Delaware incorporates ethical considerations into its AI seminar series (UD AI Ethics Seminars). STLI addressed critical ethical concerns throughout the "Designing for Learners: Generative AI in Teaching" short course and specifically in module 2, "Ethical considerations of AI", as well as through ongoing programming such as AI Quick Bites, workshops, and Community Conversations that foreground ethical considerations in AI use.

Digital Initiatives Training, Resources & Leadership. Digital Initiatives Training, Resources, and Leadership in higher education are built around three foundational elements: digital fluency programming, collaboration with technology units, and certification programs.

Digital fluency programming focuses on equipping faculty and students with the skills to effectively use AI tools in academic contexts. For example, the University of Central Florida offers comprehensive guidance on AI fluency, covering prompt engineering, evaluating AI output, and adapting to evolving AI technologies, all aimed at preparing students and faculty for a rapidly changing digital landscape (UCF AI Fluency). The University of California, Irvine provides workshops that highlight effective faculty use of generative AI tools and has launched ZotGPT Chat, a custom AI solution for safe exploration and application of AI in teaching (UCI ZotGPT). STLI provides digital fluency programming through AI Quick Bites, workshops, and Community Conversations (STLI Generative AI Resources).

Collaboration with technology units is essential for facilitating access to AI tools and supporting innovative teaching practices. Clemson University, for instance, partners with IT units to host events and develop best practices for integrating AI in higher education, preparing students and faculty for future challenges (Clemson AIRISE). Harvard University's Derek Bok Center collaborates across departments to integrate AI tools into educational practices, supporting workshops and maintaining an AI Sandbox—a secure environment for faculty and students to experiment with large language models while prioritizing data privacy (Harvard AI Sandbox). STLI collaborates with IT to provide training on Microsoft Copilot, our current university supported AI platform.

Certification programs provide structured pathways for faculty to gain recognized expertise in instructional use of generative AI. Vanderbilt University, in partnership with its Data Science Institute, offers a Coursera-based specialization in generative AI automation, covering topics such as prompt engineering and trustworthy AI practices (Vanderbilt Generative AI Specialization). The University of Central Florida offers a six-week course on large language models and teaching with AI, focusing on practical applications and ethical considerations (UCF AI Fundamentals). The University of North Carolina at Chapel Hill provides a five-part professional development series on generative AI in teaching, accessible on demand for faculty (UNC Generative AI Modules). Faculty at W&M can earn a micro-credential certificate upon completion of the Designing for Learners: Generative AI in Teaching

short course. Given the popularity of this course, it may be worth considering supplementary short course experiences that can be developed through STLI or accessed through other quality platforms.

Academic Innovation Exploration. Academic Innovation Exploration in higher education is driven by three key elements: innovation grants, task forces, and communities of practice—often complemented by pilot programs.

Innovation grants provide crucial funding to faculty for integrating AI into teaching and research. Emory University's AI Humanity Initiative offers seed grants to spur new research collaborations and expand partnerships, focusing on leveraging AI to improve society and address ethical and social considerations (Emory AI Humanity). Duke's AI Jump Start Grants fund faculty proposals for integrating generative AI technology, concepts, or issues into their courses, supporting up to six projects annually with both implementation funds and stipends (Duke AI Jumpstart Grants). Vanderbilt University's Generative AI Seed Grants support innovative research and curriculum development across disciplines as part of their Future of Learning and Generative AI Initiative (Vanderbilt Generative AI Seed Grants). At W&M, STLI advances this work through its University Teaching & Learning Projects, supporting faculty-led explorations of AI integration in the classroom (STLI UTLP 2023–2024).

Task forces are established to guide faculty and institutional strategy on AI usage. The University of Virginia convenes town halls and research teams to gather data on AI's impact and to benchmark responses at peer institutions (UVA AI Task Force). Notre Dame's Generative AI Task Force (GAIT), co-chaired by the Office of Information Technologies and ND Research, provides strategic guidance, identifies training needs, and recommends governance structures for AI adoption (Notre Dame GAIT). Notable task forces at William & Mary are the American Alliance of Colleges & Universities working group on AI, Pedagogy, and the Curriculum, the Mason School's Tiger Team, and this AI Policy Initiative,

Communities of practice foster peer-led collaboration and knowledge sharing around AI in teaching. Boston University's AI Teaching Co-Lab brings faculty together monthly to share strategies and experiences with AI integration (BU AI Teaching Co-Lab). The University of Connecticut partners with other universities to assess AI's impact on higher education and to develop best practices (UConn Generative AI). At William & Mary, STLI supports these collaborative efforts through its University Teaching & Learning Projects teams and small pilot programs.

Research & Development. Research and development in the context of AI in higher education is anchored by three main elements: research collaborations, feedback mechanisms, and the publication of findings.

Research collaborations involve partnering with other institutions and research bodies to study AI's impact on education. Georgetown University exemplifies this approach by encouraging faculty and staff to submit projects for grants that explore AI pedagogy in collaboration with other institutions, notably through its Initiative on the Pedagogical Uses of AI (IPAI) and partnerships such as the joint research program with the London School of Economics (Georgetown CNDLS Research Initiatives; Georgetown-LSE Research Partnership). At William & Mary, STLI advances research collaborations through initiatives like the ARII Grant—Generative AI and Democracy: A Multi-Level Analysis of its Effects on Critical Thinking, Digital Equality, and Digital Citizenship, as well as supporting collaborative University Teaching & Learning Projects (STLI Research Initiatives).

Feedback mechanisms are essential for gathering insights on AI tool usage, perceptions, and effectiveness. George Mason University, for example, utilizes GenAI surveys to collect feedback from faculty on AI materials, guidance, and policies to better support teaching practices (GMU Faculty GenAI Survey). Similarly, William & Mary has elicited feedback through student and faculty surveys to assess experiences, practices, and attitudes toward generative AI in the classroom, ensuring that ongoing research and programming are informed by direct stakeholder input.

Publishing findings is critical for disseminating research outcomes and informing both institutional and broader educational communities. Vanderbilt University regularly publishes research papers and insights from their AI initiatives, contributing to the academic discourse on generative AI's impact (Vanderbilt GenAI Research). Harvard University also shares research results related to AI and pedagogy through its teaching and learning centers (Harvard GenAI Research). STLI contributes to this knowledge base by publishing and presenting research on topics such as the ethical dilemmas of AI in higher education, the influence of AI on the future of higher education, and strategies for AI change management and digital fluency, including recent articles, conference presentations, and mixed-methods studies supported by STLI.