AI in Virginia Higher Education

Public-Source Reference Guide for 30 Four-Year Institutions

Evidence Snapshot: March 2026

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ABOUT THIS DOCUMENT

Purpose

This reference guide compiles publicly available information on how Virginia's four-year colleges and universities are addressing generative artificial intelligence in governance, teaching and learning, academic integrity, research ethics, tool provisioning, and strategic planning. It covers 30 institutions: 6 public R1 research universities, 9 other public universities, and 15 private universities and colleges.

The document is designed as a practical lookup tool. A provost, CIO, teaching center director, or faculty governance leader at any Virginia institution can find what peer institutions have published, what structures they have built, and where public documentation exists or does not exist.

What This Document Is

A classified inventory of publicly documented institutional policies, guidance, governance structures, approved tools, academic integrity provisions, research protocols, and strategic commitments related to generative AI, compiled from official university websites, policy documents, news releases, academic catalogs, faculty handbooks, student handbooks, library research guides, and IT services pages.

What This Document Is Not

This is not a best-practices guide, a ranking, a scorecard, or a set of recommendations. It does not evaluate whether any institution's approach is effective, sufficient, or advisable. It does not compare institutions to one another. It does not speculate about intent, future direction, or institutional capability beyond what sources explicitly state.

How to Read the Institutional Entries

Every institution follows the same 10-part structure, covering governance architecture, policy infrastructure, teaching posture, tool ecosystem, academic integrity, research ethics, library signals, strategic investment, executive signaling, and an evidence archive of all cited URLs.

The depth of each entry reflects what is publicly documented, not what an institution is actually doing. A thin entry does not mean an institution has failed to act on AI. It may mean the institution handles AI guidance through internal channels — email, LMS announcements, department meetings, faculty retreats — that do not appear on public-facing websites. It may also mean that policies exist behind authentication walls not accessible to external researchers.

Conversely, a detailed entry reflects extensive public documentation, not necessarily superior practice. Some institutions publish comprehensively; others govern effectively without publishing.

Readers should treat absence of documentation as an open question, not a conclusion.

Methodology

Research was conducted in two passes between February and March 2026.

The first pass surveyed each institution using targeted web searches for AI-related policies, governance structures, teaching guidance, approved tools, and academic integrity provisions. The second pass conducted a deeper sweep of 13 mandatory source categories per institution: academic catalogs, student handbooks, faculty handbooks, IT services pages, teaching center archives, library research guides, research office pages, campus news archives (2023–2026), strategic plans, provost and academic affairs pages, president's office statements, graduate school policies, and school-level or department-level policies.

All content is sourced from public, institutional websites and official announcements. No internal documents, interviews, non-public data, or behind-authentication materials were used. Where a claim could not be verified with a public URL, it is flagged as such.

Limitations

Information reflects the state of publicly documented policies, guidance, and initiatives as of the evidence snapshot dates noted in each entry (generally March 2026). Institutional approaches to AI evolve rapidly and may have changed since compilation.

This guide does not cover community colleges, out-of-state institutions, or non-degree-granting institutions. A companion document covering William & Mary's Board-adopted R1 peer institutions (national peers including Duke, Dartmouth, Brown, UNC–Chapel Hill, and others) is in development.

Institutional Organization

Institutions are organized into three groups, alphabetical within each group:

Virginia Public R1 Universities (6 institutions) — Carnegie-classified R1 research universities in the Commonwealth of Virginia.

Other Virginia Public Universities (9 institutions) — Other four-year public institutions in Virginia.

Virginia Private Universities & Colleges (15 institutions) — Four-year private institutions in Virginia.

Citation and Use

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SECTION I

VIRGINIA PUBLIC R1 UNIVERSITIES

George Mason University
Old Dominion University
University of Virginia
Virginia Commonwealth University
Virginia Tech
William & Mary

6 institutions

GEORGE MASON UNIVERSITY

Comprehensive Public-Source AI Governance & Teaching Dossier

Evidence snapshot: March 22, 2026

I. INSTITUTIONAL AI GOVERNANCE ARCHITECTURE

A. Formal Governance Framework

George Mason University has established a multi-layered AI governance framework. The university describes its AI strategy through a four-pillar framework called AI2Nexus, organized around integrating AI to transform education, research, and operations; inspiring with AI to advance workforce readiness; innovating with AI in responsible discovery; and impacting with AI through partnerships and community engagement. George Mason University This framework was formally presented to the Board of Visitors in February/March 2025 and subsequently operationalized through AI guidelines published at gmu.edu/ai-guidelines.

The university's AI Task Force was established by President Gregory Washington Gmu and has produced three distinct sets of public guidelines: one for students, one for instructors, and one for researchers. These are explicitly described as living documents subject to ongoing revision.

The university aligns with Commonwealth of Virginia executive orders. Per Executive Order 46, the use of DeepSeek AI on university-owned devices and networks is strictly prohibited. George Mason University The university references Governor Youngkin's Executive Order 30 (2024) on safe AI use across the Commonwealth George Mason University, and CAIO Shehu and Professor Padhu Seshaiyer were appointed to SCHEV's EO30 task force.

B. Governance Committees & Structure

The central governance role is held by Amarda Shehu, who in September 2024 was named the university's inaugural Vice President and Chief Artificial Intelligence Officer (CAIO), reportedly among the first such positions at a U.S. public university. In this role, Shehu leads strategy and implementation of AI across research, academics, and partnerships, including governance, ethical considerations, and risk mitigation. George Mason University She works with the Chief Risk Officer and Chief Information Officer on tools, platforms, and data privacy/security governance.

Shehu's first step was to form an AI Visioning Task Force of 50 to 70 people from across campus The Chronicle, representing every college and nonacademic unit. The task force produced the university-wide AI guidelines and co-developed the PatriotAI platform agents.

A separate AI-in-Government Council, launched by the College of Engineering and Computing, bridges the gap between academia, public-sector tech providers, and government, fostering collaboration and shaping unified policies on AI governance. George Mason University

At the school level, the Antonin Scalia Law School maintains its own Academic Regulations with specific generative AI limitations, adopted October 23, 2025. The College of Education and Human Development operates the Educational Research Alliance of Northern Virginia (ERA.NOVA), which convenes K-12 and state leaders on AI readiness in education.

C. Stated Ethical Principles

The AI guidelines for all audiences are organized around six stated principles: human oversight (users remain responsible for all AI-assisted work); transparency (disclose AI use); compliance

(follow university policies and legal requirements); data privacy (protect confidential and sensitive information); critical thinking (develop AI literacy and question outputs); and responsible use (consider ethical and environmental impacts). The instructor guidelines state these principles are adapted from the George Mason AI Task Force Guidelines and provide the foundation for instructor decision-making. George Mason University

II. POLICY INFRASTRUCTURE & INSTITUTIONAL ALIGNMENT

A. Policy Reviews or Gap Analyses

Shehu reported being surprised by the range of opinions uncovered in student and faculty surveys conducted by the task force Government Technology, including instructors who were adamantly opposed to integration, particularly those in creative disciplines. This survey-based needs assessment informed the decision to emphasize faculty agency rather than mandated adoption.

The Faculty Senate received a student government resolution requesting clarity on generative AI classroom policies, which was passed to the Academic Policies Committee for review. This occurred prior to the task force guidelines being finalized.

B. Policies Requiring Revision

In August 2025, George Mason replaced the long-standing Honor Code with a new Academic Standards Code, explicitly motivated in part by AI and evolving technologies. George Mason University The new code introduced a streamlined set of values (honesty, acknowledgement, and uniqueness of work) and established a centralized Academic Standards Office under Academic Affairs in the Office of the Provost. A new sanctions matrix was also introduced to bring transparency and fairness across all schools and colleges. George Mason University

The old Honor Code did not explicitly address AI. The new Academic Standards Code, while not quoting specific AI language in the catalog, is operationalized through the requirement that instructors include AI policies in syllabi and the accompanying guidelines infrastructure.

C. Supplemental Guidance Issued

Three separate AI guideline documents have been published:

The Student Guidelines instruct students to consult their syllabus for course-specific AI policies, acknowledge when AI tools have contributed to their work, and understand that claiming AI-produced content as their own constitutes a violation of academic standards. Students are warned that they are responsible for AI outputs they use, whether in coursework, extracurricular activities, internship sites, or other learning environments. George Mason University The guidelines also address environmental impact, noting that every AI prompt consumes electricity and water.

The Instructor Guidelines require faculty to include an AI policy in course syllabi and offer three template tiers: strict use (AI prohibited unless explicitly authorized), moderate use (AI permitted with disclosure requirements), and open use (AI exploration encouraged with transparency and citation). Instructors are also encouraged to explain their reasoning behind their chosen policy and provide assignment-specific instructions. George Mason University

The Research Guidelines apply to all sponsored and nonsponsored research. Principal investigators are responsible for ensuring all team members adhere to guidelines, researchers must fully disclose AI use in IRB protocols, and records of prompts and outputs must be maintained to support replicability. George Mason University

ITS has published separate administrative guidance addressing security and compliance for departments subscribing to generative AI tools. Departments subscribing to tools such as ChatGPT must document and obtain ASRB approval and maintain internal governance procedures for subscription and account management. George Mason University

In February 2026, ITS published a campus-wide notice on responsible AI use, warning all community members never to share George Mason credentials with AI agents or AI browsers. The notice links to the AI Toolkit, the Stearns Center, and the new Teaching with AI certificate.

III. TEACHING & LEARNING POSTURE

A. Faculty Guidance Model

George Mason operates on an explicit faculty-autonomy model. The Stearns Center's executive director, Shelley Reid, stated there is no "one policy to rule them all" for faculty. Gmu Faculty set their own course-level AI policies through syllabi, within the framework provided by the university-wide guidelines. Academic units may establish additional requirements, and the guidelines acknowledge that disciplinary norms vary.

The Stearns Center for Teaching and Learning serves as the primary faculty development hub for AI in instruction. It offers an evolving set of resources including sample syllabus language (required core policy language and recommended transparency statements), generative AI classroom integration advice, and curated reading lists. The Stearns Center strongly recommends that faculty provide an addendum that fully articulates their policy on using tools like ChatGPT. Gmu

A new "Teaching with AI" workshop series launched in spring 2026, offering a structured credential pathway. Faculty who complete the full series earn the Level One Certificate in Teaching with AI. George Mason University Spring 2026 workshops include "AI Test Kitchen: Interfacing with Students" (March 27) and "Can AI Write My ____?" (April 3), the latter exploring AI as a writing tool across brainstorming, drafting, and revising stages.

The Academic Standards Office has also published syllabus guidance with sample generative AI statements, including a specific example from a College of Humanities and Social Sciences faculty member addressing when AI tools may and may not be used.

B. Graduate School Guidance

The university catalog's Academic Standards section applies to all undergraduate and graduate students, including non-degree-seeking students. For graduate students, University Policy 4007 specifies that allegations of academic misconduct are governed by academic standards, except for research activities and theses/dissertations, which fall under the research integrity policy administered by the Office of Research Integrity and Assurance (ORIA). George Mason University

The Responsible AI Graduate Certificate and the cross-disciplinary graduate course "AI: Ethics, Policy, and Society" (launched spring 2025) address AI integration at the graduate curriculum level. The MS in AI launched in fall 2025 as Virginia's first stand-alone public university master's degree in AI. A PhD in Robotics, the first in the Commonwealth, was approved by SCHEV.

C. AI Detection Tools Policy

The Stearns Center recommends skepticism about tools or programs that claim to reliably detect AI-generated text, artwork, or code. Mason Libraries do not endorse specific generative AI detection tools. George Mason University The Stearns Center's position is that faculty should

invest time in course design, messaging, and meaningful assessments rather than pursuing detection.

The student guidelines note that some faculty may use AI detectors and that these systems may flag writing from Grammarly or Microsoft Copilot, advising students who know their instructor uses detection to document their writing process. The Academic Standards Office has also specifically warned students about Grammarly's AI feature (launched May 2023) being automatically enabled.

Canvas at George Mason does not have a built-in AI detection tool. Turnitin is available for plagiarism detection but is referenced in the context of traditional plagiarism, not AI detection.

D. Faculty Support Infrastructure

The Stearns Center is the primary support unit, offering workshops, resource pages, and the new credential pathway. The ITS AI Toolkit page serves as a centralized reference for approved tools and training resources. LinkedIn Learning is available to all employees and students via SSO, with a curated AI Fundamentals Learning Path. Microsoft-supported educator training workshops began in May 2025.

AI Day at George Mason, scheduled for April 29, 2026, at Fuse at Mason Square, will bring together researchers, faculty, policymakers, students, and practitioners. The Costello College of Business held its first AI Symposium in October 2025. The SCHEV-George Mason AI in Education Summit was held in May 2025.

George Mason researchers are leading a SCHEV-funded statewide study on the ethical use of AI in higher education classrooms, involving 80 faculty, graduate students, and staff from multiple Virginia institutions. George Mason University Under this grant, George Mason is hosting three conferences on AI, the last scheduled for May 2026.

IV. TOOL ECOSYSTEM & PROCUREMENT GOVERNANCE

A. Approved AI Tools

The ITS AI Toolkit identifies three enterprise-wide approved tools: PatriotAI (the university's own platform), Microsoft Copilot Chat (secure, web-grounded assistant), and Zoom AI Companion. All tools are reviewed for FERPA compliance, security, accessibility (WCAG 2.1), and ethical use via the Architectural Standards Review Board (ASRB), with the review process coordinated by ITS in partnership with academic and administrative units. George Mason University

Additional ASRB-approved tools are available for specific departments or use cases but must not be used with highly sensitive or restricted data. For ChatGPT Plus and Pro, the university instructs users to disable "Improve the model for everyone." The Law Library's faculty resources page notes that library subscriptions do not include AI tools but that faculty may subscribe individually using personal or research funds.

PatriotAI is the institutional AI platform, described as the first major outcome of a strategic partnership with Microsoft and Cloudforce. PatriotAI is a suite of six specialized AI agents: PatriotChat (general conversational assistant), DocuMate (document analysis), PatriotPal (student administrative assistant), NourishNet (food insecurity resource connector), CourseMate (student learning assistant), and SyllaBright (course design assistant for faculty). Gmu Each agent was co-developed with the AI Visioning Task Force.

PatriotAI data is stored in a secure database within the George Mason Microsoft Azure Tenant, separated from the rest of the tenant within the nebulaONE resource group. George Mason

University Search queries use the Brave Search API. Prompt data is isolated per user in a single database.

B. Pilot Programs

PatriotAI was in beta during summer 2025 with a planned full-scale debut in fall 2025. Communities of practice among staff have formed around sharing experiences with PatriotAI, meeting regularly to exchange feedback and advice. onMason

The AI4All undergraduate course, piloted by CAIO Shehu in fall 2025, is described as part of a broader AI Literacy Campaign. Continuing and Professional Education offers a three-day short course in Reliable and Assured AI (RAI) through the Mason Autonomy and Robotics Center (MARC).

C. Procurement & Approval Pathways

All procurement and development of software applications or information services that use protected data, integrate with university systems, or have a user interface must be reviewed and approved by the Architectural Standards Review Board (ASRB). This requirement applies to free and open-source software and generative AI tools. George Mason University

It is prohibited to submit protected categories of data (as defined by University Policy 1114: Data Stewardship) into generative AI or LLM tools. George Mason University Protected data includes highly sensitive data (SSNs, HIPAA data, credit card information) and restricted data.

The ITS Toolkit page directs users who want unapproved tools to contact ASRB for review. The instructor guidelines include a direct link to submit a software request to ASRB. The research guidelines add a specific checklist for researchers to evaluate tool selection, including whether ASRB review is required and whether the intended use is covered by a university license.

V. ACADEMIC INTEGRITY INTEGRATION

A. Honor Code / Academic Standards Code Language

The former Honor Code was replaced in August 2025 by the Academic Standards Code, effective for the 2025-2026 academic year. The Academic Standards Code states Mason's standards for academic integrity and the process for adjudicating violations. It applies to all undergraduate and graduate students, including non-degree-seeking students. Gmu

The catalog language identifies three core principles: honesty, acknowledgement, and uniqueness of work. Violations include plagiarism, fabrication, and cheating. The Academic Standards Office website warns students about Grammarly's AI feature and advises deactivating browser extensions with AI capabilities when working on assignments in courses where generative AI use is limited. Gmu

The student AI guidelines explicitly state: to claim AI-produced content as your own work or otherwise use it in ways not explicitly allowed by a course syllabus or departmental policies is a violation of academic standards. George Mason University

At the school level, the Scalia Law School maintains separate Academic Regulations (adopted October 23, 2025) that include specific limitations on the use of generative AI in academic work. The Department of Computer Science Honor Code bans the use of AI-generated code except with explicit permission.

B. Enforcement Process

The Academic Standards Office, located under Academic Affairs in the Office of the Provost, serves as the central hub for reporting, adjudication, training, and educational outreach. A panel of three individuals adjudicates cases; for graduate students, at least one member must be a graduate student, classified staff member, or administrative faculty. Gmu A sanctions matrix provides an objective framework. Training modules on the Academic Standards Code are available for students via Canvas and for faculty through the MasonLEAPS platform.

The process moved from the former Office of Academic Integrity to the new centralized Academic Standards Office as part of the 2025 restructuring. A standing university committee with cross-campus representation was formed to ensure the policy remains responsive.

VI. RESEARCH GOVERNANCE & ETHICS

A. Research Office AI Guidance

The AI Guidelines for Research, published at gmu.edu/ai-guidelines/ai-guidelines-research, apply to all sponsored and nonsponsored research. Researchers are fully accountable for all aspects of the research process when using AI, including verifying accuracy and integrity of generated content. George Mason University The guidelines provide a practice-oriented framework including a checklist covering tool selection, data management, verification, bias mitigation, authorship standards, and compliance with funding agency requirements.

Research involving or using sensitive data requires an approved protected AI environment that does not share information outside the project. George Mason University Grant-writing guidance notes that some funding agencies have specific AI disclosure requirements or prohibit AI use.

B. Data Ownership & IP Position

University Policy 1114 (Data Stewardship) governs data classification. The Office of Technology Transfer handles copyrighted works resulting from sponsored projects. No AI-specific IP policy was identified beyond the existing framework. The copyright provisions in sponsored research agreements vary by project. The research guidelines warn researchers not to upload copyrighted materials into AI systems without proper authorization.

C. Authorship & Disclosure Standards

Researchers must adhere to Committee on Publication Ethics (COPE) guidelines for authorship and must check agency guidelines for AI use in peer-review processes. George Mason University All uses of AI at all stages of the research process must be disclosed.

D. Human Subjects Considerations

Researchers must fully and explicitly include any use of AI in research processes in their IRB protocols and consult with ITS to understand levels of risk. George Mason University Researchers must be able to answer whether AI tools will retain input prompts and data, must understand how analysis is conducted, and must protect against security risks. The Office of Research Integrity and Assurance (ORIA) oversees IRB review and compliance.

George Mason is a lead participant in the NIST AI Safety Institute Consortium (AISIC) through a cooperative research and development agreement within the Department of Commerce, in response to the 2023 White House Executive Order on AI.

VII. LIBRARY & INFORMATION LITERACY SIGNALS

Mason Libraries maintain a comprehensive Generative Artificial Intelligence InfoGuide (infoguides.gmu.edu/GenArtificial-Intelligence/) covering academic integrity and AI, Mason AI tools, ethical use frameworks with decision-making flowcharts, and detection tool recommendations. Mason Libraries do not endorse specific generative AI detection tools. George Mason University

The Scalia Law Library maintains a separate Faculty Resources LibGuide on Generative AI, documenting PatriotAI access, Copilot and Zoom AI Companion availability, the DeepSeek prohibition, Scalia Law's own academic regulations on GAI, and practical recommendations for individual ChatGPT subscriptions (including specific privacy settings to adjust).

Data and Digital Scholarship Services (DDSS) provides research support for data-focused research and teaching across all disciplines. The library InfoGuide notes that its content was formatted using Claude.ai and reviewed by a librarian, modeling transparent AI disclosure.

VIII. INFRASTRUCTURE & STRATEGIC INVESTMENT SIGNALS

In January 2026, George Mason secured $1.5 million from the Virginia Clean Energy Innovation Bank and Virginia Energy to launch the Virginia AI Data Center Research Lab at Mason Square in Arlington. Gmu The facility will generate Virginia's first publicly available open-source dataset capturing real data center electrical and thermal telemetry.

The university's Fuse at Mason Square facility (opened fall 2024 for commercial launch, students in fall 2025) serves as the physical hub for AI-related collaboration, research, and events. The Mason Autonomy and Robotics Center (MARC) focuses on autonomy, robotics, and responsible AI. The university is the Northern Virginia Node lead for the Commonwealth Cyber Initiative.

George Mason holds R1 classification and reported $282 million in research expenditures in 2024. The Grand Challenge Initiative represents a $15 million investment over five years across six interconnected strategic themes, with digital innovation as one pillar.

The university has established partnerships with Microsoft and Cloudforce (the PatriotAI platform), Google and Amazon Web Services (certifications in data analytics, cybersecurity, and cloud computing), and MetroStar (multi-year partnership supporting AI-enabled services workforce development, announced December 2025). The Center for Small Business AI Innovation, established with a $1 million U.S. Senate grant in 2024, is described as the nation's first such center.

A goal of building more than 100 active core AI and AI-related courses across colleges and programs has been stated.

IX. PUBLIC STATEMENTS & EXECUTIVE SIGNALING

President Gregory Washington established the AI Task Force and appointed the CAIO. In June 2025, the President's Office published a formal announcement of PatriotAI, describing it as the inaugural component of the "Integrate AI" initiative. Gmu Washington recorded an Access to Excellence podcast episode with CAIO Shehu discussing AI research possibilities and the role of higher education in AI training.

CIO Charmaine Madison stated that the university anticipates AI integration will allow evaluation and automation of routine processes, reducing administrative burdens and freeing resources for mission-critical activities.

CAIO Shehu has been extensively profiled in national media (Fortune, EdTech Magazine, Chronicle of Higher Education, GovTech) and has positioned the role as one emphasizing community building, faculty agency, and competitive workforce preparation rather than top-down mandates. Shehu reported that rather than prescribing uniform adoption, the guidelines emphasize agency, allowing instructors and staff to choose how and whether to use AI. Government Technology

Scalia Law School's Jamil Jaffer was appointed to Virginia's AI Task Force. The College of Education and Human Development, through ERA.NOVA, convened K-12 and state leaders on AI in education readiness in fall 2025 and announced a continuing 2025-2026 series.

X. EVIDENCE ARCHIVE

Section I — Governance Architecture

AI main page / AI2Nexus framework: https://www.gmu.edu/AI

Provost announcement, AI plan (March 2025): https://provost.gmu.edu/news/2025-03/george-mason-sets-motion-plan-harness-ai-responsible-adoption-and-societal-impact

CAIO appointment announcement: https://www.gmu.edu/news/2024-09/george-mason-universitys-amarda-shehu-appointed-inaugural-chief-artificial

AI-in-Government Council: https://cec.gmu.edu/AI-in-Gov-Council

CAIO profile: https://www.gmu.edu/profiles/ashehu

Digital Innovation Grand Challenge page: https://www.gmu.edu/grandchallenge/digital-innovation

EdTech Magazine CAIO interview (May 2025): https://edtechmagazine.com/higher/article/2025/05/qa-george-mason-university-caio-directs-ai-strategy

GovTech CAIO feature (June 2025): https://www.govtech.com/education/higher-ed/chief-ai-officer-higher-eds-new-leadership-role

Fortune CAIO feature (Sept 2025): https://fortune.com/2025/09/03/college-university-chief-ai-officer-ucla-university-of-utah/

Chronicle of Higher Education AI czar article (March 2026): https://www.chronicle.com/article/the-rise-and-fall-of-the-ai-czar

Section II — Policy Infrastructure

AI Guidelines for Students: https://www.gmu.edu/ai-guidelines/ai-guidelines-students

AI Guidelines for Instructors: https://www.gmu.edu/ai-guidelines/ai-guidelines-instructors

AI Guidelines for Research: https://www.gmu.edu/ai-guidelines/ai-guidelines-research

ITS Administrative AI Guidance: https://its.gmu.edu/knowledge-base/its-guidance-on-using-ai/

ITS Responsible Use of AI (Feb 2026): https://its.gmu.edu/2026/02/responsible-use-of-ai-at-george-mason-university/

Academic Standards Code announcement: https://www.gmu.edu/news/2025-08/new-academic-standards-code-brings-clarity-and-uniformity-academic-expectations

Academic Standards Office main page: https://academicstandards.gmu.edu/

Academic Standards Code document: https://academicstandards.gmu.edu/academic-standards-code/

Academic Standards syllabus guidance: https://academicstandards.gmu.edu/faculty-resources/creating-a-successful-syllabus/

Catalog Academic Standards policy: https://catalog.gmu.edu/policies/academic-standards/

Catalog Graduate Policies: https://catalog.gmu.edu/policies/academic/graduate-policies/

Section III — Teaching & Learning

Stearns Center syllabus guidance: https://stearnscenter.gmu.edu/knowledge-center/current-syllabus-guidance/

Stearns Center AI Text Generators resource page: https://stearnscenter.gmu.edu/knowledge-center/ai-text-generators/

Teaching with AI Level 1 credential: https://stearnscenter.gmu.edu/credentials/teaching-with-ai-credential/teaching-with-ai-level-1/

Stearns Center generative AI guidance (Provost, Nov 2023): https://provost.gmu.edu/news/2023-11/stearns-center-offers-guidance-generative-ai-tools

Powered by AI feature (Sept 2025): https://www.gmu.edu/news/2025-09/powered-ai

SCHEV statewide AI in higher ed study (Feb 2026): https://www.gmu.edu/news/2026-02/george-mason-researchers-lead-statewide-study-ethical-use-ai-higher-education

CEHD advancing responsible AI in education (Jan 2026): https://www.gmu.edu/news/2026-01/george-masons-college-education-and-human-development-advancing-responsible-ai

Fourth Estate student paper, ChatGPT in classrooms (June 2023): http://gmufourthestate.com/2023/06/13/chatgpt-both-prohibited-and-welcomed-into-classrooms/

Fourth Estate, PatriotAI feature (Feb 2026): https://gmufourthestate.com/2026/02/02/patriotai-masons-latest-ai-feature/

Section IV — Tool Ecosystem & Procurement

ITS AI Toolkit: https://its.gmu.edu/ai-toolkit/

PatriotAI FAQs (ITS): https://its.gmu.edu/knowledge-base/patriotai-faqs/

PatriotAI presidential announcement (June 2025): https://president.gmu.edu/news/2025-06/introducing-patriotai-george-masons-new-enterprise-ai-platform

Navigating AI at Mason (ITS): https://its.gmu.edu/spotlight/navigating-ai-at-george-mason/

UL Technology Services AI tools page: https://ultech.ulife.gmu.edu/artificial-intelligence-tools-at-gmu/

IT Security Standards: https://its.gmu.edu/working-with-its/it-security-office/it-security-standards/

IT Security Program university policy: https://universitypolicy.gmu.edu/policies/information-technology-security-program/

Section V — Academic Integrity

Academic Standards Office: https://academicstandards.gmu.edu/

Academic Standards Code (PDF, 2025-2026): https://academicstandards.gmu.edu/wp-content/uploads/2025/08/Academic-Standards-Code-2025-2026-final-SaveAsPDF.pdf

Scalia Law Academic Regulations (PDF, Oct 2025): https://www.law.gmu.edu/assets/files/academics/academic_regulations.pdf

Economics Department academic integrity page: https://economics.gmu.edu/graduate/policies/academic-integrity

Academic integrity reporting portal: https://gmu.guardianconduct.com/incident-reporting?incident_type=Academic+Integrity

Section VI — Research Governance

AI Guidelines for Research: https://www.gmu.edu/ai-guidelines/ai-guidelines-research

Library InfoGuide academic integrity and AI: https://infoguides.gmu.edu/GenArtificial-Intelligence/academic_integrity

Library InfoGuide ethical use: https://infoguides.gmu.edu/GenArtificial-Intelligence/ethics

ORIA Human Subjects page: https://oria.gmu.edu/topics/human-subjects/

ORIA FAQs: https://oria.gmu.edu/topics/human-subjects/faqs/

University Policy on Human Subjects Research: https://universitypolicy.gmu.edu/policies/research-involving-human-subjects/

OSP Research Compliance: https://osp.gmu.edu/about/research-compliance/

NIST AISIC membership: https://www.gmu.edu/news/2024-02/mason-selected-participation-department-commerce-consortium-dedicated-ai-safety

NIST AISIC member statement: https://www.nist.gov/artificial-intelligence/artificial-intelligence-safety-institute-consortium-aisic/aisic-member

Section VII — Library & Information Literacy

Main Library AI InfoGuide: https://infoguides.gmu.edu/GenArtificial-Intelligence/

Library InfoGuide Mason AI Tools: https://infoguides.gmu.edu/GenArtificial-Intelligence/gmu/tools

Scalia Law Library Faculty AI Resources: https://libguides.law.gmu.edu/faculty-resources/genai

Section VIII — Infrastructure & Investment

Virginia AI Data Center Research Lab (Jan 2026): https://provost.gmu.edu/news/2026-01/george-mason-secures-15m-launch-cutting-edge-ai-data-center-research-lab

Center for Small Business AI Innovation: https://www.gmu.edu/news/2024-06/george-mason-launch-nations-first-center-small-business-ai-innovation-1m-grant

Research main page: https://www.gmu.edu/research

MS in AI program: https://cec.gmu.edu/artificial-intelligence-masters

AI Strategies (Minerva Project): https://aistrategies.gmu.edu/

CPE AI offerings: https://cpe.gmu.edu/career-field/artificial-intelligence/

MetroStar partnership (Dec 2025): https://www.gmu.edu/news/2025-12/george-mason-and-metrostar-launch-partnership-fuel-federal-tech-talent-and-innovation

AI news page: https://www.gmu.edu/AI/news

Section IX — Executive Signaling

President's Office statements page: https://president.gmu.edu/statements

President's Office main page: https://president.gmu.edu/

President biography: https://president.gmu.edu/profiles/president

Faculty Senate main page: https://facultysenate.gmu.edu/

Faculty Senate minutes (Oct 2023, AI reference): https://facultysenate.gmu.edu/wp-content/uploads/2023/11/FS_MINUTES_2023-10-25.pdf

Scalia Law AI scholarship (AI Now article): https://www.law.gmu.edu/pubs/papers/ls2414

Don Beyer AI/fusion conversation (Jan 2026): https://content.gmu.edu/news/2026-01/future-fusion-energy-and-ai-hon-don-beyer

OLD DOMINION UNIVERSITY

Comprehensive Public-Source AI Governance & Teaching Dossier

Evidence snapshot: March 22, 2026

I. INSTITUTIONAL AI GOVERNANCE ARCHITECTURE

A. Formal Governance Framework

Old Dominion University has a Board of Visitors-level AI policy. BOV Policy 1220, "Standards for the Safe Use of Artificial Intelligence," was approved April 19, 2024 and is scheduled for review in April 2029. Odu The policy was adopted in direct response to Virginia Governor's Executive Order Number Thirty (2024) on Implementation of Standards for the Safe Use of Artificial Intelligence Across the Commonwealth. Odu

The policy's scope is comprehensive: it applies to all ODU employees, including staff, administrators, faculty, full- or part-time, and classified or non-classified persons paid by the University, encompassing AI technologies across research endeavors, educational initiatives, administrative functions, and all other areas where AI technologies may be employed. Odu

The policy establishes six standards. It commits ODU to ensuring ethical use, fostering innovation, protecting privacy, mitigating risks, promoting equity, and enhancing learning experiences. Odu

The responsible officer is the Vice President for Digital Transformation and Technology. Odu The policy mandates that the Division of Digital Transformation and Technology shall establish a standardized and transparent approval process for the acquisition, development, and/or deployment of AI technologies, requiring thorough review and ratification by designated authorities in consultation with Procurement Services, Information Technology Services, and other relevant University departments. Odu

Annual review is required: the Division shall conduct annual reviews of this policy to ensure its alignment with evolving regulations and best practices, involving consultation with experts and other relevant stakeholders. Odu

B. Governance Committees & Structure

ODU's AI governance operates through a layered committee and working-group structure:

The AI Implementation Workgroup developed the faculty-facing guidelines. The guidelines for teaching and learning with AI were developed in alignment with the recommendations from the ODU Artificial Intelligence (AI) Implementation Workgroup, reflecting their collaborative efforts. Old Dominion University

The AI Research Working Group was launched in 2024 to coordinate research activity. ODU's commitment to AI research is led by the Artificial Intelligence Research Working Group, which unites experts from across disciplines to tackle society's most pressing challenges through AI-customized solutions. Chronicle

The AI Teaching Fellows Program was established as a curriculum integration mechanism. Ten faculty members were selected as inaugural Artificial Intelligence (AI) Teaching Fellows, part of the Division of Academic Affairs' effort to expand course offerings. Old Dominion University Holly Handley, interim dean of interdisciplinary schools, coordinates the fellows.

The Research and Scholarly Data Governance Committee (RSDGC) predates AI policy but governs data ownership. The RSDGC reports to the Provost and Vice President for Academic Affairs on the development and enforcement of the University's Research and Scholarly Digital Data Management Policy, with members drawn from faculty, University Libraries, Office of Research, the Research Foundation, ITS, and senior management. Odu

The Information Technology Advisory Committee (ITAC) reviews IT policy drafts across the university, including technology standards that apply to AI tools.

C. Stated Ethical Principles

The BOV policy articulates six principle areas: ethical use (fairness, accountability, transparency, respect for human rights), innovation, privacy protection, risk mitigation, equity, and learning experience enhancement.

The teaching guidelines add: Encouragement of AI integration, ethical and responsible use aligned with data privacy and relevant regulations (FERPA, HIPAA), transparency in AI applications, flexibility and autonomy for faculty, training and support, and continuous feedback and improvement. Old Dominion University

MonarchMind's framing reinforces institutional values: Committed to responsible AI usage, ODU ensures that MonarchMind's insights are ethical, inclusive, and fair, with built-in safeguards for accuracy, transparency, and equity. Old Dominion University

II. POLICY INFRASTRUCTURE & INSTITUTIONAL ALIGNMENT

A. Policy Reviews or Gap Analyses

No publicly documented standalone AI policy gap analysis was found. However, the BOV policy's annual review requirement and the iterative structure of the AI Implementation Workgroup function as a rolling policy review mechanism. The BOV minutes from December 2024 and April 2025 Board sessions included reviews of the "Future-Ready: Artificial Intelligence" initiative, suggesting that Board-level oversight of AI posture is active and recurring.

B. Policies Requiring Revision

The 2025-26 academic integrity procedures document was updated to address AI explicitly. The document includes a new provision specifying that "AI Checker percentage alone does not determine if the student used AI to complete an assignment. The AI Checker percentage will be considered with all other evidence to determine if there was a violation." Odu

The Code of Student Conduct (BOV Policy 1530) and the academic integrity definitions have been updated: Misrepresentation is now defined to include "undisclosed Artificial Intelligence (AI) use" as a form of misleading an instructor about the conditions under which work was prepared. Old Dominion University

C. Supplemental Guidance Issued

ODU has issued two layers of supplemental guidance below the BOV policy:

The Guidelines for Teaching and Learning with AI, developed by the AI Implementation Workgroup and published on the ODU AI hub, provide operational guidance for faculty. These cover understanding AI capabilities and limitations, course policy statements, assignment design, academic integrity, legal compliance and data privacy, ethical practices, and training and resources.

The AI Content Generation Tools (AICGTs) in Teaching, Learning, and Research page, maintained by the faculty development office (DTT), provides more granular instructional guidance including sample syllabus statements and citation practices.

III. TEACHING & LEARNING POSTURE

A. Faculty Guidance Model

ODU operates a faculty-autonomy model with centralized support. Faculty have the autonomy to decide the extent to which they incorporate AI tools in their courses. Old Dominion University However, they are required to communicate their course-level AI policy in the syllabus.

Three template syllabus statements are provided:

Option A (Restrictive): Use of AI tools such as ChatGPT and DALL-E 2 to generate content is strictly prohibited. Using AI tools to create content for your assignments is a form of academic dishonesty and a violation of the University Honor Code. Old Dominion University

Option B (Hybrid): Students may use AI tools to brainstorm ideas and create outlines, but may not include AI-generated content in final submissions without attribution. Old Dominion University

Option C (Permissive): Students may use AI tools to generate content for assignments, provided the content is accurate, unbiased, and appropriate, with specified citation requirements including identifying the AI tool used, distinguishing AI-generated content, and including citations to AI tool sources. Old Dominion University

The guidelines also provide a citation format example: (OpenAI's ChatGPT AI language model, "prompt", "draft", March 1, 2023). Old Dominion University

Faculty are also advised that AI-generated content must comply with FERPA regulations, and students' personal information should not be disclosed to systems not supported by the university. Old Dominion University

B. Graduate School Guidance

The Graduate School has issued an explicit AI policy for theses and dissertations: Use of AI must be approved for use by the student's committee and, if used, it should be disclosed in the acknowledgments section of the thesis/dissertation. Old Dominion University The policy directs students to citation guidelines from sources such as APA.

Separately, the academic integrity procedures specify heightened consequences for graduate students: Graduate students who have been found responsible for committing an academic integrity violation are normally reviewed for suspension or expulsion, even for a first violation. Old Dominion University

C. AI Detection Tools Policy

ODU has taken an explicit policy position on AI detection: The AI Checker percentage alone does not determine if the student used AI to complete an assignment. The AI Checker percentage will be considered with all other evidence to determine if there was a violation. Odu This appears in the 2025-26 Academic Integrity Procedures document and addresses AI-detection tool limitations.

D. Faculty Support Infrastructure

ODU has built a layered faculty support apparatus:

Division of Digital Transformation and Technology (DTT) is the primary support unit. DTT will provide and continuously update AI training sessions. Faculty are encouraged to attend these sessions. Old Dominion University Faculty can also coordinate with DTT to recommend or develop new training sessions.

AI Learning Series: The ODU AI events page documents workshops delivered in 2024 including: AI-Powered Research (March 19, 2024), AI-Driven Assessment Techniques (March 28, 2024), AI in Media Production (April 2, 2024), and Prompt Engineering (April 4, 2024). Old Dominion University

Asynchronous training modules are also available for faculty self-paced exploration.

AI Teaching Fellows Program: The ten fellows come from colleges and schools across the University, covering arts and letters, business, education, engineering, sciences, cybersecurity and exercise science. Old Dominion University Through the fellows' work, ODU expects six new AI certificates to be created.

IV. TOOL ECOSYSTEM & PROCUREMENT GOVERNANCE

A. Approved AI Tools

MonarchMind is ODU's institutional AI platform, launched February 2025. MonarchMind is a secure, AI-driven interface that integrates multiple large language models (LLMs), including OpenAI's ChatGPT, Google Gemini, and Meta's Llama 3. Old Dominion University Key specifications:

MonarchMind operates within a closed system exclusive to ODU. All data is encrypted, stored in-house and never shared externally or used to train foundation models. Old Dominion University

Available to all faculty and staff; student access available upon request from faculty for use in a course or specific projects. Old Dominion University

A course pilot program allows faculty to request MonarchMind integration into AI-related courses.

Users can toggle between saving chat history and deleting it after use.

ODU AssistNOW is an AI-based helpdesk platform deployed operationally.

MonarchSphere (powered by Google Cloud), launched October 2025, is a broader AI incubator. Powered by Google Cloud's Vertex AI platform, Google's Gemini models, and agentic AI services, MonarchSphere is the university's centralized innovation hub for personalized education, connecting ODU's academic, research, and operational environment. Googlecloudpresscorner

For research, ODU provides access to Amazon Web Services AI platforms including Bedrock, SageMaker, and cloud native infrastructures, along with research project funding resources including Research and POC credits from cloud vendors. Old Dominion University

B. Pilot Programs

The MonarchMind course pilot program is active. Faculty members interested in integrating MonarchMind into AI-related courses can apply for early access as part of our course pilot program. Old Dominion University

The MonarchSphere incubator extends to external organizations. The AI incubator will offer external organizations, such as local municipalities and small businesses, the opportunity to utilize AI for enhancing business operations and efficiency. Googlecloudpresscorner

Seven AI research projects received seed funding, as noted in the April 2025 BOV review.

C. Procurement & Approval Pathways

AI tool procurement falls under two intersecting governance regimes:

BOV Policy 1220 requires that the Division of Digital Transformation and Technology shall establish a standardized and transparent approval process for the acquisition, development, and/or deployment of AI technologies, in consultation with Procurement Services, Information Technology Services, and other relevant University departments. Odu

BOV Policy 1220 further requires mitigation of third-party risks: Implement measures to assess and mitigate risks associated with third-party AI vendors, including vendor selection, data sharing agreements, contractual obligations, and undergoing the University's software decision analysis process. Odu

University Policy 3509 (Software Decision Analysis Policy) governs all software acquisition. Prior to procurement of any new software technologies, applications or services, the System Owner will initiate a software decision analysis to assess integration requirements with existing University services, systems and standards. Old Dominion University The process involves a Solutions Discovery Analysis coordinated by ITS, including security review, compliance analysis, and ongoing cost of ownership review.

V. ACADEMIC INTEGRITY INTEGRATION

A. Honor Code Language

The ODU Honor Pledge states: I pledge to support the honor system of Old Dominion University. I will refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. I am aware that as a member of the academic community it is my responsibility to turn in all suspected violations of the Honor Code. Old Dominion University

The Monarch Creed reinforces integrity as its first value: Make personal and academic integrity fundamental in all my endeavors. Old Dominion University

AI is now explicitly referenced in the misconduct definitions. Misrepresentation is defined to include "undisclosed Artificial Intelligence (AI) use" alongside substituting for another student or permitting another to substitute for oneself on academic work. Old Dominion University

B. Enforcement Process

The Office of Student Accountability & Academic Integrity (OSAAI) administers enforcement through two pathways:

Academic Integrity Voluntary Resolution (AIVR): An informal resolution between the faculty member and the student, where the faculty member meets with the student, outlines the information discovered, and if the student accepts responsibility, they reach an agreed resolution including appropriate grade sanctions. Old Dominion University

Academic Integrity Meeting (AIM): A formal resolution handled by a Conduct Educator in OSAAI, where alleged misbehavior is discussed, evidence is presented, and the student provides their perspective. Old Dominion University

Regarding AI-specific evidence, the 2025-26 procedures clarify that AI checker percentages are not dispositive and must be weighed alongside other evidence.

VI. RESEARCH GOVERNANCE & ETHICS

A. Research Office AI Guidance

The BOV AI policy addresses research use directly. Measures must be implemented to ensure that confidential, sensitive, and other protected data are not entered into any AI research tool without proper risk analysis. Protected data may include information protected by FERPA, HIPAA, confidential personnel records, intellectual property, Human and Animal Subject data, and other sensitive or confidential institutional research data. Odu

The ODU AI hub's Research Excellence page notes that the Research and Cloud Computing group provides a wide variety of services in support of AI-related research projects, both in the cloud and on-campus. Old Dominion University

B. Data Ownership & IP Position

University Policy 5350 (Research and Scholarly Digital Data Management Policy) governs research data. ODU seeks to promote the highest standards in the management of research data as fundamental to both high quality research and academic integrity. Odu The RSDGC is responsible for setting data governance guidelines, resolving conflicts in data definitions, and defining stewardship models.

The Data Administration Policy (3504) provides the classification framework. Research and scholarly data are generally not considered institutional data and are governed by the Research and Scholarly Data Governance Committee (RSDGC). Old Dominion University

MonarchMind's data protection posture is explicit: All data is encrypted, stored in-house and never shared externally or used to train foundation models. Old Dominion University

C. Authorship & Disclosure Standards

The teaching guidelines require AI use disclosure and citation in course assignments. The Graduate School requires disclosure of AI use in theses and dissertations through the acknowledgments section with committee approval. No standalone research-authorship policy specific to AI in scholarly publications was found in publicly available sources beyond the BOV policy's general disclosure requirements.

D. Human Subjects Considerations

The BOV AI policy contains an explicit IRB requirement: Any use of AI tools in the research process using humans or animals should be disclosed in the Institutional Review Board (IRB) application and address potential ethical considerations. Odu

ODU operates two IRB systems: the main campus IRB (using IRBNet) for social-behavioral research, and the Macon & Joan Brock Virginia Health Sciences IRB (using IRB Manager) for biomedical/clinical research. The IRBs on both campuses have implemented a system of review that takes into consideration whether a study is Social-Behavioral (Main Campus IRB) or Biomedical/Clinical. Old Dominion University

No standalone IRB guidance document specific to AI research methodologies (e.g., use of LLMs as research instruments, AI-generated synthetic data, or algorithmic participant selection) was found beyond the BOV policy's disclosure requirement. The IRB pages describe standard

CITI training and protocol submission requirements without AI-specific supplementary guidance documents.

VII. LIBRARY & INFORMATION LITERACY SIGNALS

ODU Libraries maintain several relevant research guides:

The LIBS 110G: Information Literacy in the Digital Age course guide includes a dedicated "Algorithms & AI" section. The guide includes materials such as "The Algorithm: How AI Decides Who Gets Hired, Monitored, Promoted, and Fired" and articles on search engines and generative AI integration. Odu

The Data Management @ ODU LibGuide provides guidance on research data management planning, referencing Policy 5350 and the DMPTool for creating data management plans.

The faculty development center page on AI content generation tools includes an annotated bibliography of academic publications on AI in education, assessment, and academic integrity.

VIII. INFRASTRUCTURE & STRATEGIC INVESTMENT SIGNALS

Strategic Plan: ODU's 2023-2028 strategic plan, "Forward-Focused: Where Innovation Meets Possibilities," is built around seven focal areas. AI is not a standalone focal area but is embedded throughout, particularly under Academic Excellence and Research Growth.

Centennial Cluster Hiring Initiative: As ODU approaches its centennial anniversary in 2030, the institution will recruit and hire 25 faculty members with expertise in artificial intelligence. Old Dominion University Cluster areas include: Accelerator Science, Engineering, and Machine Learning; AI-Infused Connected/Autonomous Systems for Medicine and Health; Data Driven AI in Special Education; Medical Modeling Simulation; and others.

AI Academic Programs: ODU offers a growing portfolio of AI credentials:

Graduate certificates in Trustworthy AI and AI in Data Science (launched fall 2025, SCHEV-approved)

Graduate certificates in AI in Cyber Defense, AI in Healthcare, and AI in Supply Chain Operations (in development)

An undergraduate Artificial Intelligence Certificate (effective Spring 2026)

B.S. in Cybersecurity with a Major in AI for Cybersecurity

M.S. in Cybersecurity with a concentration in AI Security

M.S. in Data Science and Analytics with a concentration in AI and Machine Learning

AI course prefix in the catalog (AI 110, AI 521, AI 610, AI 611, etc.)

NSA Validations: In December 2025, ODU became the first institution in the nation to receive both the AICyber and SecureAI recognitions from the NSA, validated through 2030. Old Dominion University ODU is also one of ten institutions nationally, and the only one in Virginia, to hold all three NSA Centers of Academic Excellence designations.

Google Cloud Partnership / MonarchSphere: The multi-year initiative strives to establish ODU as the model for AI-powered university innovation and smart campuses nationwide. Googlecloudpresscorner

U.S. Cyber Command Partnership: In early 2026, ODU researchers partnered with U.S. Cyber Command through an Educational Partnership Agreement to address national cybersecurity challenges, including AI-related defense research. Old Dominion University

Research Computing: ODU provides HPC infrastructure and AWS cloud resources freely available to researchers, with support from the Research and Cloud Computing group.

IX. PUBLIC STATEMENTS & EXECUTIVE SIGNALING

President Brian O. Hemphill has been the primary executive voice on AI. Key public statements:

On MonarchMind launch: "The launch of MonarchMind is a defining moment in Old Dominion University's journey toward becoming a national leader in AI innovation. This powerful tool underscores our commitment to equipping faculty and staff with cutting-edge technology that enhances research, teaching and operations, while maintaining the highest standards of security and ethical responsibility." Old Dominion University

On the Google partnership: "With Google as our partner, we are proving that Old Dominion University is not only embracing change — we are leading it." Old Dominion University

President Hemphill hosted the September 2023 AI Symposium, "Striking the Balance: AI Automation and Human Interaction in Teaching and Learning," which served as the origin point for the institutional AI strategy. He also issued a public letter in January 2025 recapping AI progress: "I am incredibly proud of what we have accomplished thus far... We are not just keeping pace with the future of technology; we are defining it." Old Dominion University

Provost Brian K. Payne has addressed AI integration through academic affairs. "It's important that we bring together faculty with different backgrounds to develop coursework grounded in ethically responsible design, development, and uses of AI systems. AI doesn't exist within a disciplinary domain, so we need to approach it through an interdisciplinary lens." Old Dominion University

VP for Digital Transformation & Technology Nina Rodriguez Gonser: "MonarchMind marks a significant step in ODU's commitment to innovation. This platform empowers our faculty and staff with secure, cutting-edge AI tools that streamline workflows, enhance productivity and enrich the academic experience." Old Dominion University

Sr. Associate VP for Digital Innovation Chrysoula Malogianni: "We are not just adopting AI; we are shaping how it can be responsibly integrated into teaching, research and University operations. MonarchMind provides a structured, ethical AI environment that allows faculty and staff to innovate confidently." Old Dominion University

The Chronicle of Higher Education published a sponsored content piece from ODU in November 2024 titled "Centralizing AI for Transformation," describing ODU's unified AI strategy.

X. EVIDENCE ARCHIVE

Section I — Governance Architecture

BOV Policy 1220 (Standards for Safe Use of AI): https://www.odu.edu/sites/default/files/2024/documents/BOV1220.pdf

AI Hub main page: https://www.odu.edu/artificial-intelligence

Guidelines for Teaching and Learning with AI: https://www.odu.edu/artificial-intelligence/education-training/guidelines-for-ai

Guidelines PDF: https://www.odu.edu/sites/default/files/2025/documents/Guidelines-for-Teaching-and-Learning-with-AI.pdf

AI Faculty page (Research Working Group / Teaching Fellows): https://www.odu.edu/artificial-intelligence/faculty

Section II — Policy Infrastructure

2025-26 Academic Integrity Procedures (PDF): https://www.odu.edu/sites/default/files/2025/documents/2025-26-academic-integrity-procedures.pdf

Academic Integrity Resolution Process: https://www.odu.edu/student-conduct-academic-integrity/resolution-process

Code of Student Conduct (BOV 1530, PDF): https://www.odu.edu/sites/default/files/documents/BOV1530.pdf

University Policies index: https://www.odu.edu/about/policiesandprocedures/university

Section III — Teaching & Learning

Faculty Development AICGT page: https://www.odu.edu/facultydevelopment/ai-content-generation-tools-teaching-learning-and-research

Education & Training page: https://www.odu.edu/artificial-intelligence/education-training

Graduate School Thesis/Dissertation Preparation: https://www.odu.edu/graduateschool/thesis-dissertation-preparation-submission

AI Teaching Fellows announcement: https://www.odu.edu/article/ten-faculty-selected-as-artificial-intelligence-ai-teaching-fellows-as-the-division-of

ODUGlobal Policies/Student Responsibilities (Honor Code): https://online.odu.edu/admissions/policies-and-student-responsibilities

Section IV — Tool Ecosystem & Procurement

MonarchMind page: https://www.odu.edu/monarchmind

MonarchMind launch announcement: https://www.odu.edu/technology-services/article/introducing-monarchmind-odus-advanced-self-hosted-ai-interface

MonarchMind feature article: https://www.odu.edu/article/future-ready-faculty-and-staff-embrace-innovation-ai-driven-monarchmind-launch

MonarchSphere / Google partnership: https://www.odu.edu/article/old-dominion-university-and-google-launch-a-first-of-its-kind-ai-incubator-for-higher

Google Cloud press release: https://www.googlecloudpresscorner.com/2025-10-29-Old-Dominion-University-and-Google-Public-Sector-Launch-AI-Incubator-to-Advance-Research-and-Drive-Student-Success

Software Decision Analysis Policy (3509): https://www.odu.edu/about/policiesandprocedures/university/3000/3509

Solutions Discovery Analysis (current): https://odu.edu/information-technology-services/security/system-assessment/software-decision-analysis

IT Guideline 08.1.1 (SDA/System Risk Assessment): https://www.odu.edu/information-technology-services/computing-standards/software-decision-analysis

Computing Policies & Standards: https://odu.edu/information-technology-services/computing-policies

Research Excellence / Cloud Computing: https://www.odu.edu/artificial-intelligence/research-excellence

Section V — Academic Integrity

OSAAI main page: https://www.odu.edu/student-conduct-academic-integrity

Academic Integrity page (resolution process): https://www.odu.edu/about/monarchcitizenship/academic-integrity

MPA Academic Honesty: https://www.odu.edu/public-service/academics/mpa/academic-honesty

Section VI — Research Governance

BOV Policy 1220 (IRB disclosure requirement): https://www.odu.edu/sites/default/files/2024/documents/BOV1220.pdf

Human Subjects Research (Office of Research): https://www.odu.edu/research/compliance/humans

IRBNet page: https://www.odu.edu/research/compliance/irbnet

IRB Reviews Announcement (dual campus): https://www.odu.edu/virginia-health-sciences/research/human-subjects-protection/irb-reviews-announcement

Virginia Health Sciences IRB: https://www.odu.edu/virginia-health-sciences/research/human-subjects-protection

Research Data Management Policy (5350): https://www.odu.edu/about/policiesandprocedures/university/5000/5350

Data Administration Policy (3504): https://www.odu.edu/about/policiesandprocedures/university/3000/3504

Section VII — Library & Information Literacy

LIBS 110G Algorithms & AI guide: https://guides.lib.odu.edu/c.php?g=892857&p=6424795

Data Management @ ODU LibGuide: https://guides.lib.odu.edu/c.php?g=1353047&p=9987690

Research Data Management Planning LibGuide: https://guides.lib.odu.edu/DataManagement

Data and Statistics LibGuide: https://guides.lib.odu.edu/data

Section VIII — Infrastructure & Investment

Strategic Plan page: https://www.odu.edu/strategicplan

Strategic Plan goals: https://www.odu.edu/strategicplan/goals

IT Strategy and Operations: https://www.odu.edu/technology-services/strategy-operation

Centennial Cluster Hiring announcement: https://www.odu.edu/article/odu-to-recruit-hire-25-faculty-ai-to-further-research-the-field

NSA CyberAI validation: https://www.odu.edu/article/old-dominion-university-becomes-first-university-to-earn-nsa-cybersecurity-validation-for

School of Cybersecurity: https://www.odu.edu/cyber

AI Academics page (certificates): https://www.odu.edu/artificial-intelligence/academics

Trustworthy AI Certificate: https://online.odu.edu/academics/programs/trustworthy-ai-certificate

AI in Data Science Certificate: https://online.odu.edu/academics/programs/ai-in-data-science-certificate

Undergraduate AI Certificate (catalog): https://catalog.odu.edu/undergraduate/data-science/artificial-intelligence-certificate/

AI course catalog listings: https://catalog.odu.edu/courses/ai/

MS Data Science/AI concentration (catalog): https://catalog.odu.edu/graduate/data-science/data-science-analytics-artificial-intelligence-machine-learning-ms/

U.S. Cyber Command partnership: https://www.odu.edu/article/old-dominion-university-researchers-partner-us-cyber-command-to-solve-national

OMNI (Salesforce) initiative: https://www.odu.edu/omni

Learn & Work Ecosystem Library entry: https://learnworkecosystemlibrary.com/initiatives/monarchsphere-old-dominion-university-google-ai-incubator/

Section IX — Executive Statements

President's AI letter (January 2025): https://www.odu.edu/president/article/forward-focused-and-future-ready-artificial-intelligence-ai-research-teaching-and

AI Symposium event page (September 2023): https://www.odu.edu/events/a-special-symposium-hosted-president-brian-o-hemphill-phd-striking-the-balance-ai-automation

AI Symposium announcement: https://www.odu.edu/article/president-to-host-sept-8-symposium-artificial-intelligence-education

Chronicle of Higher Education sponsored content: https://sponsored.chronicle.com/centralizing-ai-for-transformation/index.html

MonarchMind president essay: https://www.odu.edu/artificial-intelligence/article/our-university-looks-to-the-future-monarchmind-a-cutting-edge-ai

WHRO coverage of MonarchSphere: https://www.whro.org/business-growth/2025-11-20/old-dominion-university-partners-with-google-to-launch-a-first-of-its-kind-ai-incubator

GovTech coverage of MonarchMind: https://www.govtech.com/education/higher-ed/old-dominion-university-launches-enterprise-chatbot

Mace & Crown student newspaper coverage: https://maceandcrown.com/5340/technology/odu-releases-ai-powered-platform-for-faculty-and-staff/

2025 Year in Review: https://www.odu.edu/article/a-year-review-old-dominion-universitys-2025-most-memorable-moments

Items Not Publicly Documented

Standalone IRB guidance document specific to AI research methodologies (beyond BOV 1220 disclosure requirement)

Formal AI governance committee charter with named membership and meeting schedules

AI-specific faculty handbook provisions (the teaching-and-research faculty handbook is not publicly available online in full)

Detailed procurement records showing which AI tools have completed the Solutions Discovery Analysis

Formal policy gap analysis document

AI-specific acceptable use standard (beyond the general Acceptable Use Standard 09.1.0, which is not AI-specific)

UNIVERSITY OF VIRGINIA

Comprehensive Public-Source AI Governance & Teaching Dossier

Evidence snapshot: March 23, 2026

I. INSTITUTIONAL AI GOVERNANCE ARCHITECTURE

A. Formal Governance Framework

UVA operates a multi-layered AI governance structure anchored by the Provost's Office. There are two distinct Provost-level web presences: genai.provost.virginia.edu (focused on teaching and learning) and ai.provost.virginia.edu (the broader AI@UVA initiative encompassing research, operations, student experience, and public service). The Provost's Office also maintains a Faculty Handbook section (3.3.15) codifying generative AI guidance.

The institution does not maintain a single, unified AI policy. Instead, governance is distributed across the Provost's Office, ITS, the VP for Research's compliance office, the student-run Honor Committee, and individual schools and units — each issuing guidance within its domain. Faculty retain individual authority over classroom AI policies, per Provost guidance.

https://genai.provost.virginia.edu/

https://ai.provost.virginia.edu/

https://faculty-handbook.provost.virginia.edu/3-3-15-generative-ai-genai-in-teaching-and-learning

https://provost.virginia.edu/faculty-handbook/generative-ai-genai-teaching-and-learning

https://provost.virginia.edu/subsite/ai-at-uva

B. Governance Committees & Structure

Gen-AI Task Force (2023). The task force comprised six faculty members with expertise in artificial intelligence, pedagogy, and the intersection of those fields; it also included the chair of the Honor Committee. Virginia Co-chaired by Andrew Pennock and Natasha Heny. Between March and May of 2023, the task force engaged with approximately 300 faculty across six town halls and gathered survey responses from 504 students and 181 faculty. Virginia The final report is publicly posted.

Provost's Task Force on AI Research. A separate body from the teaching-focused task force. It produced a 2024 report providing an overview of AI research at UVA with recommendations for how the University can support and advance AI research. The AI Research@UVA initiative is based on a recommendation from the Provost's Task Force on AI Research and developed by the 2024-25 Provost's Special Advisors on AI, Yael Grushka-Cockayne and Scott Acton. Virginia

AI Research@UVA Co-Directors. Ryan Wright, Ph.D., and Henry Kautz, Ph.D. Virginia were appointed as co-directors. Wright is the Rolls-Royce Commonwealth Eminent Professor at McIntire; Kautz is a former NSF Division Director for Information & Intelligent Systems. Wright also serves on the Provost's Advisory Committee on AI and co-authors the AI Exchange @UVA, a newsletter exploring AI in teaching, research, personal productivity, and operations across Grounds. Virginia

Provost's Advisory Committee on AI. Referenced in the co-directors announcement. Specific membership and charter not separately documented in available public sources.

McIntire AI Advisory Task Force. Formed in spring of 2024, the task force is playing a pivotal role to ensure that McIntire remains a leader in AI integration. Experience McIntire It produced a

whitepaper titled "Integrating AI into Business Education: Strategies for Innovation and Continuous Learning at McIntire."

UVA SOM Generative AI Advisory Team. Developed by the UVA SOM Generative AI Advisory Team and reviewed and approved by the Medical Education Management Committee November 2023. University of Virginia School of Medicine

https://genai.provost.virginia.edu/task-force-report

https://ai.provost.virginia.edu/new-co-directors-for-ai-researchatuva

https://ai.provost.virginia.edu/research

https://experience.mcintire.virginia.edu/news/mcintires-ai-task-force-keeps-school-the-forefront-business-education/

https://aiatuva.substack.com/ (AI Exchange @UVA newsletter)

C. Stated Ethical Principles

UVA does not publish a standalone set of AI ethical principles. The operational framework is expressed through: the ITS Responsible Use Guidelines and Terms of Use, the Provost's FAQ emphasizing instructor autonomy and responsible use, the VP for Research's integrity guidance, the Honor Committee's approach statement, and the Darden LaCross Institute's stated focus on ethical AI.

The Honor Committee's published framing: Honor's approach to AI will be open-minded, community-based, and thoughtful. Virginia

Provost Ian Baucom's framing (September 2024): "Now is the time for institutions like the University of Virginia to convene resources and apply them to shape what likely will be the most impactful technology of our lifetimes." University of Virginia News

II. POLICY INFRASTRUCTURE & INSTITUTIONAL ALIGNMENT

A. Policy Reviews or Gap Analyses

The 2024 AI Research report from the Provost's Task Force on AI Research is described as providing a high-level overview and recommendations. The full report is not publicly posted in extractable form but is referenced on the AI@UVA research page.

A May 2025 Cavalier Daily editorial criticized the decentralized approach: The shortcomings of the Task Force create an opaque situation where students suffer. One year after the inception of the Task Force, many students at this University feel like they have not been included in the implementation, or conversely, eradication, of AI in the classroom. The Cavalier Daily

No formal, publicly posted gap analysis or policy audit was identified.

https://www.cavalierdaily.com/article/2025/05/editorial-uva-needs-to-promote-better-artificial-intelligence-policies

https://ai.provost.virginia.edu/research

B. Policies Requiring Revision

The ITS Acceptable Use Policy (IRM-002) has been updated multiple times in response to AI developments. Notable revisions per the policy's change log: GenAI tools were added to the definition of IT Resources on 3/6/24; DeepSeek was banned on 2/17/25 per Governor's Executive Order 46; UVAChat+ was removed from the IT Resources definition on 10/20/25.

The ITS Generative AI Use Guidelines and associated Terms of Use are described as subject to ongoing revision. The SOM AI policy states it is "subject to change to ensure alignment" with broader University policies.

https://uvapolicy.virginia.edu/policy/IRM-002

https://virginia.service-now.com/its/?id=itsweb_kb_article&sys_id=8a0050d847fac610bb2b9c7b116d4317

https://med.virginia.edu/policies/uva-school-of-medicine-som-md-program-policy-on-generative-ai/

C. Supplemental Guidance Issued

The VP for Research's Office of Compliance and Training issued a research integrity notice specific to AI. AI might be used to write and generate data and ideas, but the researcher remains accountable for the validity of data generated from AI and citations necessary for that work. Virginia The notice cites COPE position statements on AI and authorship.

The Student Affairs office issued a separate communication in February 2025 clarifying the DeepSeek ban's application to students. All UVA students are prohibited from downloading or using DeepSeek on any devices connected to a UVA wired or wireless network. Student Affairs

The UVA Finance division's LSP team issued a guidance blog post directing staff to UVA-licensed Copilot tools.

https://compliance.research.virginia.edu/about/integrity-and-ethics/reminder-importance-research-integrity-use-ai

https://compliance.research.virginia.edu/about/integrity-ethics/reminder-importance-research-integrity-use-ai/helpful-links-standards

https://studentaffairs.virginia.edu/communications/2025/updates-policy-acceptable-use-information-technology-resources-regarding

https://uvafinance.virginia.edu/news/tech-tips-our-lsps-how-safely-use-gen-ai-uva

III. TEACHING & LEARNING POSTURE

A. Faculty Guidance Model

UVA's approach places AI classroom policy squarely in individual faculty hands. These guidelines are not enforceable, and AI usage within the classroom will be left up to the discretion of the professor. The Cavalier Daily The Provost's FAQ encourages faculty to set clear expectations, include AI policies in syllabi, and direct students to UVA-licensed tools when possible.

The "Teaching in a World with Generative AI" online course is available to all UVA instructors and GTAs via Canvas, produced by the Provost's Office and CTE.

The Faculty AI Guides program sponsored approximately 50 faculty in 2024-2025 to learn about AI in teaching and share knowledge with colleagues. Example syllabus statements from these Guides are posted publicly on the Library's GenAI guide.

The Center for Teaching Excellence (CTE) maintains an extensive Teaching Hub with curated collections on: generative AI in teaching and learning, promoting academic integrity with AI, ethical integration of AI, AI and assessment, AI and writing, AI and accessibility, AI media production, and more.

McIntire launched its own AI Guides Program in fall 2024 with six faculty members, supported by the Provost's office.

https://genai.provost.virginia.edu/genai-programs

https://genai.provost.virginia.edu/guidance-for-faculty-students
https://teaching.virginia.edu/galleries/generative-ai
https://teaching.virginia.edu/collections/how-can-i-promote-academic-integrity-with-ai
https://teaching.virginia.edu/collections/ethical-integration-of-ai
https://guides.lib.virginia.edu/genai (example syllabus statements)

B. Graduate School Guidance

No separate Graduate School-level AI policy was found in public sources. Graduate students are subject to the same Provost's FAQ and Honor Code framework. The CTE's "Teaching in a World with Generative AI" course explicitly includes GTAs in its audience.

C. AI Detection Tools Policy

The Center for Teaching Excellence has compiled additional strategies for talking with your students about Gen-AI and for promoting academic integrity. Virginia No institutional policy mandating or prohibiting AI detection tools (e.g., Turnitin AI detection) was identified in public sources. The approach is consistent with the decentralized model: detection tool usage appears to be at faculty discretion.

D. Faculty Support Infrastructure

Beyond the Faculty AI Guides program and CTE collections described above, UVA maintains:

The Claude Moore Health Sciences Library offers workshops on GenAI topics including prompt engineering, code assistance, data analysis, and literature searching.

The UVA Library AI Challenge is a self-paced educational resource encouraging students and faculty to explore AI tools, with modules on what AI is, ethical considerations, and hands-on challenges.

The McIntire Knowledge Continuum event series has featured AI-focused programming, including sessions with former OpenAI executive Zack Kass (who serves as Executive-in-Residence at McIntire) and Tom Davenport.

https://guides.hsl.virginia.edu/data/gen-ai
https://guides.lib.virginia.edu/aichallenge/what_is_ai
https://www.commerce.virginia.edu/centers/cmit/knowledge-continuum

IV. TOOL ECOSYSTEM & PROCUREMENT GOVERNANCE

A. Approved AI Tools

Microsoft Copilot Chat (Enterprise/Pro). UVA's primary licensed GenAI tool. With UVA Copilot Chat and Copilot for Microsoft 365, your prompts and outputs stay within UVA's tenant, aren't shared outside UVA, and aren't used to train AI models. Blogger Approved for data classified up to "Sensitive" under UVA's University Data Protection Standards. Highly Sensitive Data is explicitly prohibited from any GenAI tool.

Microsoft 365 Copilot. A separate, more deeply integrated product embedded within M365 applications, available by request (license form referenced on ITS site).

Consensus. An AI-powered academic search engine for which UVA holds an enterprise license, built on the Semantic Scholar dataset.

ChatGPT EDU (Darden only). The initiative brings ChatGPT EDU to Darden, providing faculty, staff and students with a secure, compliant and tailored AI platform designed for academic excellence and organizational innovation. Darden Report This is a Darden-specific deployment through a partnership with OpenAI announced February 2025.

https://virginia.service-now.com/its/?id=itsweb_kb_article&sys_id=dbe41947dbe3f91066d98f38139619db
https://virginia.service-now.com/its/?id=itsweb_kb_article&sys_id=09794a07db50b3084fac7608f496195f
https://guides.lib.virginia.edu/genai/copilot
https://news.darden.virginia.edu/2025/02/12/uva-darden-pioneers-ai-powered-business-education-with-openai-partnership/

B. Pilot Programs

Google AI for Education Accelerator. The University of Virginia is among the nation's universities that are part of the first cohort of the Google AI for Education Accelerator, giving students, faculty, and staff no-cost access to Google Career Certificates and AI training courses. Virginia (August 2025)

Darden's ChatGPT EDU deployment is structured as an adoption rollout, with faculty and staff access preceding a phased student rollout. Darden has described deploying "decision-support agents" for internal operations.

C. Procurement & Approval Pathways

The ITS Terms of Use govern all GenAI tool use. Do not use University data, except for data classified as "Public," with AI tools that have not been appropriately contracted and licensed with the necessary data protections. Advancement Hub Users of non-licensed tools bear personal responsibility. Data classification follows the University Data Protection Standards (UDPS), administered under policy IRM-003.

The DeepSeek ban (February 2025), imposed under Governor's Executive Order 46 and implemented via IRM-002 revision, establishes a precedent for state-level prohibition of specific AI platforms on university networks and devices.

https://hub.advancement.virginia.edu/subpage/safe-use-data-security
https://uvapolicy.virginia.edu/policy/IRM-003
https://uvapolicy.virginia.edu/policy/IRM-002

V. ACADEMIC INTEGRITY INTEGRATION

A. Honor Code Language

UVA's student-run Honor System predates AI and does not contain AI-specific language in its foundational code. Instead, AI violations are framed as breaches of instructor-set expectations. The failure to comply with a professor's AI policy may constitute an Honor violation. The Cavalier Daily

The Honor Committee maintains a dedicated AI resources page. The Faculty Advisory Committee (FAC) has been in conversation with the Provost, Academic Deans, and academic departments to develop policies and train investigators to identify cases of AI misuse. Virginia The Committee reports that it has trained investigators for AI-related cases.

The Committee also provides meeting minutes, a data portal, public case summaries, and XYZ case studies, though the AI-specific content within those archives is not separately extractable from public sources.

https://honor.virginia.edu/resources/artificial-intelligence

https://honor.virginia.edu/meetings

B. Enforcement Process

The Honor Committee operates a multi-sanction system (transitioned from the former single sanction). The Committee also deliberated options for a generative Artificial Intelligence policy, agreeing to seek out community feedback to inform its decisions on AI usage. The Cavalier Daily (April 2024 meeting)

The SOM policy explicitly states: If a student is found to have inappropriately utilized generative AI, the student will be subject to the UVA SOM Code of Conduct and greater University Honor Code. University of Virginia School of Medicine

https://www.cavalierdaily.com/article/2024/04/honor-committee-brainstorms-sanction-diversification-considers-future-steps-for-ai

VI. RESEARCH GOVERNANCE & ETHICS

A. Research Office AI Guidance

The Office of the VP for Research issued guidance through its Compliance and Training division. Key provisions: researchers are accountable for AI-generated output; transparent disclosure and proper attribution are required; AI cannot be listed as an author; the COPE position statement is cited as the standard. The guidance identifies specific harm scenarios a Research Integrity Officer would assess, including fabrication of data via AI tools and inadvertent exposure of sensitive data.

Generative AI use is subject to UVA's Responsible Use Guidelines. Your school or unit may have additional Generative AI usage guidelines that you should review. Highly Sensitive Data (HSD) should never be entered into a Generative AI tool. Virginia

The compliance page also provides an extensive reference list of external AI ethics and integrity resources, including COPE, NSF, European Commission guidelines, and named ethicists.

https://compliance.research.virginia.edu/about/integrity-and-ethics/reminder-importance-research-integrity-use-ai

https://compliance.research.virginia.edu/about/integrity-ethics/reminder-importance-research-integrity-use-ai/helpful-links-standards

B. Data Ownership & IP Position

UVA LVG manages all IP commercialization. Faculty are required to execute the University's Patent Agreement and Assignment form. The Faculty Handbook section 3.4.2 describes LVG's role. No AI-specific IP policy was identified in publicly available LVG materials. Standard Bayh-Dole and university-ownership frameworks apply.

The ITS Terms of Use address AI-generated IP: AI Users are prohibited from infringing upon the intellectual property of the University or third parties in their use of GenAI Tools. Advancement Hub

https://lvg.virginia.edu/

https://lvg.virginia.edu/process

https://lvg.virginia.edu/process/patent-agreement

https://faculty-handbook.provost.virginia.edu/3-4-2-uva-licensing-ventures-group-uva-lvg

C. Authorship & Disclosure Standards

The VP for Research guidance aligns with COPE: AI tools cannot be credited as authors; users must disclose AI usage in methods sections; researchers remain accountable for all content. Transparent disclosure and proper attribution. Virginia The guidance cites JAMA and WAME standards.

The SOM policy requires students to cite AI use in assignments and, for scholarly publication, adhere to journal-specific AI disclosure policies.

D. Human Subjects Considerations

The VP for Research compliance page references UVA privacy experts for AI-related data breaches. No separate IRB-specific AI guidance was identified in publicly available sources.

VII. LIBRARY & INFORMATION LITERACY SIGNALS

UVA Libraries maintain a multi-page library GenAI guide ecosystem:

Main Library GenAI Guide (guides.lib.virginia.edu/genai) — tabs covering: what is generative AI, ethical considerations, copyright and intellectual property, citations (APA/MLA/Chicago for AI), tools, Microsoft Copilot Chat, and links to university-level policies. A dedicated library contact email (libraryai@virginia.edu) is provided.

Health Sciences Library GenAI Guide (guides.hsl.virginia.edu/data/gen-ai) — detailed guidance on data security classification, prompting frameworks, coding checklist for GenAI, and UVA-specific data handling rules. Also maintains a separate AI@HSL guide with links to UVA-level policies.

Library AI Challenge (guides.lib.virginia.edu/aichallenge) — a self-paced learning module with step-by-step content, quizzes, and reflection prompts.

https://guides.lib.virginia.edu/genai
https://guides.lib.virginia.edu/genai/whatis
https://guides.lib.virginia.edu/genai/copilot
https://guides.lib.virginia.edu/genai/tools
https://guides.lib.virginia.edu/aichallenge/what_is_ai
https://guides.hsl.virginia.edu/data/gen-ai
https://guides.hsl.virginia.edu/ai/ai_uva

VIII. INFRASTRUCTURE & STRATEGIC INVESTMENT SIGNALS

2030 Strategic Plan ("A Great and Good University"). Approved 2019. Identifies five Grand Challenges research priority areas including Digital Technology and Society. The plan does not reference "artificial intelligence" by name but the digital technology priority area has become the primary umbrella for AI-related strategic activity. The School of Data Science, launched during the plan period, is a direct outcome.

https://strategicplan.virginia.edu/
https://strategicplan.virginia.edu/key-initiatives/
https://president.virginia.edu/strategic-plan

LaCross Institute for Ethical Artificial Intelligence in Business (Darden). Established September 2024 with Board of Visitors approval. The total philanthropic impact of the LaCross family's AI investment at Darden now stands at over $62 million, one of the largest AI gifts to any business

school in the world. PR Newswire Academic directors: Yael Grushka-Cockayne and Raj Venkatesan. Darden launched an MBA concentration in AI available fall 2025 with 25 qualifying courses. The Institute is described as "a major network node at UVA connecting into other AI initiatives, centers and units across the University."

https://www.darden.virginia.edu/intelligence

https://www.darden.virginia.edu/intelligence/education

https://news.virginia.edu/content/uva-launches-institute-darden-school-business-focus-artificial-intelligence

https://news.darden.virginia.edu/2024/09/16/uva-launches-institute-at-darden-school-of-business-to-focus-on-artificial-intelligence/

https://news.darden.virginia.edu/2026/02/20/5-big-lessons-from-uva-dardens-first-year-with-ai/

Capital One AI Research Neighborhood. Announced October 2025. $4.5 million partnership ($2M Capital One + $2M UVA match for facilities; $500K for Ph.D. fellowships). The 31,000 sq. ft. facility will be in the planned Whitehead Road Engineering Academic Building. Building currently in design phase but deferred due to financial uncertainty.

https://engineering.virginia.edu/news-events/news/capital-one-and-uva-engineering-announce-major-partnership-advance-ai-research-and-education

NSF-Simons AI Institute for Cosmic Origins (CosmicAI). $20 million over five years. UVA is a core institutional partner alongside UT Austin, University of Utah, UCLA, NSF NOIRLab, and NRAO. The NSF-Simons CosmicAI Institute will bring $2.7 million in funding to Grounds. University of Virginia

https://cosmicai.org/education-outreach

https://as.virginia.edu/news/uva-co-host-ai-powered-astronomy-institute

National Security Data and Policy Institute. Launched at UVA, with the Biocomplexity Institute as a key collaborator developing foundation models for national security applications.

https://biocomplexity.virginia.edu/news/uva-launches-national-security-data-and-policy-institute-collaborates-biocomplexity-institute

School of Data Science — the nation's first standalone school of data science (building dedicated April 2024). Rapid faculty expansion: 11 new faculty in 2022, three in 2024, nine in 2025. New MSDS residential concentrations in AI, data visualization, genomics, and sports data science announced. Dean: Phil Bourne.

https://datascience.virginia.edu/news/school-data-science-welcomes-nine-new-faculty-2025

https://datascience.virginia.edu/news/uva-data-science-expands-msds-residential-program-four-new-concentrations

Digital Technology for Democracy Lab. Interdisciplinary collaboration exploring the intersection of democracy and digital technology. Housed journalist Khari Johnson as a practitioner fellow.

UVAi Vanguard. A three-year, $112,800 Jefferson Trust-funded project connecting McIntire and College of Arts & Sciences faculty on AI and large language models.

Link Lab. UVA Engineering's center of excellence in cyber-physical systems, referenced on the AI@UVA research page.

https://ai.provost.virginia.edu/research-initiatives

IX. PUBLIC STATEMENTS & EXECUTIVE SIGNALING

Provost Ian Baucom (September 2024): "Building on the Darden School's strengths in educating responsible business leaders and thought leadership on the role of business in society, the

LaCross AI Institute will continue to accelerate the University's impact." University of Virginia News

Darden Dean Scott Beardsley: Described AI as a multi-trillion-dollar industry and stated Darden is in a unique position to shape ethical AI leadership. Chairs the LaCross Institute's advisory council.

School of Data Science Dean Phil Bourne: "Without data there is no AI, and so the School of Data Science is delighted to be a partner in the new Institute." PR Newswire

UVA economist Anton Korinek was named to TIME's 2025 TIME 100 AI list.

"Rethinking the Inevitability of AI" conference — hosted at UVA in July and December 2024 with support from the Environmental Institute, History Department, and School of Data Science.

The Cavalier Daily editorial board published a critical assessment of UVA's AI posture in May 2025, characterizing the decentralized faculty-autonomy model as leaving students in a "terrible limbo."

https://ai.provost.virginia.edu/news

https://ai.provost.virginia.edu/news-archive

https://uva.theopenscholar.com/rethinking-the-inevitability-of-ai/

https://www.cavalierdaily.com/article/2025/05/editorial-uva-needs-to-promote-better-artificial-intelligence-policies

https://www.cavalierdaily.com/article/2024/09/university-creates-guidelines-to-grapple-with-growing-presence-of-ai-technology

https://www.cavalierdaily.com/article/2025/02/in-compliance-with-youngkin-order-university-bans-use-of-deepseek-ai-on-networks

X. SCHOOL-LEVEL AI INITIATIVES (SUPPLEMENTAL)

School of Medicine. Published a formal MD Program Policy on Generative AI (initially November 2023, revised through at least 2025). Names specific tools including ChatGPT, Copilot, Gemini, Claude, DeepSeek, and DALL-E. Provides detailed acceptable-use examples distinguishing UVA-copyrighted content (use Copilot) from public content (external tools permitted). Prohibits AI-generated patient care documentation outside EHR-supported tools (e.g., Dax Copilot). AI is integrated into clinical reasoning exercises in the foundational curriculum.

https://med.virginia.edu/policies/uva-school-of-medicine-som-md-program-policy-on-generative-ai/

https://med.virginia.edu/med-ed-tech/support-for-students/general-tech/computing-security/

McIntire School of Commerce. Maintains a dedicated "AI at McIntire" page. Has an Analytics & AI undergraduate track, courses in Ethical Application of AI and Foundations of ML/AI with Python, an AI Advisory Task Force with a published whitepaper, and Zack Kass as Executive-in-Residence. The Center for Business Analytics and Center for the Management of IT both host AI-focused programming.

https://www.commerce.virginia.edu/ai-at-mcintire

https://www.commerce.virginia.edu/bs-commerce/academics/tracks/business-analytics

https://experience.mcintire.virginia.edu/news/spring-2024-semester-ai-roundup/

School of Law. Multiple AI courses offered: "Law and Artificial Intelligence," "Artificial Intelligence and Democracy," "Artificial Intelligence and Machine Learning," "Law of Artificial Intelligence," and "AI and IP." The LawTech Center hosts events and speaker series on AI topics, including Vice Dean Ashley Deeks's book on national security and AI. A public course website exists at uvalawai.github.io.

https://www.law.virginia.edu/courses/law-and-artificial-intelligence-124820848
https://www.law.virginia.edu/courses/artificial-intelligence-and-democracy-124820579
https://www.law.virginia.edu/courses/artificial-intelligence-and-machine-learning-125820741
https://www.law.virginia.edu/academics/program/lawtech-center
https://www.law.virginia.edu/news/202503/new-classes-explore-promise-and-predicaments-artificial-intelligence
https://uvalawai.github.io/
https://www.law.virginia.edu/academics/program/center-intellectual-property-law

School of Engineering. Maintains an AI Research faculty directory page listing dozens of faculty across computer science, ECE, and systems engineering. The Link Lab focuses on cyber-physical systems. Cavalier Autonomous Racing (Dr. Madhur Behl) and the RAISE group (Nando Fioretto) are among active AI research groups. Henry Kautz joined as Professor of Computer Science and Co-Director of AI Research.

https://engineering.virginia.edu/department/computer-science/research/artificial-intelligence-research

School of Education and Human Development. Referenced on ai.provost.virginia.edu as being "at the forefront of integrating technology and artificial intelligence ethically, inclusively, and effectively into education and research." No school-specific AI policy page was identified separately.

UVA Center for Politics. Carah Ong Whaley taught a class in which students drafted Virginia AI legislation (SB 621, merged into SB 487) requiring impact assessments for public-body AI systems. Students testified before the General Assembly.

https://news.virginia.edu/content/uva-students-lay-down-law-ai

Advancement Hub. UVA's Advancement division published Copilot usage guidance and use cases for fundraising, donor research, and communications staff.

https://hub.advancement.virginia.edu/subpage/uva-copilot
https://hub.advancement.virginia.edu/subpage/safe-use-data-security

XI. EVIDENCE ARCHIVE — ALL URLs BY SECTION

I. Governance Architecture

https://genai.provost.virginia.edu/
https://ai.provost.virginia.edu/
https://faculty-handbook.provost.virginia.edu/3-3-15-generative-ai-genai-in-teaching-and-learning
https://provost.virginia.edu/faculty-handbook/generative-ai-genai-teaching-and-learning
https://provost.virginia.edu/subsite/ai-at-uva
https://genai.provost.virginia.edu/task-force-report
https://ai.provost.virginia.edu/new-co-directors-for-ai-researchatuva
https://ai.provost.virginia.edu/director-ai-research-at-uva-call-for-applications
https://ai.provost.virginia.edu/research
https://ai.provost.virginia.edu/research-initiatives
https://ai.provost.virginia.edu/news
https://ai.provost.virginia.edu/news-archive
https://ai.provost.virginia.edu/student-experience
https://ai.provost.virginia.edu/ai-and-public-service

https://aiatuva.substack.com/

X. EVIDENCE ARCHIVE

https://genai.provost.virginia.edu/
https://ai.provost.virginia.edu/
https://faculty-handbook.provost.virginia.edu/3-3-15-generative-ai-genai-in-teaching-and-learning
https://provost.virginia.edu/faculty-handbook/generative-ai-genai-teaching-and-learning
https://provost.virginia.edu/subsite/ai-at-uva
https://genai.provost.virginia.edu/task-force-report
https://ai.provost.virginia.edu/new-co-directors-for-ai-researchatuva
https://ai.provost.virginia.edu/research
https://experience.mcintire.virginia.edu/news/mcintires-ai-task-force-keeps-school-the-forefront-business-education/
https://aiatuva.substack.com/
https://www.cavalierdaily.com/article/2025/05/editorial-uva-needs-to-promote-better-artificial-intelligence-policies
https://uvapolicy.virginia.edu/policy/IRM-002
https://virginia.service-now.com/its/?id=itsweb_kb_article&sys_id=8a0050d847fac610bb2b9c7b116d4317
https://med.virginia.edu/policies/uva-school-of-medicine-som-md-program-policy-on-generative-ai/
https://compliance.research.virginia.edu/about/integrity-and-ethics/reminder-importance-research-integrity-use-ai
https://compliance.research.virginia.edu/about/integrity-ethics/reminder-importance-research-integrity-use-ai/helpful-links-standards
https://studentaffairs.virginia.edu/communications/2025/updates-policy-acceptable-use-information-technology-resources-regarding
https://uvafinance.virginia.edu/news/tech-tips-our-lsps-how-safely-use-gen-ai-uva
https://genai.provost.virginia.edu/genai-programs
https://genai.provost.virginia.edu/guidance-for-faculty-students
https://teaching.virginia.edu/galleries/generative-ai
https://teaching.virginia.edu/collections/how-can-i-promote-academic-integrity-with-ai
https://teaching.virginia.edu/collections/ethical-integration-of-ai
https://guides.lib.virginia.edu/genai
https://guides.hsl.virginia.edu/data/gen-ai
https://guides.lib.virginia.edu/aichallenge/what_is_ai
https://www.commerce.virginia.edu/centers/cmit/knowledge-continuum
https://virginia.service-now.com/its/?id=itsweb_kb_article&sys_id=dbe41947dbe3f91066d98f38139619db
https://virginia.service-now.com/its/?id=itsweb_kb_article&sys_id=09794a07db50b3084fac7608f496195f
https://guides.lib.virginia.edu/genai/copilot
https://news.darden.virginia.edu/2025/02/12/uva-darden-pioneers-ai-powered-business-education-with-openai-partnership/
https://hub.advancement.virginia.edu/subpage/safe-use-data-security
https://uvapolicy.virginia.edu/policy/IRM-003
https://honor.virginia.edu/resources/artificial-intelligence
https://honor.virginia.edu/meetings
https://www.cavalierdaily.com/article/2024/04/honor-committee-brainstorms-sanction-diversification-considers-future-steps-for-ai

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https://lvg.virginia.edu/process
https://lvg.virginia.edu/process/patent-agreement
https://faculty-handbook.provost.virginia.edu/3-4-2-uva-licensing-ventures-group-uva-lvg
https://guides.lib.virginia.edu/genai/whatis
https://guides.lib.virginia.edu/genai/tools
https://guides.hsl.virginia.edu/ai/ai_uva
https://strategicplan.virginia.edu/
https://strategicplan.virginia.edu/key-initiatives/
https://president.virginia.edu/strategic-plan
https://www.darden.virginia.edu/intelligence
https://www.darden.virginia.edu/intelligence/education
https://news.virginia.edu/content/uva-launches-institute-darden-school-business-focus-artificial-intelligence
https://news.darden.virginia.edu/2024/09/16/uva-launches-institute-at-darden-school-of-business-to-focus-on-artificial-intelligence/
https://news.darden.virginia.edu/2026/02/20/5-big-lessons-from-uva-dardens-first-year-with-ai/
https://engineering.virginia.edu/news-events/news/capital-one-and-uva-engineering-announce-major-partnership-advance-ai-research-and-education
https://cosmicai.org/education-outreach
https://as.virginia.edu/news/uva-co-host-ai-powered-astronomy-institute
https://biocomplexity.virginia.edu/news/uva-launches-national-security-data-and-policy-institute-collaborates-biocomplexity-institute
https://datascience.virginia.edu/news/school-data-science-welcomes-nine-new-faculty-2025
https://datascience.virginia.edu/news/uva-data-science-expands-msds-residential-program-four-new-concentrations
https://ai.provost.virginia.edu/research-initiatives
https://ai.provost.virginia.edu/news
https://ai.provost.virginia.edu/news-archive
https://uva.theopenscholar.com/rethinking-the-inevitability-of-ai/
https://www.cavalierdaily.com/article/2024/09/university-creates-guidelines-to-grapple-with-growing-presence-of-ai-technology
https://www.cavalierdaily.com/article/2025/02/in-compliance-with-youngkin-order-university-bans-use-of-deepseek-ai-on-networks
https://med.virginia.edu/med-ed-tech/support-for-students/general-tech/computing-security/
https://www.commerce.virginia.edu/ai-at-mcintire
https://www.commerce.virginia.edu/bs-commerce/academics/tracks/business-analytics
https://experience.mcintire.virginia.edu/news/spring-2024-semester-ai-roundup/
https://www.law.virginia.edu/courses/law-and-artificial-intelligence-124820848
https://www.law.virginia.edu/courses/artificial-intelligence-and-democracy-124820579
https://www.law.virginia.edu/courses/artificial-intelligence-and-machine-learning-125820741
https://www.law.virginia.edu/academics/program/lawtech-center
https://www.law.virginia.edu/news/202503/new-classes-explore-promise-and-predicaments-artificial-intelligence
https://uvalawai.github.io/
https://www.law.virginia.edu/academics/program/center-intellectual-property-law

https://engineering.virginia.edu/department/computer-science/research/artificial-intelligence-research
https://news.virginia.edu/content/uva-students-lay-down-law-ai
https://hub.advancement.virginia.edu/subpage/uva-copilot
https://ai.provost.virginia.edu/director-ai-research-at-uva-call-for-applications
https://ai.provost.virginia.edu/student-experience
https://ai.provost.virginia.edu/ai-and-public-service
https://genai.provost.virginia.edu/uva-news-on-gen-ai
https://lvg.virginia.edu/programs
https://strategicplan.virginia.edu/timeline/
https://news.darden.virginia.edu/2026/01/12/inside-uvas-msba-a-hands-on-business-analytics-program-built-for-the-age-of-artificial-intelligence/
https://datascience.virginia.edu/news/school-data-science-welcomes-three-new-faculty-2024
https://www.cavalierdaily.com/article/2025/01/halfway-there-a-progress-report-of-uvas-2030-plan
https://dailyprogress.com/news/local/education/threat-and-promise-of-ai-looms-over-fall-semester-at-uva/article_046636be-2676-11ee-88af-8b0d6e793685.html
https://www.29news.com/2024/10/13/how-uva-uses-ai-education-health-data/
https://www.aamc.org/news/medical-schools-move-worrying-about-ai-teaching-it
https://www.commerce.virginia.edu/centers/cba
https://www.commerce.virginia.edu/ms-mit/module-3
https://experience.mcintire.virginia.edu/topic/automation-and-artificial-intelligence/
https://www.law.virginia.edu/courses/law-artificial-intelligence-sc-124110026
https://engineering.virginia.edu/faculty/henry-kautz
https://datascience.virginia.edu/blogs/research

VIRGINIA COMMONWEALTH UNIVERSITY

Comprehensive Public-Source AI Governance & Teaching Dossier

Evidence snapshot: March 22, 2026

I. INSTITUTIONAL AI GOVERNANCE ARCHITECTURE

A. Formal Governance Framework

VCU has adopted a multi-layered governance structure for generative AI that distributes responsibility across the Office of the CIO, the Office of the Provost, and individual schools. The university's formal AI policy, "Acceptable Use of Generative AI Technology," was published through VCU's Doctract policy portal and establishes baseline requirements for the ethical and secure use of GenAI technologies by all VCU employees and affiliates. The VCU Integrity and Compliance Office confirmed in its December 2025 Compliance Corner (Issue 3.14) that this policy had been newly adopted, supporting responsible adoption of GenAI tools across learning, research, and community engagement. Implementation involves awareness through the Technology Services AI blog, newsletter, and Telegram channel, with compliance monitoring integrated into existing IT Governance and Information Security processes.

The Office of the CIO houses the central AI guidance page, which consolidates guidelines on data protection, FERPA compliance, FOIA considerations, procurement governance, and links to the formal policy document. The CIO page establishes six operational principles: protect confidential data, adhere to current AI guidelines and policies, protect student data and work, FOIA considerations, responsibility for AI-generated content, and IT governance review requirements.

https://cio.ts.vcu.edu/ai/
https://vcu.public.doctract.com/doctract/documentportal/08DE25FC31398F5D486E7414FA311446
https://blogs.vcu.edu/ico/2025/12/15/compliance-corner-3-14/

B. Governance Committees & Structure

The Faculty Advisory Committee for Gen AI & Teaching & Learning was established in fall 2023, with representation from across units on both the Monroe Park and MCV campuses. The committee focuses on understanding faculty perspectives regarding generative AI, building faculty confidence in using AI in course development, producing addendums to the Gen AI Resource Tool, and providing continued guidance through hands-on workshops and sessions. The committee was convened under the Senior Vice Provost for Faculty Affairs.

The Convergence Labs @VCU initiative, announced by the Provost's office and launched in fall 2025, operates as a university-wide interdisciplinary structure. AI is one of three enterprise-spanning themes (alongside Neurosciences and Health Outcomes). More than 150 faculty have expressed interest in AI-related initiatives. The AI+ Convergence Lab is led by Milos Manic (Faculty Lead for Enterprise AI), who was nominated by his dean and appointed by the Provost. The operating manual (published February 2025) establishes a leadership structure of Lab Leads/Co-Leads, Cluster Chairs, affiliated faculty, community partners, and students, with the Office of the Provost providing guidance and resources.

The VCU AI Guidebook (aiguidebook.vcu.edu), maintained under Academic Affairs, serves as a public-facing hub consolidating AI programs and courses, approved tools, research spotlights, and an Enterprise AI section, with an Enterprise AI Accelerator Workshop listed as an event.

https://faculty.provost.vcu.edu/task-forces--committees/genai-committee/

https://blogs.vcu.edu/provost/2025/09/12/convergence-labs-launching-vcus-next-horizon/
https://academics.provost.vcu.edu/convergence-labs/
https://faculty.provost.vcu.edu/media/faculty-provost/ConvergenceLabsVCUOperatingManualFebruary2025-InternalUse_copyright.pdf
https://aiguidebook.vcu.edu/

C. Stated Ethical Principles

The CIO AI page articulates principles of ethical use, compliance, transparency, and accountability. The CTLE faculty guidelines frame AI literacy through a holistic competency model encompassing knowledge, skills, dispositions, and critical techno-ethical perspectives, citing the Knoth et al. (2024) AI literacy assessment framework. Faculty guidance explicitly states that the goal is not to set hard "do's and don'ts" but to provide guidance and foster conversations about AI use. The guidelines emphasize respecting privacy, confidentiality, intellectual property rights, and using data in a manner that complies with relevant regulations.

The AI Futures Lab at the Humanities Research Center, co-directed by Associate Professors Jennifer Rhee and Caddie Alford, operates as a self-described "critical AI lab" that aims to support and cultivate humanities research on "the power dynamics, environmental costs, and continued exploitation that inheres in these products, systems, discourses, and company ideologies."

https://cio.ts.vcu.edu/ai/
https://faculty.provost.vcu.edu/faculty-resources/center-for-teaching-and-learning-excellence/gen-ai-and-teaching-guidelines---faculty/
https://humanitiescenter.vcu.edu/labs/ai-futures-lab/

II. POLICY INFRASTRUCTURE & INSTITUTIONAL ALIGNMENT

A. Policy Reviews or Gap Analyses

The Convergence Labs @VCU emerged from the 2023-24 One VCU Academic Repositioning Task Force, which recommended new structural models for transdisciplinary research and collaboration. The operating manual confirms the initiative was developed in partnership between the Office of the Provost, the Senior Vice President for Health Sciences, and the Vice President for Research and Innovation.

Former Provost Fotis Sotiropoulos, in his May 2025 farewell message, confirmed that VCU had introduced interdisciplinary curricula in artificial intelligence and mixed and immersive realities to prepare students for a rapidly evolving technological landscape, and that promotion and tenure policy revision had been initiated.

Quest 2028, VCU's current strategic plan, is undergoing a compliance-driven review led by the Provost. The strategic research priorities plan (One VCU Research) explicitly identifies artificial intelligence as a national priority investment area.

https://faculty.provost.vcu.edu/media/faculty-provost/ConvergenceLabsVCUOperatingManualFebruary2025-InternalUse_copyright.pdf
https://blogs.vcu.edu/provost/2025/05/30/thank-you-vcu-a-farewell-message-from-fotis-sotiropoulos-ph-d/
https://strategicplanreview.staging2.vcu.edu/
https://news.vcu.edu/article/VCUs_strategic_research_plan_aims_to_shape_a_bold_new_era

B. Policies Requiring Revision

VCU's CIO page states that "as the landscape of AI technology evolves, the university will continue to update its guidance and policies to reflect our growing understanding of the effects of generative AI tools in academic settings." The faculty teaching guidelines similarly state they "will be further developed and revised in accordance with the evolving technology." The VCU Faculty Affairs Syllabus Statements page now includes required AI-specific language that all syllabi must contain, stating: "Specific instructors' policies on new and emerging technologies such as artificial intelligence might change the way the Honor System is applied from course to course."

https://cio.ts.vcu.edu/ai/

https://go.vcu.edu/syllabus

https://faculty.provost.vcu.edu/faculty-resources/center-for-teaching-and-learning-excellence/gen-ai-and-teaching-guidelines---faculty/

C. Supplemental Guidance Issued

VCU has issued parallel guidance documents for different audiences:

The Gen AI and Teaching & Learning Tool (August 2023), the original guidance document from the Provost's office (authored by Subramaniam, Stamm, and Boeh), covered syllabus language, incorporating GenAI into instruction, and FERPA constraints.

The Gen AI and Teaching Guidelines - Faculty (updated, multiple contributors) provides guidance on ethical use, accessibility, intellectual property, course integration, and includes an optional syllabus statement.

The Gen AI Guidelines for Students (contributors include Coombes, Keyes, Subramaniam, Arroyo, Becker, Rhee, Reeder, and others) covers course-level variation, citation and attribution, data privacy, critical assessment of AI output, and includes additional guidelines for graduate students conducting research and writing theses/dissertations.

The VCU School of Medicine has its own school-level "Acceptable Use of Generative Artificial/Augmented Intelligence (AI) Applications Policy" published separately.

https://ctle.vcu.edu/media/faculty-provost/GenAIandTeachingandLearningToolAug15-2023-1.pdf

https://faculty.provost.vcu.edu/faculty-resources/center-for-teaching-and-learning-excellence/gen-ai-and-teaching-guidelines---faculty/

https://faculty.provost.vcu.edu/faculty-resources/center-for-teaching-and-learning-excellence/gen-ai-guidelines-for-students/

https://assets.som.vcu.edu/pdfs/policies/aipolicy.pdf

III. TEACHING & LEARNING POSTURE

A. Faculty Guidance Model

VCU employs a faculty-autonomy model. The CTLE guidelines state their goal is "not to set hard 'do's and don'ts' but to provide guidance and have conversations about AI use." Individual faculty determine whether and how GenAI may be used in their courses, and must communicate those expectations in their syllabi. The university requires a standard syllabus statement referencing AI and the Honor System. Faculty are additionally offered an optional, more detailed syllabus statement addressing AI use.

Key principles in the faculty guidance include: emphasize ethical use, confirm accessibility for students, remain up-to-date, address intellectual property concerns, and protect student data under FERPA. Faculty are explicitly warned that student work is protected under FERPA and

cannot be uploaded to a GenAI tool without written student consent, including to AI detection tools unless VCU has a contract with the provider.

The College of Humanities and Sciences hosted an AI Teaching Summit on October 17, 2025, with hands-on workshops on AI literacy, prompt engineering, ethics and policy, instructional design, and creative classroom applications. Workshops included sessions on crafting GenAI course policies, AI-enhanced assessment design, and the current state of AI policy at VCU.

https://faculty.provost.vcu.edu/faculty-resources/center-for-teaching-and-learning-excellence/gen-ai-and-teaching-guidelines---faculty/

https://go.vcu.edu/syllabus

https://intranet.chs.vcu.edu/faculty/ai-teaching-summit/

B. Graduate School Guidance

The student guidelines include a distinct section titled "Additional Gen AI Guidelines for Graduate Students/Students Conducting Research/Writing Thesis and/or Dissertation." This section instructs graduate students to: comply with the guidelines of their respective schools and programs; avoid using GenAI to process private or sensitive data collected for research purposes; distinguish between editorial assistance and substantial AI assistance; follow publisher and professional society restrictions; immediately consult their advisor if GenAI alters any aspect of the content, framework, or critical thinking in a thesis or dissertation; and save multiple versions of their work to ensure transparency regarding AI-generated revisions.

https://faculty.provost.vcu.edu/faculty-resources/center-for-teaching-and-learning-excellence/gen-ai-guidelines-for-students/

C. AI Detection Tools Policy

VCU's guidance explicitly cautions against reliance on AI detection tools. The CTLE faculty guidelines cite the Liang et al. (2023) study showing GPT detectors are biased against non-native English writers. The FERPA guidance states that AI detection tools constitute GenAI tools subject to the same data-protection requirements: faculty may not upload student work to third-party detection tools without written student consent unless VCU has a contract with the provider. The library's research guide includes an extensive page on fact-checking generative AI, with citations to studies comparing human and computerized AI detection.

https://faculty.provost.vcu.edu/faculty-resources/center-for-teaching-and-learning-excellence/gen-ai-and-teaching-guidelines---faculty/

https://guides.library.vcu.edu/ai/factcheck

D. Faculty Support Infrastructure

The Center for Teaching and Learning Excellence (CTLE) within the Provost's office is the primary faculty development unit for AI-related pedagogy. It maintains the Gen AI Resource Tool, provides workshops and panels, and hosts the faculty guidelines.

The LEDstudio (Learning Experience Design Studio) at VCU Online employs a Director of Curriculum Development (Elaine Reeder) who was spotlighted during the January 2025 State of the University address for her work infusing AI across disciplines. LEDstudio's blog describes her role as helping to ensure students across all disciplines gain AI skills.

The Gen AI Resources for Faculty page provides a curated list of tools accessible through VCU accounts, including Adobe Express, Adobe Firefly, recommendations for teaching with AI in the classroom, and links to open educational resources for AI assignments.

Faculty development efforts also include CTLE-led panels where librarians from the Health Sciences Library have offered sessions allowing students to experience AI tools and critically appraise AI-generated answers against authoritative sources.

https://faculty.provost.vcu.edu/faculty-resources/center-for-teaching-and-learning-excellence/gen-ai-resources-for-faculty/

https://blogs.vcu.edu/ledstudio/2025/02/06/advancing-ai-in-education-a-collaborative-vision-for-vcu/

https://www.library.vcu.edu/about/news/2024-news/evolution-librarians-lead-conversation-on-generative-artificial-intelligence.html

IV. TOOL ECOSYSTEM & PROCUREMENT GOVERNANCE

A. Approved AI Tools

VCU Technology Services licenses the following enterprise AI tools, all vetted through IT Governance and available to faculty, staff, and students at no charge:

Microsoft Copilot — Approved for Category 2 (sensitive/non-public) data. Prompts and responses are not available to other customers and not used to train third-party models. (Note: as of November 2024, Copilot app integration and file upload features no longer work for all accounts due to a OneDrive dependency.)

Google Gemini — Approved for Category 2 data under VCU's Google Workspace licensing.

Google NotebookLM — Gemini-powered research assistant available through VCU Google Workspace. Supports PDF, Google Docs, web URL, and YouTube video uploads.

Adobe Firefly — Available through VCU student software bundle; employee access through departments.

Zoom AI Companion — Approved for AI-generated transcription and meeting summaries, including meetings with sensitive or confidential information. VCU explicitly warns against use of other third-party meeting bots.

Google Meet built-in transcription — Recommended as the approved meeting transcription tool for Google Meet.

Library databases with embedded AI features are also documented, including JSTOR's interactive research tool, Oxford English Dictionary AI Search Assistant, Oxford Academic AI Discovery Assistant, Statista Research AI, Encyclopaedia Britannica's "Ask Britannica," and Covidence's machine learning screening and extraction features.

https://aiguidebook.vcu.edu/tools/

https://cio.ts.vcu.edu/ai/ai-tools-and-technologies/

https://guides.library.vcu.edu/ai/library

B. Pilot Programs

No formally documented pilot programs with published duration, participant counts, or results were identified in publicly available sources. However, several operational initiatives function as structured AI deployment efforts:

The AI Ad Design Lab in the VCU School of Business (referenced by marketing faculty César Zamudio) applies generative AI tools to advertising design and is used in coursework.

The AI Futures Lab at the Humanities Research Center is introducing a "vertically integrated project" on critical AI focused on how AI systems reproduce social inequities (as of fall 2025).

The Convergence Lab Initiative (CLI) in the College of Engineering, supported by a completed $17.8 million Department of Defense award, conducts research in AI, neuromorphic computing, microelectronics, and related areas through 25 collaborative projects.

The Data Science & AI Program offered through VCU's Office of Continuing and Professional Education in partnership with the Institute of Data provides a 12- or 24-week training program with industry certification.

https://virginiabusiness.com/vcus-business-school-preps-students-for-ai-economy/

https://commonwealthtimes.org/2025/08/20/new-common-book-continues-vcus-ai-focus/

https://blogs.vcu.edu/engineering/2025/04/16/department-of-defense-completes-17-8-million-award-to-convergence-lab-initiative-for-collaborative-research-and-specialized-stem-development/

https://bootcamp.ocpe.vcu.edu/datascienceai

C. Procurement & Approval Pathways

The CIO AI page establishes that any technology that stores, processes, or sends VCU data must have required privacy, security, and accessibility protections and be reviewed through VCU IT Governance. The policy states: "Only GenAI tools that have been vetted and approved through the University IT Governance Process may be used within the university for sensitive and non-public (Category II) and confidential and regulated (Category I) data."

Tools not on the approved list require a contract with the vendor and must go through VCU IT Governance review and approval before being used with university data. The CIO page links to the IT Governance site's "What Needs to be Reviewed" page for ChatGPT-specific guidance. VCU's Data Classification Standard and Data Classification Tool are referenced for determining data sensitivity levels.

Requests for new AI tools can be directed to emergingtech@vcu.edu.

https://cio.ts.vcu.edu/ai/

https://itgovernance.vcu.edu/submit-for-review/what-needs-to-be-reviewed/

V. ACADEMIC INTEGRITY INTEGRATION

A. Honor Code Language

VCU's Honor System and Standards of Academic Conduct defines academic misconduct as "the giving, taking or presenting of information or material by students with the intent of unethically or fraudulently aiding themselves or others on any work that is to be considered in the determination of a grade or the completion of academic requirements." The policy enumerates seven categories of misconduct: cheating, deception, exploitation, facilitation, plagiarism, sabotage, and stealing. The Honor Pledge reads: "On my honor, I pledge that I am in compliance with the VCU Honor System and Standards of Academic Conduct."

The Honor System does not contain explicit AI-specific language in its formal text. However, unauthorized AI use is encompassed through existing categories. VCU's student and faculty GenAI guidelines state explicitly: "Instances of using Gen AI — whether unauthorized, lacking proper documentation, or inadequate citation or attribution — are considered academic misconduct. This encompasses (but is not limited to) actions such as cheating, deception, inappropriate collaboration, and plagiarism." The guidelines further state: "Using Gen AI in a way that violates an instructor's course policies and/or guidelines violates the VCU Honor System."

The required university syllabus statement now includes: "Specific instructors' policies on new and emerging technologies such as artificial intelligence might change the way the Honor System is applied from course to course."

Professional schools (including dentistry, medicine, nursing, pharmacy, and social work) may impose additional technical or professional standards. Students found responsible for Honor System violations in these programs may face additional action under program-specific standards.

https://conduct.students.vcu.edu/vcu-honor-system/

https://conduct.students.vcu.edu/policy-and-resources/honor-system--standards-of-academic-conduct/academic-misconduct-/

https://bulletin.vcu.edu/academic-regs/university/honor-system/

https://go.vcu.edu/syllabus

https://faculty.provost.vcu.edu/faculty-resources/center-for-teaching-and-learning-excellence/gen-ai-guidelines-for-students/

B. Enforcement Process

The Office of Student Conduct and Academic Integrity (SCAI) administers the Honor System. Faculty who suspect AI-related misconduct submit a referral to SCAI. The process includes: Faculty Academic Resolution (FAR) for eligible Class-A sanctions where neither party opts out; Administrative Resolution conducted by SCAI; or referral to a Decision Board from the Honor Council. VCU will not issue a degree to any student charged with violating the Honor System until the allegation has been completely investigated and resolved. Respondents are presumed not responsible until found otherwise.

The SCAI FAQ page does not contain AI-specific FAQ entries but confirms that the definition of "unauthorized" materials and tools is determined by individual faculty course policies.

https://conduct.students.vcu.edu/vcu-honor-system/filing-charges-and-adjudication/

https://conduct.students.vcu.edu/policy-and-resources/honor-system--standards-of-academic-conduct/frequently-asked-questions-/

VI. RESEARCH GOVERNANCE & ETHICS

A. Research Office AI Guidance

VCU's student GenAI guidelines include a research-facing section stating: "Gen AI tools should not be used to process private or sensitive data collected for research purposes. Remember that any information you provide, including your unpublished research, may be added to that tool's set of collected data." Students are told to "avoid sharing information that is private, of a sensitive nature, contains personal identifiers, or is protected by IRB guidelines."

The library's research guide on AI and policies references COPE principles (AI tools should not receive authorship credit; use must be clearly declared and described; authors are ultimately responsible for research conduct and text accuracy), the International Committee of Medical Journal Editors Recommendations, and federal agency policies prohibiting AI use in grant peer review.

The One VCU Research Strategic Priorities Plan identifies artificial intelligence among national-priority investment areas for innovative research projects. The strategic plan also prioritizes cybersecurity, virtual reality, and high-performance research computing.

https://faculty.provost.vcu.edu/faculty-resources/center-for-teaching-and-learning-excellence/gen-ai-guidelines-for-students/

https://guides.library.vcu.edu/ai

https://news.vcu.edu/article/VCUs_strategic_research_plan_aims_to_shape_a_bold_new_era

B. Data Ownership & IP Position

The CIO AI page states: "It is prohibited to upload or use content that is copyrighted or infringes on the rights of any third party." For approved tools (Copilot, Gemini), VCU's licensing ensures that prompts and responses are "not used to train or improve any third-party products or services." The VCU research data ownership, retention, and access policy governs data retention for closed IRB studies. No AI-specific IP policy was identified as a standalone public document.

https://cio.ts.vcu.edu/ai/

https://research.vcu.edu/human-research/hrppirb/getting-started/

C. Authorship & Disclosure Standards

VCU's library research guide references and endorses COPE's 2023 principles: AI tools should not receive authorship credit; use of generative AI should be clearly declared and described; authors are ultimately responsible for research conduct. The student GenAI guidelines require students to cite GenAI tools and content when used in completing assignments, referencing APA and MLA official guidance for citation and attribution.

https://guides.library.vcu.edu/ai

https://faculty.provost.vcu.edu/faculty-resources/center-for-teaching-and-learning-excellence/gen-ai-guidelines-for-students/

D. Human Subjects Considerations

No AI-specific IRB guidance, supplemental protocol forms, or AI-focused amendments to VCU's Human Research Protection Program policies were identified in publicly available sources. The IRB/HRPP pages (VIRBs, getting started, review types, ancillary reviews) do not mention artificial intelligence or generative AI in connection with human subjects review. The student GenAI guidelines reference IRB protections ("avoid sharing information... protected by IRB guidelines") but this language originates from the Provost's office rather than the HRPP itself.

Not publicly documented in available sources as an IRB-specific AI guidance document.

https://research.vcu.edu/human-research/hrppirb/

https://research.vcu.edu/human-research/hrppirb/getting-started/

https://research.vcu.edu/human-research/hrppirb/types-of-irb-review/

VII. LIBRARY & INFORMATION LITERACY SIGNALS

VCU Libraries has played an early and sustained role in AI guidance. Librarians Hope Kelly (Online Teaching and Learning) and Oscar Keyes (Multimedia Teaching and Learning) convened a workgroup that published a multi-page research guide on generative AI, which predated university-level guidance. The guide is continuously maintained (last updated March 2025) and includes pages on: policies (before using GenAI), using GenAI for research assistance, GenAI tools at VCU libraries (database-embedded AI features), fact-checking generative AI (with literature on AI detection efficacy), discipline-specific resources (with database search strategies for AI scholarship), and further reading.

The Systematic Reviews research guide includes a dedicated page on AI in evidence synthesis projects, cataloging types of AI used in evidence synthesis, noting VCU-licensed tool capabilities (Covidence's machine learning screening, Cochrane Classifier), and documenting approved use of Copilot and Gemini in exploratory research phases.

Health Sciences Library librarians (Roy Brown, John Cyrus, Erica Brody) have collaborated with Keyes on workshops for the Schools of Dentistry, Medicine, and Nursing. Cyrus and Keyes presented to the School of Medicine Preclinical Course Directors meeting on AI applications in medical education.

Kelly's published research on AI in libraries and presentations at the 2024 ALA LibLearnX conference have contributed to national discourse. Her 2022 survey found 65% of librarians agreed that providing librarian-led instruction with ChatGPT was a good idea, and 79% intended to use AI in the future.

https://guides.library.vcu.edu/ai

https://guides.library.vcu.edu/ai/library

https://guides.library.vcu.edu/ai/factcheck

https://guides.library.vcu.edu/ai/disciplines

https://guides.library.vcu.edu/systematicreviews/ai

https://www.library.vcu.edu/about/news/2024-news/evolution-librarians-lead-conversation-on-generative-artificial-intelligence.html

VIII. INFRASTRUCTURE & STRATEGIC INVESTMENT SIGNALS

VCU has made multiple structural investments in AI capacity:

Convergence Labs @VCU launched in fall 2025 with AI as one of three enterprise themes. The operating manual establishes a formal structure with Provost-funded faculty positions, cluster chairs, and student participation pathways. Faculty-led proposals for new Convergence Labs will be considered by the Office of the Provost in partnership with the Senior Vice President for Health Sciences and the Vice President for Research and Innovation.

AI Minor: VCU launched an undergraduate minor in artificial intelligence through the Interdisciplinary Studies Program at University College, complemented by a minor in mixed and immersive reality studies. Courses contributing to the minor span the College of Humanities and Sciences, College of Engineering, and other units.

AI Coursework: New courses include CMSC 225 (Essentials of Artificial Intelligence, 3 credits, designed for all backgrounds), Ethics of Artificial Intelligence and Philosophy of Artificial Intelligence (philosophy department, constituting an "Ethics and Philosophy of AI" microcredential digital badge), Critical AI Studies (Department of English), Artificial Intelligence in Mass Media (Robertson School of Media and Culture), and The Language of Artificial Intelligence (Mathematics and Applied Mathematics).

Convergence Lab Initiative (CLI) in the College of Engineering received a completed $17.8 million Department of Defense award for research in radio frequency, electro-optics, infrared, AI/edge technologies, with 25 collaborative projects.

AI Ready RVA MOU: VCU signed a Memorandum of Understanding with AI Ready RVA, a regional nonprofit, to collaborate on AI education, research, and innovation. Interim Provost Beverly Warren stated VCU is "committed to shaping how Virginia and the nation learn and innovate with artificial intelligence."

Common Book 2025-26: "The Coming Wave" by Mustafa Suleyman was selected as VCU's common book, with university-wide programming exploring AI's societal implications.

https://academics.provost.vcu.edu/convergence-labs/

https://news.vcu.edu/article/2024/09/new-vcu-humanities-courses-consider-nontechnical-aspects-of-artificial-intelligence

https://blogs.vcu.edu/engineering/2025/04/16/department-of-defense-completes-17-8-million-award-to-convergence-lab-initiative-for-collaborative-research-and-specialized-stem-development/

https://news.vcu.edu/article/vcu-ai-richmond

https://commonwealthtimes.org/2025/08/20/new-common-book-continues-vcus-ai-focus/

https://commonwealthtimes.org/2026/01/21/vcu-hones-in-on-teaching-ai-skills-literacy-university-wide/

IX. PUBLIC STATEMENTS & EXECUTIVE SIGNALING

President Michael Rao, January 30, 2025 State of the University: Rao said VCU has a vital responsibility to prepare students for a "lifetime of changes" in a technologically sophisticated world. He announced the launch of Convergence Labs @VCU - AI+ and emphasized that VCU had "quickly become a thought leader in AI." He highlighted the undergraduate AI minor, noted that many students "may never need to write code" but need to understand AI, and invited Elaine Reeder (LEDstudio) and philosophy professor Frank Faries to discuss AI integration across disciplines. Faries emphasized that VCU's approach is designed to "future-proof our students."

President Michael Rao, February 12, 2026 State of the University: Rao commented on VCU's new AI course offerings and faculty rapidly developing AI courses and minors, stating VCU is "getting itself to where the ball is going, rather than where the ball is." He emphasized the need for interdisciplinary collaborations and "discipline" in hiring to break down barriers.

Former Provost Fotis Sotiropoulos, May 30, 2025 farewell message: Confirmed that VCU introduced interdisciplinary curricula in artificial intelligence, created Convergence Labs for AI+, Mental Health, and Healthy Communities, and that these innovations "ensure that every VCU student, regardless of major, can become literate in the tools and ethics of the AI era."

Interim Provost Beverly Warren, September 11, 2025 Board of Visitors presentation: Presented the Convergence Labs initiative to the Academic and Health Affairs Committee, confirming the three enterprise themes and the faculty lead structure.

Senior Vice Provost Andrew Arroyo: Stated, "We're committed to AI for the public good and part of that commitment is trying to move faster than higher education is typically used to moving. Instead of taking 18 months to develop and implement the course, we're doing things in a matter of weeks." Also stated regarding the AI Ready RVA partnership that VCU is "empowering our students and faculty to imagine what's possible to define an AI-powered future."

Virginia Business profile (September 2025): Featured VCU School of Business Dean Brian P. Brown and marketing faculty discussing AI integration in business education, including the AI Ad Design Lab and ethical considerations.

https://news.vcu.edu/article/2025/01/vcu-is-creating-the-next-generation-of-thinkers-inventors-innovators-and-problem-solvers

https://commonwealthtimes.org/2026/02/14/we-need-to-be-more-connected-rao-says-in-university-address/

https://blogs.vcu.edu/provost/2025/05/30/thank-you-vcu-a-farewell-message-from-fotis-sotiropoulos-ph-d/

https://blogs.vcu.edu/provost/2025/09/12/convergence-labs-launching-vcus-next-horizon/

https://aiguidebook.vcu.edu/

https://virginiabusiness.com/vcus-business-school-preps-students-for-ai-economy/
https://blogs.vcu.edu/ledstudio/2025/02/06/advancing-ai-in-education-a-collaborative-vision-for-vcu/

X. EVIDENCE ARCHIVE

Governance & Policy

CIO AI Landing Page: https://cio.ts.vcu.edu/ai/

CIO AI Tools and Technologies: https://cio.ts.vcu.edu/ai/ai-tools-and-technologies/

CIO AI Literacy: https://cio.ts.vcu.edu/ai/ai-literacy/

Formal AI Policy (Doctract): https://vcu.public.doctract.com/doctract/documentportal/08DE25FC31398F5D486E7414FA311446

Compliance Corner 3.14 (policy adoption confirmation): https://blogs.vcu.edu/ico/2025/12/15/compliance-corner-3-14/

IT Governance: https://itgovernance.vcu.edu/

IT Governance "What Needs to be Reviewed": https://itgovernance.vcu.edu/submit-for-review/what-needs-to-be-reviewed/

Data Classification Standard: https://ts.vcu.edu/media/technology-services/assets/content-assets/university-resources/ts-groups/information-security/DataClassificationStandard.pdf

Data Classification Tool: https://itgovernance.vcu.edu/security/data-classification/

Teaching & Learning

CTLE Gen AI and Teaching Guidelines - Faculty: https://faculty.provost.vcu.edu/faculty-resources/center-for-teaching-and-learning-excellence/gen-ai-and-teaching-guidelines---faculty/

CTLE Gen AI Guidelines for Students: https://faculty.provost.vcu.edu/faculty-resources/center-for-teaching-and-learning-excellence/gen-ai-guidelines-for-students/

Gen AI Resources for Faculty: https://faculty.provost.vcu.edu/faculty-resources/center-for-teaching-and-learning-excellence/gen-ai-resources-for-faculty/

Gen AI and Teaching & Learning Tool (2023 PDF): https://ctle.vcu.edu/media/faculty-provost/GenAIandTeachingandLearningToolAug15-2023-1.pdf

Faculty Advisory Committee for GenAI: https://faculty.provost.vcu.edu/task-forces--committees/genai-committee/

Syllabus Statements (required AI language): https://go.vcu.edu/syllabus

AI Teaching Summit 2025: https://intranet.chs.vcu.edu/faculty/ai-teaching-summit/

LEDstudio Blog (AI education): https://blogs.vcu.edu/ledstudio/2025/02/06/advancing-ai-in-education-a-collaborative-vision-for-vcu/

Academic Integrity

Honor System & Standards of Academic Conduct: https://conduct.students.vcu.edu/vcu-honor-system/

Academic Misconduct definitions: https://conduct.students.vcu.edu/policy-and-resources/honor-system--standards-of-academic-conduct/academic-misconduct-/

Honor Pledge: https://conduct.students.vcu.edu/policy-and-resources/honor-system--standards-of-academic-conduct/academic-misconduct-/honor-pledge/

Filing Charges and Adjudication: https://conduct.students.vcu.edu/vcu-honor-system/filing-charges-and-adjudication/

FAQ: https://conduct.students.vcu.edu/policy-and-resources/honor-system--standards-of-academic-conduct/frequently-asked-questions-/

Student Code of Conduct: https://conduct.students.vcu.edu/student-code-of-conduct/

Bulletin Honor System: https://bulletin.vcu.edu/academic-regs/university/honor-system/

SCAI overview: https://students.vcu.edu/departments/support/student-conduct-and-academic-integrity/

Syllabi examples (AI language): https://conduct.students.vcu.edu/for-faculty/examples-of-language-used-in-syllabi/_general/

School-Level AI Policies

School of Medicine AI Policy: https://assets.som.vcu.edu/pdfs/policies/aipolicy.pdf

AI Guidebook & Programs

AI Guidebook main page: https://aiguidebook.vcu.edu/

AI Tools page: https://aiguidebook.vcu.edu/tools/

AI Programs & Courses: https://aiguidebook.vcu.edu/programs-courses/

Research in AI at VCU: https://aiguidebook.vcu.edu/Research-in-AI-at-VCU/

Latest in AI at VCU: https://aiguidebook.vcu.edu/latest/

Enterprise AI: https://aiguidebook.vcu.edu/Enterprise-AI/

Enterprise AI Accelerator Workshop: https://aiguidebook.vcu.edu/Event---Enterprise-AI-Accelerator-Workshop/

Convergence Labs & Research

Convergence Labs landing page: https://academics.provost.vcu.edu/convergence-labs/

Convergence Labs Provost blog post: https://blogs.vcu.edu/provost/2025/09/12/convergence-labs-launching-vcus-next-horizon/

Convergence Labs Operating Manual (PDF): https://faculty.provost.vcu.edu/media/faculty-provost/ConvergenceLabsVCUOperatingManualFebruary2025-InternalUse_copyright.pdf

Provost blog AI tag: https://blogs.vcu.edu/provost/tag/ai/

Convergence Lab Initiative (Engineering/DoD): https://www.cli-vcu.org/

CLI $17.8M DoD award: https://blogs.vcu.edu/engineering/2025/04/16/department-of-defense-completes-17-8-million-award-to-convergence-lab-initiative-for-collaborative-research-and-specialized-stem-development/

AI Futures Lab: https://humanitiescenter.vcu.edu/labs/ai-futures-lab/

HRC Labs overview: https://humanitiescenter.vcu.edu/labs/

Library & Information Literacy

Library GenAI Research Guide (policies): https://guides.library.vcu.edu/ai

GenAI Tools at VCU Libraries: https://guides.library.vcu.edu/ai/library

Fact-Checking GenAI: https://guides.library.vcu.edu/ai/factcheck

Discipline-Specific Resources: https://guides.library.vcu.edu/ai/disciplines

AI in Evidence Synthesis (Systematic Reviews): https://guides.library.vcu.edu/systematicreviews/ai

Library News (Librarians leading AI conversation): https://www.library.vcu.edu/about/news/2024-news/evolution-librarians-lead-conversation-on-generative-artificial-intelligence.html

VCU-Qatar LibGuide (AI resources): https://vcu-qatar.libguides.com/c.php?g=712859&p=5157921

Research Governance

HRPP/IRB main page: https://research.vcu.edu/human-research/hrppirb/

Getting started with IRB: https://research.vcu.edu/human-research/hrppirb/getting-started/

Review types and requirements: https://research.vcu.edu/human-research/hrppirb/types-of-irb-review/

Strategic Research Priorities Plan: https://research.vcu.edu/about/srpp/

One VCU Research: https://onevcuresearch.vcu.edu/

Strategic Plan

Quest 2028: https://quest.vcu.edu/

Quest 2028 Review: https://strategicplanreview.staging2.vcu.edu/

Strategic Research Plan news: https://news.vcu.edu/article/VCUs_strategic_research_plan_aims_to_shape_a_bold_new_era

Executive Statements & News

State of the University 2025 (Rao AI/Convergence Labs): https://news.vcu.edu/article/2025/01/vcu-is-creating-the-next-generation-of-thinkers-inventors-innovators-and-problem-solvers

State of the University 2024: https://news.vcu.edu/article/2024/02/in-state-of-the-university-rao-says-vcu-will-continue-to-be-a-model

State of the University 2026 (CT coverage): https://commonwealthtimes.org/2026/02/14/we-need-to-be-more-connected-rao-says-in-university-address/

Sotiropoulos farewell message: https://blogs.vcu.edu/provost/2025/05/30/thank-you-vcu-a-farewell-message-from-fotis-sotiropoulos-ph-d/

VCU–AI Ready RVA MOU: https://news.vcu.edu/article/vcu-ai-richmond

Humanities AI courses news: https://news.vcu.edu/article/2024/09/new-vcu-humanities-courses-consider-nontechnical-aspects-of-artificial-intelligence

VCU news AI topic page: https://news.vcu.edu/topics/artificialintelligence

Common book AI focus: https://commonwealthtimes.org/2025/08/20/new-common-book-continues-vcus-ai-focus/

AI literacy university-wide (CT): https://commonwealthtimes.org/2026/01/21/vcu-hones-in-on-teaching-ai-skills-literacy-university-wide/

Virginia Business (business school AI): https://virginiabusiness.com/vcus-business-school-preps-students-for-ai-economy/

Virginia governor/educators AI policy (Royal Examiner, Sept 2023): https://royalexaminer.com/virginia-governor-educators-recognize-urgent-need-for-ai-policy/

Knowledge Base GenAI tools article: https://knowledgebase.vcu.edu/portal/app/portlets/results/viewsolution.jsp?solutionid=250729121822020

Continuing Education

Data Science & AI Bootcamp (VCU/Institute of Data): https://bootcamp.ocpe.vcu.edu/datascienceai

CMSC 225 Essentials of AI (course listing): https://www.coursicle.com/vcu/courses/CMSC/225/

Faculty Senate

Faculty Senate main page: https://facultysenate.vcu.edu/

(No AI-specific resolutions identified in publicly available sources.)

VIRGINIA TECH

Comprehensive Public-Source AI Governance & Teaching Dossier

Evidence snapshot: March 23, 2026

I. INSTITUTIONAL AI GOVERNANCE ARCHITECTURE

A. Formal Governance Framework

Virginia Tech published a comprehensive governance document in September 2025: the "Responsible and Ethical AI Framework for Virginia Tech" (v1.0). The framework was drafted by an AI Working Group co-chaired by Dale Pike (Associate Vice Provost for Technology-enhanced Learning, TLOS) and David Raymond (Associate Vice President for Security and Identity, Division of IT). The Working Group was charged by Executive Vice President and Provost Cyril Clarke and Executive Vice President and Chief Operating Officer Amy Sebring. The group spent approximately 18 months engaging with faculty, staff, and student representatives before publishing its final report.

The report proposes governance structures for AI decision-making, comprehensive training and professional development recommendations, and university policy reviews for responsible adoption. Virginia Tech News

The framework includes a 168-policy gap analysis (detailed in Appendix B), a Digital Education Council Ten Dimension Assessment of institutional readiness, and a complete Strategic AI Investment Proposal (Section 12, with implementation timeline and roadmap).

The report positions the framework as addressing three sequential imperatives: translating research leadership into institutional transformation support, establishing permanent governance structures, and developing sustainable systems to connect research capabilities with operational needs. Vt

The central website for AI governance and resources is ai.vt.edu, maintained jointly by the Division of Information Technology (DoIT) and TLOS.

URLs:

https://ai.vt.edu/

https://ai.vt.edu/governance.html

https://ai.vt.edu/content/dam/ai_vt_edu/Responsible-and-Ethical-AI-Framework-for-Virginia-Tech-(v1.0-Sep-2025).pdf

https://news.vt.edu/articles/2025/10/provost-evpcoo-ai-report.html

B. Governance Committees & Structure

The AI Working Committee serves as a formal standing committee within Virginia Tech's IT governance framework, reporting to the IT Governance Advisory Committee with delegated responsibility for AI-related issues across the university. Vt The committee was established to operate in parallel with existing committees (Research Technology Working Committee, Teaching and Learning Working Committee) under the IT Governance Executive Committee.

The committee's advisory functions include guidance on AI policies, standards, and implementations; operational support (day-to-day decisions remain with campus leaders); high-risk review (advising executive leadership); and policy development. Domain-focused subgroups cover teaching and learning (syllabus templates, assessment strategies, AI literacy

curriculum) and research (IP guidelines, publication standards, data handling protocols, ethical review processes).

The broader IT Governance framework was formed in 2022 and includes six committees: IT Governance Executive Committee (chaired by VP for IT and CIO Sharon P. Pitt); Administrative Technology Committee; Data Governance Committee; Information Security Committee; Research Technology Committee (including Alberto Cano, AVP for Research Computing, and Dave Raymond); and Teaching and Learning Technology Committee.

The AI Working Group membership page lists representatives from the Office of the Executive Vice Provost, Office of the Chief Operating Officer, TLOS, Division of IT, College of Engineering (Via Department), and other units.

URLs:

https://ai.vt.edu/governance.html

https://ai.vt.edu/ai-group.html

https://it.vt.edu/partnerships/university-partnerships/information-technology-governance.html

https://itcouncil.it.vt.edu/

C. Stated Ethical Principles

Virginia Tech adopted seven core AI principles, published with the framework in September 2025. These are available in three formats: full principles document (PDF), AI principles summary (one-page quick reference), and the expanded text on ai.vt.edu/principles.html.

The seven principles, as stated on the website:

1. Mission Alignment: AI use should further Virginia Tech's teaching, research, and outreach mission and honor the Principles of Community.

2. Transparency: Transparency regarding AI usage and data collection is essential to maintain public trust.

3. Fairness: Continuous improvement in inclusivity and equality of opportunity, acknowledging potential sources of bias.

4. Explainability: Prioritize explainable AI solutions that outline how results are produced.

5. Human Accountability: People remain accountable for decisions influenced by AI. A human should always be in the loop for important decisions. Vt

6. Data Protection: Safeguarding personal and institutional data used in AI systems and interactions.

7. Continuous Learning: Foster a culture of continuous learning and improvement, embracing innovative technologies to create new opportunities. Vt

URLs:

https://ai.vt.edu/principles.html

II. POLICY INFRASTRUCTURE & INSTITUTIONAL ALIGNMENT

A. Policy Reviews or Gap Analyses

The framework report includes a 168-policy gap analysis (Appendix B: Detailed Findings by Domain). The analysis resulted in 145 policies requiring no action, 18 requiring supplemental guidance, and 5 requiring revision. Vt

B. Policies Requiring Revision

The framework identifies five policies flagged for revision. The report specifically names Policy 13000 (Intellectual Property) as requiring clarification of ownership frameworks for AI-generated works and collaboration agreements addressing human-AI creative intersections. This revision must address patent and copyright implications for AI-assisted research. Vt Safety and Security Policies (e.g., Policy 5617) are flagged for guidelines on AI-enhanced surveillance systems.

C. Supplemental Guidance Issued

The framework report recommends supplemental guidance across 18 policy areas. Specific documents issued include:

SIRC-0031: Guidance Using Artificial Intelligence During Research Activities (published January 2024, updated)

Considerations for the Responsible and Ethical Use of AI (research lifecycle guidance, published February 2026)

Virginia Cooperative Extension Guidance for Use of Generative AI (VCE-1213)

DeepSeek restriction guidance (February 2025, implementing Executive Order 46)

URLs:

https://www.research.vt.edu/research-support/forms-guidance/sirc/guidance-using-artificial-intelligence-during-research-activities.html

https://www.research.vt.edu/research-support/forms-guidance/sirc/considerations-responsible-ethical-use-ai.html

https://www.pubs.ext.vt.edu/VCE/VCE-1213/VCE-1213.html

https://it.vt.edu/projects/deepseek-restriction.html

https://news.vt.edu/notices/2025/02/it-deepseek-restriction-executive-order.html

III. TEACHING & LEARNING POSTURE

A. Faculty Guidance Model

TLOS maintains a comprehensive guidance page, "Considering Generative AI at Virginia Tech," updated January 28, 2026. The guidance recommends a measured approach, urging faculty in all disciplines to understand how generative AI tools work, consider how they might enhance student learning, recognize potential risks, and establish carefully considered course policies.

Key elements of the TLOS guidance:

Approved tool identification: At Virginia Tech, the only generative AI tool currently licensed and approved for use by all faculty, staff, and students is Microsoft Copilot, which is powered by OpenAI's large language models. Vt Faculty are directed to ai.vt.edu/tools for current approved platforms.

Three-tier syllabus templates: The Office of Undergraduate Academic Integrity provides three model AI policy statements: (1) AI permitted for all assignments with proper acknowledgment; (2) AI prohibited for all graded work; (3) AI permitted only for specific designated assignments. The Office encourages all faculty to state a clear policy on student use of generative AI for each class syllabus. Vt

AI detection tools rejection: Virginia Tech has not licensed or endorsed any specific platforms for detecting generative AI, and TLOS recommends caution when using these tools. Vt The Office for Undergraduate Academic Integrity does not accept AI detection reports as evidence

for Honor Code cases. TLOS further advises stripping any uploaded content of all personally identifiable information.

Faculty cohort programs: TLOS has run a "Teaching in the Age of Generative AI" faculty cohort program, co-directed by Assistant Vice Provost Quinn Warnick, offered through both summer and semester-long formats.

AI Undergraduate Curriculum Development Grants: The Office of Undergraduate Curriculum, CETL, and TLOS jointly offer grants of up to $10,000 per proposal to support faculty in developing AI-centric courses or embedding AI pedagogy across the undergraduate curriculum. The December 2025 round supports course revision, new AI-centric courses, and revision of existing majors/minors.

URLs:

https://tlos.vt.edu/resources/generative-ai.html

https://honorsystem.vt.edu/resources/syllabus.html

https://www.undergraduate.provost.vt.edu/ouc/ai-undergraduate-curriculum-development-grants.html

https://news.vt.edu/notices/2025/11/ai-undergraduate-curriculum-grants-available.html

https://news.vt.edu/articles/2025/04/provost-teaching-artificial-intelligence.html

B. Graduate School Guidance

The Graduate School issued a joint statement (Dean Aimée M. Surprenant and Dale Pike), hosted on the TLOS site, addressing generative AI for graduate instruction and supervision. The Graduate Honor System explicitly addresses AI: Plagiarism, cheating (including inappropriate/unauthorized use of AI tools), or other suspected violations of the Honor Code will be reported to the Graduate Honor System for review and adjudication. Virginia Tech Graduate School

URLs:

https://tlos.vt.edu/resources/generative-ai/graduate-school-statement.html

https://graduateschool.vt.edu/academics/expectations/graduate-honor-system.html

https://graduateschool.vt.edu/academics/expectations/graduate-honor-system/ghs-faculty-resources.html

https://graduateschool.vt.edu/academics/expectations/graduate-honor-system/ghs-constitution.html

C. AI Detection Tools Policy

As stated above, Virginia Tech has taken an explicit institutional position against reliance on AI detection tools. No platform has been licensed or endorsed for this purpose. The Office of Undergraduate Academic Integrity will not accept AI detection reports as a form of evidence in Honor Code proceedings. This position is documented on the TLOS generative AI guidance page.

D. Faculty Support Infrastructure

Virginia Tech maintains a multi-unit support infrastructure:

TLOS Professional Development Network (PDN): Offers workshops, certificates, faculty inquiry groups, and learning communities. PDN AI sessions cover applications of AI in the classroom and beyond.

Center for Excellence in Teaching and Learning (CETL): Offers AI-focused workshops including "How do we teach well when AI is everywhere?" and "Current State of AI Technologies"

sessions. CETL also runs the Course Design Clinic, which includes guidance on generative AI in course design.

CIRTL at Virginia Tech: The Associate Teaching Program for graduate students and postdoctoral associates includes a "Current State of AI Technologies" session as an approved workshop.

Faculty Innovation Groups: Facilitated by the Office of the Executive Vice Provost with CETL and TLOS, these use a Community of Practice framework for emerging instructional technologies.

Generative AI Learning Community: A faculty email list for conversations about AI at Virginia Tech, upcoming events, and resources.

Traci Gardner WAC/AI Resource: A Virginia Tech instructor in Technical & Scientific Communication created a curated site of 250+ educational resources for teaching writing across the curriculum with AI, supported by TLOS's Teaching in the Age of Generative AI cohort.

Rolai Pilot: TLOS is running a limited pilot (20 instructors, 10 per semester) of Rolai, a generative AI platform integrated with Canvas, through June 2026.

Prompt Library: The University Libraries maintain a prompt library at promptlibrary.cdrs.lib.vt.edu.

URLs:

https://tlos.vt.edu/learn/pdn.html
https://teaching.vt.edu/programs/workshops.html
https://teaching.vt.edu/hub.html
https://teaching.vt.edu/
https://teaching.vt.edu/OurServices/faculty-innovation-groups.html
https://cirtl.vt.edu/teaching-program.html
https://tlos.vt.edu/training-tools/rolai-test.html
https://teachingwacwithai.tracigardner.com/
https://aiteaching.vt.domains/syllabus-statements/ai-policies-by-traci-gardner/
https://promptlibrary.cdrs.lib.vt.edu/

IV. TOOL ECOSYSTEM & PROCUREMENT GOVERNANCE

A. Approved AI Tools

The ai.vt.edu/tools page lists currently approved AI platforms. As of the most recent update:

Microsoft Copilot (Enterprise Data Protection): Active, available to all VT students, faculty, and staff. Authorized for use with high-risk data. No cost. 4Help provides a knowledge base article on access and acceptable use.

ARC AI-as-a-Service (LLMs): Active, available to all VT researchers with ARC accounts. Provides dedicated LLM instances hosted on-premises within ARC infrastructure, free of charge. Over 40 LLM models available. Three access paths: (1) llm.arc.vt.edu web interface (accessible via VT login, no ARC account needed); (2) llm-api.arc.vt.edu (OpenAI-compatible API endpoint); (3) LLM via Open OnDemand (custom dedicated instances for intensive API use). Because data remains entirely on VT infrastructure, a wider range of data classifications including high-risk data are permitted compared with external tools.

AI-enabled tools within existing licensed platforms: Adobe Creative Cloud (AI features in Photoshop, Premiere), Genio (note-taking/transcription), Gradescope (AI-based grading), iClicker (AI assessment questions), Grackle (PDF remediation), Kaltura (AI transcription), Zoom AI Companion (meeting summaries).

Procurement pathway: Tools not yet approved require evaluation through VT's security review and procurement process. The Low-Risk Low-Cost Software approval process provides expedited purchasing for qualifying software. AI tools integrating with Canvas or Zoom require a separate LTI integration request.

URLs:

https://ai.vt.edu/tools.html

https://ai.vt.edu/approved-ai-tools.html

https://4help.vt.edu/sp?id=kb_article&sysparm_article=KB0014762

B. Pilot Programs

ChatGPT Edu Pilot: Launched spring 2025 under TLOS direction, providing access to up to 500 full-time employees and graduate assistants. Participants' feedback will be used to make recommendations to university leadership as they determine Virginia Tech's future approach to and investment in Gen AI. Virginia Tech News Access value estimated at $240 per participant (comparable to ChatGPT Enterprise features). The pilot has been extended through 2026.

Microsoft 365 Copilot Pilot: A small group evaluated Copilot for Microsoft 365 (the licensed version embedded in M365 apps). Results informed the Division of IT's FY2025 annual report (May 2025).

Rolai Pilot: Limited test of Rolai generative AI platform for higher education, integrated with Canvas, running through June 2026 (20 instructors total, 10 per semester). Separate from both ChatGPT Edu and Copilot pilots.

URLs:

https://news.vt.edu/notices/2024/11/provost-tlos-chatgpt-pilot.html

https://tlos.vt.edu/training-tools/rolai-test.html

https://it.vt.edu/resources/annual-report/2025/featured-highlights/AI-innovation.html

C. Procurement & Approval Pathways

The Division of IT's risk classification standards govern AI tool evaluation. Tools undergo evaluation for security, privacy, effectiveness, and alignment with university values. The IT Security Office manages cybersecurity review. Policy 7010 (Securing Technology Resources and Services) requires departments to regularly analyze risks for their technology assets, including AI tools integration.

Virginia Tech prohibits access to DeepSeek and applications by ByteDance and Tencent (TikTok, WeChat) on university-owned devices and university-maintained networks, pursuant to Virginia Executive Order 46 (February 2025). Use of DeepSeek over the university network, on a university-owned device, and/or for university business is a violation of Virginia Tech's Acceptable Use policy. Vt

A broader IT Applications Restrictions page aggregates all state-mandated application restrictions.

URLs:

https://www.vt.edu/acceptable-use.html

https://www.policies.vt.edu/7000.pdf
https://policies.vt.edu/assets/7010.pdf
https://it.vt.edu/resources/policies.html
https://it.vt.edu/projects/deepseek-restriction.html

V. ACADEMIC INTEGRITY INTEGRATION

A. Honor Code Language

Undergraduate Honor Code (Policy 6335): The pledge states: "As a Hokie, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do." All course syllabi must contain a section referencing the Honor Code. The required syllabus statement includes: "Students are strongly discouraged from misusing unauthorized online sources including generative artificial intelligence outlets." Vt

The Honor Code itself does not contain specific AI language but defines academic misconduct broadly to encompass cheating, plagiarism, and unauthorized assistance, under which unauthorized AI use falls. The three-tier AI syllabus template system allows faculty to set course-specific expectations ranging from full permission to full prohibition.

Graduate Honor Code: The GHS Constitution governs all graduate students. Faculty resources explicitly include recommended syllabus language identifying "inappropriate/unauthorized use of AI tools" as cheating that will be reported to the Graduate Honor System.

URLs:

https://honorsystem.vt.edu/honor_code_policy_test/policy-and-manual.html
https://honorsystem.vt.edu/honor_code_policy_test/policy-and-manual/introduction.html
https://honorsystem.vt.edu/resources/syllabus.html
https://honorsystem.vt.edu/resources/info_faculty.html
https://graduateschool.vt.edu/academics/expectations/graduate-honor-system/ghs-faculty-resources.html
https://graduateschool.vt.edu/academics/expectations/graduate-honor-system/ghs-constitution.html

B. Enforcement Process

Undergraduate: The Office of Undergraduate Academic Integrity (Hillcrest Hall) manages all cases. The recommended sanction for academic misconduct is F* (failure with Honor Code notation on transcript). The F* notation can be removed after completion of the Academic Integrity Education Program (two-part, $115 fee). Cases must be reported within 10 class days of discovery. Faculty may not adjust grades for suspected dishonesty without going through the honor system. Hearing panels use a preponderance of evidence standard. A second offense normally results in expulsion.

Graduate: The Graduate Honor System operates through facilitated discussion (for low-level first-time offenses) or panel review (a three-step process involving evidence gathering, preliminary review by seven trained panelists, and full review by a separate panel). Appeals go to the Dean of the Graduate School.

URLs:

https://honorsystem.vt.edu/honor_code_policy_test/sanctioning.html
https://honorsystem.vt.edu/honor_code_policy_test/policy-and-manual/operating_guidelines.html
https://honorsystem.vt.edu/resources/information_for_students.html
https://honorsystem.vt.edu/resources/faq.html

https://graduateschool.vt.edu/academics/expectations/graduate-honor-system/the-judicial-process.html
https://graduateschool.vt.edu/academics/expectations/graduate-honor-system/how-to-report-violation.html

VI. RESEARCH GOVERNANCE & ETHICS

A. Research Office AI Guidance

The Division of Scholarly Integrity and Research Compliance (SIRC) published SIRC-0031: "Guidance: Using Artificial Intelligence During Research Activities." This guidance addresses potential risks and concerns, and notes how this guidance interacts with other policies, ethics, and governing legal authority. Vt The document establishes roles and responsibilities for researchers, the IT Security Office, university departments, and the Privacy and Research Data Protection program (prdp@vt.edu).

In February 2026, SIRC published a second, more detailed document: "Considerations for the Responsible and Ethical Use of AI," which translates the university's AI framework and the Generative AI Delegation Taxonomy (GAIDeT) into practical steps across seven stages of the research lifecycle: conceptualization, literature review, methodology, software development, data management, writing, and ethical oversight. Each stage is mapped against the seven VT AI principles.

An event scheduled for April 2026 ("Responsible use of AI in research and scholarly writing" by David Resnik of NIEHS) continues the emphasis on research ethics in AI use.

URLs:

https://www.research.vt.edu/research-support/forms-guidance/sirc/guidance-using-artificial-intelligence-during-research-activities.html
https://www.research.vt.edu/content/dam/research_vt_edu/sirc/files/sirc-guidance-for-ai.pdf
https://www.research.vt.edu/research-support/forms-guidance/sirc/considerations-responsible-ethical-use-ai.html
https://news.vt.edu/notices/research-artificial-intelligence-guidance-for-researchers.html
https://news.vt.edu/notices/research-rise-ai-research-writing.html

B. Data Ownership & IP Position

Virginia Tech Policy 13015 establishes that research data are owned by Virginia Tech for all projects conducted under university auspices or supported with university resources. Researchers using AI tools are responsible for understanding who owns and has rights to the data provided as input as well as the research data generated as output. Vt

The SIRC guidance specifies that only low-risk data (intended for public disclosure) may be shared with generative AI tools when no vendor agreements are in place. Medium and high-risk data require contractual protections. The framework report flags Policy 13000 (Intellectual Property) for revision to clarify ownership of AI-generated works and patent/copyright implications.

C. Authorship & Disclosure Standards

The SIRC guidance states clearly: There is a consensus among journals and research communities that AI models cannot meet the requirements for authorship as they cannot take responsibility for submitted work. Vt Researchers are required to transparently report when AI is used for writing, data analysis, image generation, or other purposes, and disclosures should describe tools used and how they were used.

The research ethics guidance further warns against using AI-generated material without verifying accuracy, noting this opens researchers to findings of fabrication, falsification, or plagiarism.

D. Human Subjects Considerations

The SIRC research guidance directs researchers working with AI and human subjects to consult their IRB and relevant data use agreements for permitted usage. The research lifecycle guidance document discusses ethical oversight as one of seven stages, with specific attention to responsible use of AI during peer and proposal review (noting many journals and sponsors prohibit AI use in these contexts).

URLs:

https://www.research.vt.edu/research-support/forms-guidance/sirc/considerations-responsible-ethical-use-ai.html

VII. LIBRARY & INFORMATION LITERACY SIGNALS

The University Libraries maintain a multi-page research guide: "AI: Tips & Tools from Your Librarians" (guides.lib.vt.edu/ai). The guide includes:

Home/Overview: Starter tips for students and researchers on responsible AI use, including warnings about data privacy and the limitations of AI for citations.

Guidance & Policies: Aggregated links to all VT internal guidance (TLOS, SIRC, Graduate School Statement, PDN AI sessions, ARC), state-level guidance (SCHEV Reference Guide for AI Integration in Education, Executive Order 30), and national/international guidance (USPTO AI-Assisted Inventions guidance, Department of Education reports).

Using and Citing AI: VT-specific citation guidance drawing from SIRC research guidance; recommends transparent documentation of AI use.

Resources, Tools & More: Curated lists of external tools and resources, updated by semester, including the prompt library at promptlibrary.cdrs.lib.vt.edu.

What is AI?: Foundational overview for non-specialists.

The library guide also includes a specific data security warning about DeepSeek and publicly available AI platforms, advising the community not to share personal, sensitive, or high-risk data.

URLs:

https://guides.lib.vt.edu/ai
https://guides.lib.vt.edu/ai/guidance
https://guides.lib.vt.edu/ai/cite
https://guides.lib.vt.edu/ai/picks
https://guides.lib.vt.edu/ai/about
https://promptlibrary.cdrs.lib.vt.edu/

VIII. INFRASTRUCTURE & STRATEGIC INVESTMENT SIGNALS

AI as a Research Frontier

AI is designated as one of Virginia Tech's four institutional research frontiers, bringing priority funding, strategic hiring, and cross-college collaboration. The Artificial Intelligence Frontier page aggregates research centers and experts. Key research infrastructure:

Sanghani Center for Artificial Intelligence and Data Analytics: Headquartered at the Virginia Tech Innovation Campus in Alexandria, with operations in Blacksburg. Established 2011 (originally Discovery Analytics Center), with 20 faculty and 120+ graduate students. Directed by Naren Ramakrishnan (Thomas L. Phillips Professor of Engineering). Hosts the Amazon-Virginia Tech Initiative for Efficient and Robust Machine Learning. Part of the Department of Computer Science, College of Engineering.

Advanced Research Computing (ARC): A Division of IT unit providing centralized HPC infrastructure. Key assets include:

Falcon GPU cluster: 52-node system (came online December 2024), ARC's first cluster handling significant AI inference tasks, with next-generation InfiniBand interconnect.

56 NVIDIA H200 GPUs: Installed late May 2025 to increase LLM and AI software availability.

TinkerCliffs: Largest CPU cluster (~42,000 cores, 93+ TB RAM).

OWL CPU cluster: 84 base nodes, direct water cooling, online August 2024.

CUI cluster: CPU + GPU system in partnership with the Hume Center for controlled unclassified information.

The AI-as-a-Service program launched March 2025 with containerized LLMs hosted entirely on-premises. No prompt entered or data used is sent to any party outside of the university, and user data is not used for training the model. Virginia Tech News

Innovation Campus (Academic Building One): The 11-story, 300,000 sq. ft. building in Alexandria opened spring 2025, with network infrastructure supporting AI/ML, quantum computing, and next-generation technology research. The Sanghani Center occupies the 5th floor.

IT Strategic Plan

The Division of IT maintains a four-year IT Strategic Plan, revisited every 12-18 months, covering AI adoption within broader technology modernization. The FY2025 annual report highlights AI innovation as a featured theme, including AI-as-a-Service launch, formation of the AI Working Group, and publication of the framework.

URLs:

https://www.research.vt.edu/initiatives/research-frontiers/artificial-intelligence.html
https://www.research.vt.edu/initiatives/research-frontiers/artificial-intelligence/experts.html
https://sanghani.cs.vt.edu/
https://sanghani.cs.vt.edu/about.html
https://iac.vt.edu/research-areas/research-ai-ml.html
https://arc.vt.edu/
https://arc.vt.edu/services.html
https://arc.vt.edu/services/compute.html
https://arc.vt.edu/about/welcome-to-arc.html
https://news.vt.edu/articles/2025/04/arc-llm-generative-ai-services.html
https://news.vt.edu/articles/2025/11/it-arc-llm-expansion.html
https://news.vt.edu/articles/2025/01/new-gpu-supercomputer-will-help-applied-ai-research-soar.html

https://it.vt.edu/resources/annual-report/2025.html
https://it.vt.edu/resources/annual-report/2025/featured-highlights/AI-innovation.html
https://it.vt.edu/resources/annual-report/2025/featured-highlights/high-performance-computing.html
https://it.vt.edu/resources/annual-report/2025/featured-highlights.html
https://it.vt.edu/projects/ittransformation/projects/governance/governance-model.html

IX. PUBLIC STATEMENTS & EXECUTIVE SIGNALING

Provost Cyril Clarke (from news announcement, October 2025): Called for continued investment in AI research, infrastructure, and education to enhance Virginia Tech's ability to employ transformative technology.

COO Amy Sebring (from news announcement, October 2025): Emphasized that Virginia Tech's approach to AI should be "intentional and responsible, providing guidance and infrastructure" for the campus community.

VP for IT and CIO Sharon P. Pitt (from LLM expansion announcement, November 2025): Called the ARC LLM expansion tools "easy to use" that "protect the intellectual property and proprietary data of individuals and the university." Virginia Tech News

Beyond Boundaries strategic vision (updated January 2025 under President Tim Sands): The university's updated 2050 vision references AI explicitly in the context of Innovation Campus expansion, with Academic Building One in Alexandria supporting research in AI, intelligent interfaces, quantum science, and next-generation technology.

NSI AI Governance Symposium (September 2025): Virginia Tech's National Security Institute hosted a two-day AI governance symposium in Alexandria, VA, convening government, industry, and academic leaders around organizational readiness, infrastructure, oversight, and adaptability for AI adoption.

Faculty AI Adoption Study (Springer, February 2025): A Virginia Tech study found that while generative AI tools are gaining traction in higher education, significant gaps in usage and attitudes persist, with about 70 percent of students using AI tools less than once a week as of 2023. Virginia Tech News

Washington Post-Virginia Tech AI Collaboration (September 2024): A joint project building an AI-powered news search tool using retrieval-augmented generation on Washington Post archives, advancing the Innovation Campus mission.

NSF CAREER Award (Andrew Katz): A Department of Engineering Education faculty member received a CAREER award to study how generative AI impacts instructional decisions and assessment in engineering education.

URLs:

https://news.vt.edu/articles/2025/10/provost-evpcoo-ai-report.html
https://news.vt.edu/articles/2012/01/cm-beyondboundariesrevisited.html
https://link.vt.edu/events/nsi-symposium.html
https://news.vt.edu/videos/k/2025/09/1_tpabcbr9.html
https://news.vt.edu/articles/2025/01/cnre-generative-ai.html
https://news.vt.edu/articles/2024/09/washington-post-virgnia-tech-ai-news-climate-answers.html
https://news.vt.edu/articles/2024/10/Eng-enge-Andrew-Katz-receives-NSF-CAREER-award-to-explore-the-impact-of-generative-artificial-intelligence-on-educators-instructional-decisions.html
https://news.vt.edu/articles/2025/04/provost-teaching-artificial-intelligence.html

https://news.vt.edu/articles/2025/07/artificial-intelligence-education-teacher-classroom-training-tools-future.html
https://link.vt.edu/link/big-ideas/ai.html

X. EVIDENCE ARCHIVE (All URLs Grouped by Section)

WILLIAM & MARY

Comprehensive Public-Source AI Governance & Teaching Dossier

Evidence snapshot: March 23, 2026

I. INSTITUTIONAL AI GOVERNANCE ARCHITECTURE

A. Formal Governance Framework

William & Mary's AI governance framework was constructed through the university-wide Artificial Intelligence Policy Initiative (AIPI), established in fall 2024 under the Office of the Provost. The AIPI was co-chaired by David Yalof (Senior Vice Provost for Academic Affairs) and Pamela Eddy (Associate Provost for Faculty Affairs & Development), with twelve members spanning six schools. The group met biweekly throughout AY 2024-25, operated through three subcommittees in fall 2024 (internal inventory; external institutions research; communications) and reconstituted in spring 2025 into teaching and learning, faculty research, and formation of a future governing council. Final recommendations were submitted to the university administration by July 1, 2025, in a 60+ page report.

The AIPI's central structural recommendation is the creation of a permanent AI Innovation and Policy Council (AIIPC) to manage ongoing policy development, ethics, implementation, and investment decisions across the university. The AIPI report frames this as necessary because only a body with comprehensive institutional perspective can advise university leaders on significant AI investment decisions and establish ethical frameworks specific to W&M's context.

Sources:

AIPI Final Report: https://www.wm.edu/offices/academicaffairs/_documents/initiatives-documents/aipi_final_report.pdf

AIPI website: https://www.wm.edu/offices/academicaffairs/ai-policy-initiative/

B. Governance Committees & Structure

The AIPI membership included representatives from CDSP, Law School, Mason School of Business, STLI, Computer Science, and the Provost's office. Named members include Katalin Wargo (STLI), Yixuan (Janice) Zhang (Computer Science), Douglas Schmidt (CDSP Dean, spring only), Iria Giuffrida (Law School), Tingting (Rachel) Chung (Mason School of Business), among others.

At the school level, the Mason School of Business operates its own AI Integration Team (formerly "AI Tiger Team"), led by an Executive Committee chaired by Dawn Edmiston (Clinical Professor of Marketing), Karen Conner (Director of Academic Innovation), and Gene Roche (Special Advisor to the Dean). This team includes an Academic Subcommittee (ensuring departmental AI representation) and an Administrative/Operations Subcommittee (with stakeholders from the Mason School Foundation Board, Provost's Office, Swem Library, and W&M IT).

The AI Power Hour, a biweekly hybrid session co-hosted by CIO Ed Aractingi and CDSP Dean Douglas Schmidt, functions as an informal governance and dissemination mechanism for faculty and staff.

Sources:

Mason School AI integration: https://mason.wm.edu/news/2025/a-transformative-approach-to-generative-ai-in-business-education.php

Poets & Quants feature: https://poetsandquants.com/2025/02/26/ai-integration-at-william-mary/?pq-category=business-school-news

AI Power Hour: https://www.wm.edu/sites/ai/education-and-training/ai-power-hour/

C. Stated Ethical Principles

The AIPI report explicitly frames its work around preserving W&M's core educational values, academic integrity, and ethical frameworks. Dean Schmidt's public framing centers on "augmented intelligence" — the combination of AI proficiency with the critical thinking skills cultivated through a liberal arts education. The AI minor curriculum is described as weaving privacy, equity, and broader impact of AI into every course. The AIPI report concluded that AI can help faculty and students work at peak performance "consistent with the university's overall mission."

Provost Peggy Agouris stated that W&M's AI programs "bring together cutting-edge research and the breadth of the liberal arts and sciences, keeping the human perspective at the center of innovation."

Sources:

Flat Hat AI minor article: https://flathatnews.com/2025/08/28/school-of-computing-data-sciences-and-physics-introduces-interdisciplinary-ai-minor/

W&M News AI minor: https://news.wm.edu/2025/09/12/new-minor-in-artificial-intelligence-available-for-all-wm-undergraduates/

II. POLICY INFRASTRUCTURE & INSTITUTIONAL ALIGNMENT

A. Policy Reviews or Gap Analyses

The AIPI itself constituted the university's formal gap analysis, with its internal inventory subcommittee (fall 2024) collecting relevant policies already in place across the institution. The external institutions research subcommittee conducted benchmarking against peer institutions. The AIPI held multiple town halls in spring 2025 — a virtual student town hall (February 18), an in-person faculty town hall (March 6), and a hybrid staff/faculty town hall (March 19) — plus an online feedback form and alumni survey.

The AIPI also consulted with the W&M team participating in the AAC&U Institute on AI, Pedagogy, and the Curriculum (2024-25 cohort) and with STLI.

Sources:

AIPI Final Report (see above)

AAC&U 2024-25 Institute: https://www.aacu.org/newsroom/aacu-launches-new-institute-on-ai-pedagogy-and-the-curriculum

B. Policies Requiring Revision

The AIPI report includes recommendations for honor code changes to address AI use. The honor code itself, as of the 2025-26 Student Handbook, does not contain AI-specific language. The honor code defines cheating to include "unauthorized aid or collaboration, use of unauthorized materials" — broad language that can encompass AI tool misuse if faculty specify restrictions in their syllabi, but which does not explicitly name AI.

The AIPI recommended that the proposed AIIPC take on ongoing policy revision, including updating all AI policies as appropriate.

Sources:

2025-26 Honor Code:
https://www.wm.edu/offices/communityvalues/sarp/studenthandbook/honorcode/

2025-26 Student Handbook (PDF):
https://www.wm.edu/offices/communityvalues/sarp/studenthandbook/25-26_stu_handbook.pdf

C. Supplemental Guidance Issued

IT Guidelines for Use are published on the AI at W&M website, establishing a tiered classification system for AI tools based on data sensitivity. The site distinguishes between tools approved for sensitive/protected data, tools approved only for non-sensitive public data, and prohibited tools.

STLI published its Approaches to Teaching with Generative AI teaching resource (updated July 2025), recommending that instructors implement clear course expectations and learning goals, include clear syllabus statements on permissible and non-permissible GenAI uses, and discuss how GenAI relates to academic integrity and the W&M Honor Code.

The W&M Law School Default Generative AI Policy (PDF) establishes that students may use study materials prepared by GenAI and may use common word processing functions (spelling, grammar correction, auto-word complete), but may not use Grammarly's generative AI function unless the instructor permits it.

Sources:

AI at W&M Guidelines: https://www.wm.edu/sites/ai/guidelines/

STLI Generative AI resource: https://stli.wm.edu/generativeai/

Law School AI Policy: https://law.wm.edu/policies/ai-policy.pdf

III. TEACHING & LEARNING POSTURE

A. Faculty Guidance Model

W&M follows a faculty-autonomy model for classroom AI policy. STLI provides resources and recommends that instructors include AI policy statements on their syllabi, but each instructor determines their own course-level policy. STLI's guidance encompasses a spectrum from excluding GenAI to fully integrating it, organized around course-specific learning objectives and disciplinary considerations.

STLI publishes multiple layered resources: the Approaches to Teaching with Generative AI one-pager, the "Why Students Cheat": Assessment Design and GenAI resource (inspired by James Lang), GenAI Communication Entry Points (entry, intermediate, and advanced levels), and the Designing for Learners: Generative AI free short course available to W&M instructors. STLI also publishes STLI AI Identifiers — example transparent communication statements regarding AI use in creative outputs, offered under Creative Commons licensing.

Sources:

STLI AI Instructional Resources: https://stli.wm.edu/ai-instructional-resources/

STLI Teaching Resources Catalog: https://stli.wm.edu/teaching-resources/

B. Graduate School Guidance

Graduate students are covered under the same university-wide Honor Code, with seven honor councils (including Computing, Data Sciences & Physics; Arts & Sciences; Business; Education; Law; Coastal & Marine Sciences). The CDSP graduate catalog directs students to the Student Handbook for honor system provisions. The Law School maintains its own Default Generative AI Policy.

Not publicly documented: A standalone graduate school-wide AI guidance document separate from the AIPI report and school-level policies.

Sources:

CDSP newly admitted students: https://cdsp.wm.edu/admissions/graduate/newly-admitted-students/

Law School Honor Council: https://www.wm.edu/offices/communityvalues/sarp/honorcodeandcouncils/infoonhonorcouncil/law_honor_council/

C. AI Detection Tools Policy

The AIPI report addresses AI detection. STLI guidance does not endorse specific AI detection tools. The university has not publicly announced mandatory deployment of any AI detection platform. The STLI "Why Students Cheat" resource emphasizes assessment design approaches as a strategy over detection.

D. Faculty Support Infrastructure

Faculty support flows through multiple channels: STLI provides consultations, workshops (Quick Bites, Community Conversations), the T&L Symposium (keynoted by AI-focused speakers including Dr. Helen Crompton), and the Designing for Learners short course. STLI Academy offers asynchronous professional development with Credly badges.

The AI Power Hour (biweekly, co-hosted by CIO Aractingi and Dean Schmidt) serves as a continuing education series for faculty and staff. "16 AI Things in 93 Days" is a self-paced hands-on learning program for W&M staff, faculty, and community members covering core AI ideas, tools, and questions.

The Griffin Guide to AI is an optional Blackboard-based AI literacy short course designed for students with limited AI experience, which instructors can integrate into their teaching. Completers earn a Credly badge (with W&M Libraries support).

The Mason School hosted TARGAS II (Teaching and Research with Generative AI Sprint) in February 2026, a two-day faculty-and-student experience with an inaugural cohort of AI Student Fellows — highly selective undergraduate and graduate students who partnered with faculty to redesign assignments for an AI-enabled future. Day one focused on assignment redesign; day two focused on broader curricular strategy.

Sources:

TARGAS II (Feb 2026): https://news.wm.edu/2026/02/24/redesigning-learning-for-an-ai-enabled-future/

2024 T&L Symposium: https://stli.wm.edu/2024-teaching-learning-symposium/

Events calendar (Griffin Guide, 16 AI Things): https://events.wm.edu/search/results/wm/0/09-30-2025/0/class

AI at W&M Education & Training: https://www.wm.edu/sites/ai/education-and-training/

IV. TOOL ECOSYSTEM & PROCUREMENT GOVERNANCE

A. Approved AI Tools

W&M IT maintains a three-tier classification on the AI at W&M tools page:

Approved for Sensitive, Protected & Non-Sensitive Data (prompts/results not used to train public AI models): Copilot Chat (included in M365 license; faculty/staff/students 18+), Copilot for Microsoft 365 (licensed, available for purchase), ChatGPT Edu (licensed, available for purchase), Workday Assistant (included with Workday), Adobe Firefly (included in Adobe license), Blackboard Learn AI Design Assistant (included with Blackboard), Blackboard AI Conversations (included with Blackboard), Gemini (included with Google Workspace license), Grammarly AI (licensed).

Available but Not Supported (approved for non-sensitive public data only; must be tied to @wm.edu): Perplexity, Claude.

Prohibited: DeepSeek AI.

Sources:

AI Tools page: https://www.wm.edu/sites/ai/tools/

B. Pilot Programs

The ChatGPT Edu pilot launched October 2025 as a collaboration between CDSP, IT, W&M Libraries, and the Mason School of Business. CIO Aractingi noted the enterprise license provides advanced AI in a secure, centrally managed platform with no data sharing outside the university. Louis Hubert, Manager of Innovation & AI Applications, supported the pilot. Faculty and staff outside the pilot can purchase Edu licenses.

Sources:

ChatGPT Edu pilot announcement: https://news.wm.edu/2025/10/01/william-mary-launches-chatgpt-edu-pilot/

ChatGPT Edu page: https://www.wm.edu/sites/ai/education-and-training/chatgpt-edu/

C. Procurement & Approval Pathways

AI tools and services require IT review for accessibility and security, including free tools. To have a tool reviewed, users submit an IT Procurement Request through the Request IT application ("Service Request" option). The AI at W&M site includes a dedicated "Submit AI Tool for Review" link.

The DeepSeek ban was enacted February 18, 2025, implementing Virginia Governor Youngkin's Executive Order 46 (February 11, 2025) prohibiting DeepSeek on state-owned networks and devices. W&M directed all employees, students, and contractors to uninstall and delete the application immediately.

Sources:

IT procurement pathway: https://www.wm.edu/offices/it/services/ai/

DeepSeek ban: https://www.wm.edu/offices/it/announcements/deepseek-ai-no-longer-permitted-on-wm-wireless-network-devices.php

Submit AI Tool for Review: https://www.wm.edu/sites/ai/request-application/

V. ACADEMIC INTEGRITY INTEGRATION

A. Honor Code Language

The 2025-26 Honor Code (Student Handbook, pg. 72+) prohibits lying, cheating, and stealing. The pledge reads: "As a member of the William & Mary community, I pledge on my honor not to lie, cheat, or steal, either in my academic or personal life." Cheating is defined to include "unauthorized aid or collaboration, use of unauthorized materials, unauthorized dual submission of a previous work, violating time constraints, and violation of the instructor's directions regarding completion of assignments/tests."

The code does not contain explicit AI or generative AI language. Whether AI use constitutes "unauthorized aid" or "unauthorized materials" depends on instructor-level course policy. The standard of proof is "beyond a reasonable doubt" — defined as doubt based on reason and common sense.

W&M maintains seven honor councils: Undergraduate, Arts & Sciences, Business, Computing Data Sciences & Physics, Education, Law, and Coastal & Marine Sciences. The Honor System Advisory Committee (HSAC) reviews and recommends changes to code provisions, publishes semester case summaries, and issues periodic guidance on interpretation.

Sources:

2025-26 Honor Code:
https://www.wm.edu/offices/communityvalues/sarp/studenthandbook/honorcode/

Honor councils overview:
https://www.wm.edu/offices/communityvalues/sarp/honorcodeandcouncils/

Faculty honor information (PDF):
https://www.wm.edu/offices/communityvalues/sarp/documents/faculty-honor-information-updated-fall-2024.pdf

B. Enforcement Process

Honor reports are generally to be resolved within 30 working days. The process includes Early Resolution (for first-time undergraduate offenses) and Honor Council panel proceedings. The Respondent retains a presumption of non-violation until found in violation by evidence beyond a reasonable doubt.

The AIPI report includes recommendations for honor code changes to address AI, but specific implementation updates to the honor code text are not publicly documented in available 2025-26 sources.

Sources:

SARP faculty resources FAQ:
https://www.wm.edu/offices/communityvalues/sarp/facultyresources/HonorCodeFAQs/

VI. RESEARCH GOVERNANCE & ETHICS

A. Research Office AI Guidance

The AIPI report includes a faculty research subcommittee (Eddy, Chung, Fanelli, Zhang) that developed research governance recommendations. The full text of those specific

recommendations is in the AIPI report PDF. A standalone public-facing research office AI policy page is not publicly documented in available sources separate from the AIPI report.

B. Data Ownership & IP Position

Not publicly documented in a standalone AI-specific policy beyond the AIPI report's recommendations. The IT data classification policy (referenced on the AI tools page) governs what data can be shared with which tools.

Sources:

Data Classification Policy: https://www.wm.edu/offices/ce/policies/it-security/data-classification.php

C. Authorship & Disclosure Standards

The Swem Library GenAI research guide addresses publishing with GenAI-generated content, citing journal-level policies requiring documentation of AI tool use in introductions, methods, or acknowledgments sections. The guide notes that Nature prohibits GenAI in images and video.

Sources:

Library GenAI ethics page: https://guides.libraries.wm.edu/GenerativeAI/ethics

D. Human Subjects Considerations

Not publicly documented as a standalone AI-specific IRB policy in available sources.

VII. LIBRARY & INFORMATION LITERACY SIGNALS

Swem Library operates two comprehensive research guides authored principally by librarian Anna Milholland:

1. "Generative AI: Supporting AI Literacy, Research, and Publishing" — covers defining AI, GenAI tools (ChatGPT, Copilot, Gemini, Claude, Perplexity, NotebookLM), ethics (access, bias, copyright, data integrity, privacy, misinformation), and publishing guidelines. Includes tabs on defining AI, GenAI tools, ethics, and publishing with GenAI. Notes W&M's institutional access to Copilot, Google Workspace tier, and the ChatGPT Edu pilot.

2. "AI Tools for Research" — catalogs research-specific AI tools organized by type: general GenAI, research literature-based GenAI (Elicit, Consensus, Undermind, Semantic Scholar, scite), and non-generative AI discovery/visualization tools (Research Rabbit, Connected Papers, Inciteful, Dimensions, Lens.org). Emphasizes that research-based tools using retrieval augmented generation are more reliable than general chatbots but still imperfect.

The library guides include extensive caveats about hallucination, bias, the "stochastic parrots" framing, and the distinction between tools trained on public internet data versus the research literature. The guides explicitly note that "inclusion of a particular tool should not be considered an endorsement by William & Mary Libraries."

The library partnered with STLI on the Griffin Guide to AI, offering Credly badge completion recognition.

Sources:

GenAI research guide: https://guides.libraries.wm.edu/GenerativeAI

AI Tools for Research: https://guides.libraries.wm.edu/aiforresearch

GenAI tools page: https://guides.libraries.wm.edu/GenerativeAI/tools

Ethics page: https://guides.libraries.wm.edu/GenerativeAI/ethics

Research literature-based tools: https://guides.libraries.wm.edu/aiforresearch/genai

Other AI discovery tools: https://guides.libraries.wm.edu/aiforresearch/otherai

VIII. INFRASTRUCTURE & STRATEGIC INVESTMENT SIGNALS

School of Computing, Data Sciences & Physics (CDSP): Launched July 2025 under inaugural Dean Douglas Schmidt '84, M.A. '86. Consolidates Applied Science, Computer Science, Data Science, and Physics. Located in ISC 4 (certificate of occupancy secured, opening spring 2026). CDSP fees of $250 per credit hour for selected courses apply to students enrolling fall 2025 or later.

AI Minor (19 credits): Launched fall 2025. Required core: CSCI 141 (Intro to Programming, 4 cr.), CSCI 243 (Discrete Structures, 3 cr.), DATA 210 (Research Design and Statistics, 3 cr.), DATA 301 (Applied Machine Learning, 3 cr.). Plus 6 credits from a deep restricted elective menu including: CSCI 416 (Fundamentals of AI/ML), CSCI 446 (Neural Networks for ML), CSCI 455 (Generative AI for Software Development), CSCI 456 (Large Language Models), DATA 440 topics (Graph Learning, Trustworthy AI, NLP), DATA 441 (Advanced Applications of AI), DATA 442 (Neural Networks & Deep Learning), DATA 444 (Agent-Based Modeling), DATA 446 (Generative AI), DATA 447 (Bayesian Reasoning), DATA 448 (Reinforcement Learning).

B.S. in Applied Artificial Intelligence: Approved by the Board of Visitors in November 2025 (alongside a B.S./B.A. in Bioengineering). Awaits SCHEV approval. A B.S. in AI was described as being "contemplated" by CDSP, and a full AI major was described by Schmidt as in the works, with the minor serving as the fastest path to AI education at the undergraduate level.

Digital Fluency Certificates (9 credits + micro internship) and AI & Society COLL 200 courses were identified as planned CDSP offerings for non-majors.

W&M AI Club: Founded by Tucker Peters '28; approximately 80 members as of August 2025. Three pillars: education, research/project development, marketing/management.

High-Performance Data Facility (HPDF) at Jefferson Lab, machine learning for nuclear fusion ($5M DOE grant), and DIGLab are previously documented infrastructure investments.

Sources:

AI minor catalog: https://catalog.wm.edu/preview_program.php?catoid=34&poid=7275&returnto=5205

CDSP AI page: https://cdsp.wm.edu/about/ai/

CDSP Q&A: https://news.wm.edu/2025/05/22/qa-everything-you-need-to-know-about-wms-school-of-computing-data-sciences-physics/

BOV degree approvals (Flat Hat): https://flathatnews.com/2025/12/02/board-of-visitors-approves-degree-programs-in-artificial-intelligence-bioengineering/

W&M AI Club: https://news.wm.edu/2025/08/12/bridging-the-digital-divide/

W&M Alumni Magazine AI feature: https://magazine.wm.edu/issue/2025-fall/a-potent-combination.php

IX. PUBLIC STATEMENTS & EXECUTIVE SIGNALING

President Katherine A. Rowe opened the November 2025 BOV meeting acknowledging the AidData team's recognition and the broader institutional context. BOV member Robey Estes '74 inquired about AI's impact on the school's budget and staffing. Dean of Arts & Sciences Suzanne Raitt responded that AI will allow the College to reduce administrative positions to better utilize resources, but humans will still be needed for high-level management. Each of the six school deans presented to the Board with AI as an explicit cross-cutting theme.

Provost Peggy Agouris stated: "This new AI minor and all the related courses in CDSP build on William & Mary's tradition of inquiry and action while serving society ethically and responsibly."

Dean Douglas Schmidt has been the institution's most visible AI voice, delivering the Spring 2025 Tack Faculty Lecture ("Surfing the AI Wave: A Human-Centered Approach to Innovation and Ethics"), characterizing AI as "a seismic shift reshaping every aspect of our society." He has emphasized the "digital chasm" between those with and without AI skills, the need for "augmented intelligence," and the integration of ethical considerations into all CDSP courses.

CIO Ed Aractingi co-hosts the biweekly AI Power Hour and led the ChatGPT Edu pilot announcement, noting that the enterprise license provides advanced AI in a secure, centrally managed platform.

Dean Todd Mooradian (Mason School of Business) delivered opening remarks at TARGAS II (February 2026), emphasizing that AI is already influencing knowledge creation, work, and how students learn.

Sources:

Tack Lecture: https://news.wm.edu/2025/04/04/surfing-the-ai-wave-a-william-mary-tack-faculty-lecture/

Tack preview: https://news.wm.edu/2025/03/26/wms-newest-dean-to-lay-out-his-vision-for-artificial-intelligence/

TARGAS II: https://news.wm.edu/2026/02/24/redesigning-learning-for-an-ai-enabled-future/

BOV coverage: https://flathatnews.com/2025/12/02/board-of-visitors-approves-degree-programs-in-artificial-intelligence-bioengineering/

X. EVIDENCE ARCHIVE (URLs grouped by section)

Section I — Governance Architecture

https://www.wm.edu/offices/academicaffairs/_documents/initiatives-documents/aipi_final_report.pdf

https://www.wm.edu/offices/academicaffairs/ai-policy-initiative/

https://mason.wm.edu/news/2025/a-transformative-approach-to-generative-ai-in-business-education.php

https://mason.wm.edu/news/2025/shaping-the-future-of-business-education-ai-integration-at-william-and-mary.php

https://www.wm.edu/sites/ai/education-and-training/ai-power-hour/

https://tingtingrachelchung.org/about/

Section II — Policy Infrastructure

https://www.wm.edu/offices/communityvalues/sarp/studenthandbook/honorcode/

https://www.wm.edu/offices/communityvalues/sarp/studenthandbook/25-26_stu_handbook.pdf

https://www.wm.edu/sites/ai/guidelines/

https://stli.wm.edu/generativeai/

https://law.wm.edu/policies/ai-policy.pdf

https://www.aacu.org/newsroom/aacu-launches-new-institute-on-ai-pedagogy-and-the-curriculum

Section III — Teaching & Learning

https://stli.wm.edu/ai-instructional-resources/
https://stli.wm.edu/teaching-resources/
https://stli.wm.edu/2024-teaching-learning-symposium/
https://news.wm.edu/2026/02/24/redesigning-learning-for-an-ai-enabled-future/
https://www.wm.edu/sites/ai/education-and-training/
https://www.wm.edu/sites/ai/education-and-training/chatgpt-edu/
https://events.wm.edu/search/results/wm/0/09-30-2025/0/class
https://stli.wm.edu/our-story/
https://stli.wm.edu/academy/
https://www.credly.com/organizations/stli/badges
https://mason.wm.edu/news/2025/ai-in-academia-a-podcast-with-professor-dawn-edmiston.php

Section IV — Tools & Procurement

https://www.wm.edu/sites/ai/tools/
https://www.wm.edu/offices/it/services/ai/
https://www.wm.edu/sites/ai/request-application/
https://www.wm.edu/offices/it/announcements/deepseek-ai-no-longer-permitted-on-wm-wireless-network-devices.php
https://news.wm.edu/2025/10/01/william-mary-launches-chatgpt-edu-pilot/
https://www.wm.edu/sites/ai/copilot/

Section V — Academic Integrity

https://www.wm.edu/offices/communityvalues/sarp/studenthandbook/honorcode/
https://www.wm.edu/offices/communityvalues/sarp/honorcodeandcouncils/
https://www.wm.edu/offices/communityvalues/sarp/honorcodeandcouncils/honorcode/
https://www.wm.edu/offices/communityvalues/sarp/facultyresources/HonorCodeFAQs/
https://www.wm.edu/offices/communityvalues/sarp/documents/faculty-honor-information-updated-fall-2024.pdf
https://www.wm.edu/offices/communityvalues/sarp/honorcodeandcouncils/infoonhonorcouncil/law_honor_council/
https://www.wm.edu/offices/communityvalues/sarp/studenthandbook/
https://www.wm.edu/offices/ce/policies/academic-affairs-student-life/honor-code.php
https://mason.wm.edu/current/mymba/academic_integrity/

Section VI — Research Governance

https://www.wm.edu/offices/ce/policies/it-security/data-classification.php
https://guides.libraries.wm.edu/GenerativeAI/ethics

Section VII — Library & Information Literacy

https://guides.libraries.wm.edu/GenerativeAI
https://guides.libraries.wm.edu/GenerativeAI/tools
https://guides.libraries.wm.edu/GenerativeAI/ethics
https://guides.libraries.wm.edu/c.php?g=1317202&p=9801244
https://guides.libraries.wm.edu/aiforresearch
https://guides.libraries.wm.edu/aiforresearch/genai
https://guides.libraries.wm.edu/c.php?g=1477808&p=11014051

https://guides.libraries.wm.edu/aiforresearch/otherai

https://guides.libraries.wm.edu/c.php?g=1337948&p=9860342

https://guides.libraries.wm.edu/c.php?g=1314790&p=9843899

Section VIII — Infrastructure & Strategic Investment

https://catalog.wm.edu/preview_program.php?catoid=34&poid=7275&returnto=5205

https://cdsp.wm.edu/about/ai/

https://cdsp.wm.edu/academics/undergraduate/ai-minor/

https://cdsp.wm.edu/about/news-events/news/new-minor-in-artificial-intelligence-available-for-all-wm-undergraduates.php

https://news.wm.edu/2025/09/12/new-minor-in-artificial-intelligence-available-for-all-wm-undergraduates/

https://news.wm.edu/2025/05/22/qa-everything-you-need-to-know-about-wms-school-of-computing-data-sciences-physics/

https://flathatnews.com/2025/12/02/board-of-visitors-approves-degree-programs-in-artificial-intelligence-bioengineering/

https://flathatnews.com/2025/08/28/school-of-computing-data-sciences-and-physics-introduces-interdisciplinary-ai-minor/

https://news.wm.edu/2025/08/12/bridging-the-digital-divide/

https://news.wm.edu/2025/11/17/a-potent-combination/

https://magazine.wm.edu/issue/2025-fall/a-potent-combination.php

Section IX — Public Statements & Executive Signaling

https://news.wm.edu/2025/04/04/surfing-the-ai-wave-a-william-mary-tack-faculty-lecture/

https://news.wm.edu/2025/03/26/wms-newest-dean-to-lay-out-his-vision-for-artificial-intelligence/

https://news.wm.edu/2026/02/24/redesigning-learning-for-an-ai-enabled-future/

https://news.wm.edu/2026/01/21/books-published-by-william-mary-faculty-in-2025/

Additional Sources — Law School & WGC AI Courses

https://law.wm.edu/news/stories/2024/center-for-legal-court-technology-hosts-conference-on-problematic-generative-ai.php

https://law.wm.edu/academics/intellectuallife/researchcenters/digital-democracy-lab/news-and-events/ai-and-the-rule-of-law.php

https://www.wm.edu/offices/wholeofgovernment/operational-ai/

https://www.wm.edu/offices/wholeofgovernment/fisa-01-2024/

https://www.wm.edu/offices/wholeofgovernment/for_students/wmgic/wmgic_x_pit_un_2026/

https://aspenpublishing.com/products/hu-ailawandpolicy

https://news.wm.edu/2025/09/02/margaret-hu-releases-leading-casebook-on-ai-and-law/

https://scholarship.law.wm.edu/wmborj/vol34/iss2/16/

https://scholarship.law.wm.edu/facpubs/2078/

Additional Sources — STLI

https://stli.wm.edu

https://stli.wm.edu/stli-productions/

https://stli.wm.edu/2023/03/02/a-student-perspective-on-chatgpt/

https://stli.wm.edu/2022/05/03/2022-teaching-learning-symposium/

Additional Sources — Mason School

https://mason.wm.edu/academic-innovation/news/mason-school-news/role-of-artificial-intelligence-in-business-management.php

https://mason.wm.edu/news/2025/

https://mason.wm.edu/faculty/in-the-news/

https://mason.wm.edu/current/myptmba/honor_code/

Additional Sources — Student Media

https://news.wm.edu/2023/04/10/spring-tack-faculty-lecture-to-challenge-our-notions-of-ai/

1. B.S. in Applied Artificial Intelligence — BOV-approved November 2025; not yet in catalog pending SCHEV approval. This is a new degree program beyond the AI minor.

2. TARGAS II and AI Student Fellows (February 2026) — The Mason School's second annual Teaching and Research with Generative AI Sprint embedded 15 named AI Student Fellows (including Caroline Cromwell '26, Tucker Peters '28, and others) as faculty collaborators in assignment redesign. Dawn Edmiston chairs the Mason School's AI Steering Committee (renamed from AI Tiger Team/AI Integration Team).

3. 16 AI Things in 93 Days — A self-paced learning program for W&M staff, faculty, and community members, documented in the events calendar. Ran from March to December 2025.

4. Whole of Government Center of Excellence AI Courses — Two non-credit courses confirmed: Operational AI (national security/ethics, in partnership with W&M Law School, approved for 11 Virginia CLE hours) and AI and the Constitution: Preserving Limited Government in Digital Environments (Fourth Amendment focus). The 2026 WMGIC x PIT-UN Tech for Change Hackathon (April 9-10, 2026) includes a stream on synthetic media, AI-generated fraud, and rebuilding societal trust.

5. Margaret Hu casebook — "AI Law and Policy" (Aspen Publishing, 1,110 pages, #1 Amazon bestseller in Internet & Computer Law) published 2025. Hu is the Davison M. Douglas Professor of Law and director of the Digital Democracy Lab. She also published a companion statutory supplement.

6. W&M Bill of Rights Journal — Volume 34 (2025-26) includes a student note on generative AI and copyright-based takings (Sophia Tully).

7. W&M participation in AAC&U Institute — Confirmed for the 2024-25 cohort via the AIPI report. The 2025-26 cohort participant list (176 institutions) does not appear to explicitly name W&M, though this could not be confirmed definitively from available search results.

8. Blackboard AI Conversations — Now listed separately from the Blackboard AI Design Assistant on the tools page, as a study aide chatbot for students.

9. Gemini access — Added to the approved tools list through the enterprise Google Workspace license for faculty, staff, and students.

10. Seven honor councils (not six) — The 2025-26 site now lists seven: Undergraduate, Education, Law, Coastal & Marine Sciences, Computing Data Sciences & Physics, Business, and Arts & Sciences. This reflects the addition of the CDSP council concurrent with the new school's launch.

SECTION II

OTHER VIRGINIA PUBLIC UNIVERSITIES

Christopher Newport University

James Madison University

Longwood University

Norfolk State University

Radford University

University of Mary Washington

University of Virginia's College at Wise

Virginia Military Institute

Virginia State University

9 institutions

CHRISTOPHER NEWPORT UNIVERSITY

Comprehensive Public-Source AI Governance & Teaching Dossier

Evidence snapshot: March 22, 2026

I. INSTITUTIONAL AI GOVERNANCE ARCHITECTURE

A. Formal Governance Framework

Christopher Newport University has not published a formal, institution-wide AI governance policy or framework. No centralized AI task force, AI committee, or equivalent body is publicly documented. The university's approach to AI in the academic setting follows a decentralized, faculty-discretion model: individual instructors set expectations for AI use in their courses, with the library and provost's office providing supporting guidance. The library's faculty-facing AI guide directs instructors to "sample syllabus statements on the webpage maintained by the office of the provost," confirming the provost's office has issued at least template-level guidance, though a dedicated public-facing AI policy page from the provost was not located in available sources.

https://cnu.libguides.com/ai/faculty

B. Governance Committees & Structure

No AI-specific standing committee, task force, or governance body is publicly documented. The Center for Effective Teaching (CET), directed by Dr. John Nichols, serves as the primary faculty development unit and offers course design workshops, but its publicly listed programming does not include AI-specific sessions or archived workshop records.

https://my.cnu.edu/cet/

C. Stated Ethical Principles

No standalone statement of AI ethical principles has been published at the institutional level. The Trible Library's AI research guide, however, addresses ethical concerns at length, including bias and fairness, misinformation and manipulation, plagiarism and copyright, attribution and accountability, inequality of access, data privacy and security, and hallucination risk. This content is adapted from Rutgers University's AI library guide and is presented as foundational framing for students and faculty.

https://cnu.libguides.com/ai/students

II. POLICY INFRASTRUCTURE & INSTITUTIONAL ALIGNMENT

A. Policy Reviews or Gap Analyses

CNU's Six-Year Plan submitted to the Commonwealth of Virginia (2024) notes that the university anticipates incurring additional expenses as it registers "Artificial Intelligence models and technologies with the Virginia Information Technology Agency (VITA)," including anticipated costs for staff training and compliance monitoring. This is the only publicly documented acknowledgment of AI-related regulatory compliance planning.

Additionally, ITS has stated it is "conducting a review of all information technology related policies and standards, to ensure alignment with industry and academic information security

best practices," including the new Unified Data Policy 6015. No AI-specific results of this review are publicly posted.

https://rga.lis.virginia.gov/Published/2024/RD858/PDF (CNU Six-Year Plan)

https://cnu.edu/its/

B. Policies Requiring Revision

The Acceptable Use of Computing Resources Policy (Policy 6010) governs all use of CNU communication and computing resources. It addresses prohibited conduct (accessing illegal content, unauthorized access, etc.) and requires conformance with state and federal law and all university policies. The policy does not contain AI-specific language. No publicly documented plans to revise it for generative AI are available.

The Student Handbook (2025-2026) and the Honor Code do not contain any references to artificial intelligence, generative AI, or AI-specific tools.

https://cnu.edu/public/policies/policy/its-information-technology-policies/cnu-policy-6010_acceptable_use_of_computing_resources_policy.pdf

https://cnu.edu/public/_documents/handbooks/student-handbook.pdf

C. Supplemental Guidance Issued

The Trible Library has published a multi-page research guide titled "Artificial Intelligence and Use" (last updated March 11, 2026) that functions as the university's most comprehensive public-facing AI guidance document. The guide includes nine subpages: For Students, AI Literacy, AI Tools List, Citing AI, Copyright and AI, Prompt Engineering, For Faculty, Librarian's Discussion Points, and AGI and Beyond.

The Faculty page within this guide explicitly directs instructors to the provost's office for sample syllabus statements and provides detailed guidance on communicating expectations, creating AI-resistant assignments, detecting AI-generated content, and modeling productive AI use. The guide warns that "detection technologies do not work very well" and advises faculty to "use these detection tools carefully, if at all."

https://cnu.libguides.com/ai

https://cnu.libguides.com/ai/faculty

III. TEACHING & LEARNING POSTURE

A. Faculty Guidance Model

CNU operates under a faculty-discretion model. The library guide instructs faculty to: include a general syllabus statement establishing expectations for AI use; provide examples of ethical and prohibited AI use in each course; identify per-assignment whether AI tools are prohibited, permitted, or required; specify documentation and attribution requirements when AI is permitted; and discuss expectations during class sessions. The guide references "sample syllabus statements on the webpage maintained by the office of the provost," confirming the provost's office has produced template language, though it was not independently locatable as a standalone public page.

The guide also recommends assignment scaffolding, testing prompts through AI before assigning them, incorporating personal stories and verifiable sources, promoting oral presentations, and directing students to library resources for citation accuracy.

https://cnu.libguides.com/ai/faculty

B. Graduate School Guidance

CNU offers limited graduate programs (MS in Applied Physics and Computer Science, MS in Environmental Science, MAT). The Graduate Catalog (2025-2026) references the honor code and academic integrity requirements but contains no AI-specific language. No separate graduate-level AI guidance is publicly documented.

https://cnu.edu/public/_documents/grad-catalog/2025-26-gradcat.pdf

C. AI Detection Tools Policy

The Trible Library faculty guide explicitly cautions against reliance on AI detection tools, stating that "these detection technologies do not work very well," that they "claim to identify work as AI generated, but often cannot provide evidence to support that claim," and that "students may be wrongly accused of improper use of generative AI." The guide recommends that faculty use such tools "carefully, if at all." No institutional subscription to Turnitin's AI detection module or similar tools is publicly documented.

https://cnu.libguides.com/ai/faculty

D. Faculty Support Infrastructure

The Center for Effective Teaching (CET) is CNU's teaching development unit. It offers a Course Design Institute, Active Learning Workshop, and a new faculty discussion group. No publicly listed AI-specific workshops, AI teaching fellows programs, or archived AI-related CET events were identified. The CET director is Dr. John Nichols (jnichols@cnu.edu).

https://my.cnu.edu/cet/

IV. TOOL ECOSYSTEM & PROCUREMENT GOVERNANCE

A. Approved AI Tools

No publicly documented list of institutionally approved or licensed AI tools (e.g., Microsoft Copilot, ChatGPT Enterprise, or similar) was found. The library's AI Tools List page links to the Ithaka S+R Generative AI Product Tracker as a reference resource and includes taxonomy graphics, but does not identify CNU-licensed or CNU-recommended tools. ITS provides Microsoft Office 365 to all enrolled students but does not publicly document whether Microsoft Copilot or any AI-integrated features are enabled.

https://cnu.libguides.com/ai/tools
https://cnu.edu/its/laptop.html

B. Pilot Programs

Not publicly documented in available sources.

C. Procurement & Approval Pathways

The Six-Year Plan notes anticipated costs for registering AI models and technologies with VITA and associated compliance monitoring, suggesting that AI procurement will run through the state's VITA framework. No CNU-specific internal procurement pathway for AI tools is publicly documented.

https://rga.lis.virginia.gov/Published/2024/RD858/PDF

V. ACADEMIC INTEGRITY INTEGRATION

A. Honor Code Language

The CNU Honor Code reads: "On my honor, I will maintain the highest standards of honesty, integrity and personal responsibility. This means I will not lie, cheat or steal, and as a member of this academic community, I am committed to creating an environment of respect and mutual trust."

The Student Handbook (2025-2026) defines cheating as "the act of wrongfully using or taking the ideas or work of another in order to gain an unfair advantage." It includes plagiarism, unauthorized aid, unauthorized materials, self-plagiarism across courses, and time violations. Plagiarism is defined as presenting "any information, ideas or phrasing of another as if they were their own" without attribution. The Statement of Principles specifies that "a student's name on any assignment is regarded as assurance that it is the result of the student's own thought and study, stated in the student's own words, and produced without assistance" and that "the use of purchased papers or research for submission as one's own work is expressly forbidden."

None of these provisions contain explicit references to AI-generated content. The language about "unauthorized materials" and "work of another" could encompass AI output under faculty interpretation, but this connection is not made explicit in the handbook text.

https://cnu.edu/public/_documents/handbooks/student-handbook.pdf
https://cnu.edu/whoweare/values/honorcode/

B. Enforcement Process

The Center for Honor Enrichment and Community Standards (CHECS) administers the conduct process. Faculty who suspect academic misconduct investigate, confer with the student, determine whether misconduct occurred, and impose academic remedies (grade penalties ranging from reduced marks to course failure). CHECS then initiates a parallel university review. The Student Honor Council, composed of trained peer representatives, hears the most serious cases through Honor Panels, which require unanimous findings for an honor code violation. Sanctions range from written warnings through disciplinary probation to suspension or dismissal.

https://cnu.edu/public/_documents/handbooks/student-handbook.pdf
https://cnu.edu/checs/

VI. RESEARCH GOVERNANCE & ETHICS

A. Research Office AI Guidance

The Office of Sponsored Programs and the Research Compliance office (including IRB, IACUC, and export controls) are publicly documented. The Department of Physics, Computer Science and Engineering actively conducts AI and machine learning research, including deep learning for remote sensing, educational data mining, generative AI applications, trustworthy AI systems, intelligent tutoring systems, and large language models for autonomous robotics. No institution-level research guidance specific to the use of generative AI tools in the conduct of research is publicly posted.

https://cnu.edu/sponsoredprograms/
https://cnu.edu/academics/departments/sec/research/

B. Data Ownership & IP Position

Not publicly documented in available sources in relation to AI-generated content. The Unified Data Policy (6015) governs institutional data classification and handling. No publicly available guidance addresses IP implications of AI-generated content in research or coursework.

https://wwwstage.cnu.edu/public/_documents/policy/its-information-technology-policies/cnu-policy-6015_unified_data_policy.pdf

C. Authorship & Disclosure Standards

Not publicly documented in available sources. No publicly posted guidance from the provost's office or research compliance addresses AI authorship disclosure in research publications.

D. Human Subjects Considerations

The IRB operates under the Revised Common Rule (2018 requirements) and reviews all research involving human subjects. CITI training is required for IRB, IACUC, and Responsible Conduct of Research. No AI-specific supplements to IRB protocols or guidance addressing the use of AI in human subjects research are publicly documented.

https://my.cnu.edu/academiccommittees/humansubjects/

https://my.cnu.edu/sponsoredprograms/research/

VII. LIBRARY & INFORMATION LITERACY SIGNALS

The Trible Library's "Artificial Intelligence and Use" guide is the most fully developed public-facing AI resource at CNU. It spans nine tabs covering student use, AI literacy, tools taxonomy, citation practices, copyright considerations, prompt engineering, faculty guidance, librarian discussion points, and speculative content on AGI and beyond.

The student-facing content frames AI as a research aid, models disciplinary prompt examples (literature, history, science, research methods, philosophy), and emphasizes that AI should be used as "a thinking partner, not a replacement for learning." The guide addresses hallucination, bias, data privacy, model collapse, and inequality of access. It recommends using CNU's Primo catalog and databases for actual source-finding rather than relying on AI output for citations.

The guide's last update was March 11, 2026.

https://cnu.libguides.com/ai

https://cnu.libguides.com/ai/students

https://cnu.libguides.com/ai/faculty

https://cnu.libguides.com/ai/tools

VIII. INFRASTRUCTURE & STRATEGIC INVESTMENT SIGNALS

The Strategic Compass 2025-2030, adopted unanimously by the Board of Visitors on February 7, 2025, includes four priorities. Priority IV ("Build a Foundation to Thrive") explicitly states that CNU will be "leveraging technology and artificial intelligence to improve efficiencies, implementing system integration and data sharing across campus, and managing costs in a manner that shows responsible stewardship." It further commits to investing in "technologically-advanced classrooms and laboratories." This is the only explicit mention of AI in the strategic plan's publicly available text.

The Six-Year Plan filed with the Commonwealth notes anticipated costs associated with registering AI models and technologies with VITA, including IT personnel costs for compliance.

https://wwwstage.cnu.edu/who-we-are/strategic-compass/build.html

https://cnu.edu/news/2025/02/07-cnu-strategic-compass/
https://rga.lis.virginia.gov/Published/2024/RD858/PDF

IX. PUBLIC STATEMENTS & EXECUTIVE SIGNALING

Provost Quentin Kidd is referenced in public remarks about honor, community, and the academic mission, but no public statements from the provost addressing AI in teaching or research were identified. President William G. Kelly's public communications focus on the Strategic Compass, enrollment strategy, and institutional positioning; no AI-specific public statements from the president were located.

The Luter School of Business named Dean Anna W. Hickey in 2025. External reporting attributed to her the statement that "AI will not replace human judgment," framed in the context of the Luter School's emphasis on liberal arts grounding, critical thinking, and ethical decision-making alongside AI competency. This appeared in secondary news coverage, not an official CNU publication.

https://news-usa.today/cnu-school-of-business-names-new-dean-christopher-newport-university/
https://cnu.edu/news/2023/08/18-s27-honors-convocation/

X. EVIDENCE ARCHIVE

Library AI Guide

https://cnu.libguides.com/ai (main page, For Students)

https://cnu.libguides.com/ai/literacy
https://cnu.libguides.com/ai/tools
https://cnu.libguides.com/ai/cite
https://cnu.libguides.com/ai/copyright
https://cnu.libguides.com/ai/prompts
https://cnu.libguides.com/ai/faculty
https://cnu.libguides.com/ai/librarian

Honor Code & Student Handbook

https://cnu.edu/whoweare/values/honorcode/
https://cnu.edu/public/_documents/handbooks/student-handbook.pdf
https://cnu.edu/checs/
https://cnu.edu/checs/studenthonorcouncil/

University Handbook

https://cnu.edu/public/_documents/handbooks/2025-26-cnu-university_handbook.pdf

Graduate Catalog

https://cnu.edu/public/_documents/grad-catalog/2025-26-gradcat.pdf

IT Policies

https://cnu.edu/public/policies/policy/its-information-technology-policies/cnu-policy-6010_acceptable_use_of_computing_resources_policy.pdf
https://wwwstage.cnu.edu/public/_documents/policy/its-information-technology-policies/cnu-policy-6015_unified_data_policy.pdf
https://cnu.edu/its/
https://cnu.edu/its/laptop.html

Provost & Academic Affairs

https://cnu.edu/academics/provost/
https://cnu.edu/academics/provost/programs/

Center for Effective Teaching

https://my.cnu.edu/cet/
https://my.cnu.edu/cet/modelteachers/

Research & Compliance

https://cnu.edu/sponsoredprograms/
https://my.cnu.edu/sponsoredprograms/research/
https://my.cnu.edu/academiccommittees/humansubjects/
https://cnu.edu/public/irb/
https://cnu.edu/sponsoredprograms/_pdf/cnu-sponsored_programs_internal_controls.pdf

Strategic Compass & Planning

https://cnu.edu/strategic-compass/
https://cnu.edu/strategic-compass/timeline/
https://wwwstage.cnu.edu/who-we-are/strategic-compass/build.html
https://cnu.edu/who-we-are/strategic-compass/create.html
https://cnu.edu/news/2025/02/07-cnu-strategic-compass/

Six-Year Plan (Commonwealth of Virginia)

https://rga.lis.virginia.gov/Published/2024/RD858/PDF

Research (PCSE Department)

https://cnu.edu/academics/departments/sec/research/
https://cnu.edu/academics/departments/sec/research/index.html

University Policies Index

https://cnu.edu/public/policies/

Luter School of Business (External Coverage)

https://news-usa.today/cnu-school-of-business-names-new-dean-christopher-newport-university/

AI detection tools policy: Found. The library faculty guide explicitly warns against AI detection tools, calling them unreliable and cautioning that students may be wrongly accused. No institutional subscription to such tools is documented.

Pilot programs: Not publicly documented after thorough search.

Procurement pathways: Partially found. The Six-Year Plan references VITA registration for AI models and anticipated compliance costs, suggesting a state-level procurement pathway. No CNU-internal AI procurement process is documented.

Data ownership/IP: Not publicly documented in relation to AI-generated content.

Authorship standards: Not publicly documented.

Human subjects considerations: The IRB is documented with standard operating procedures and federal compliance requirements. No AI-specific IRB supplements or guidance were found.

Supplementary Findings

Additional to Section I.B: Governance Committees & Structure

The University Handbook (2025-2026) documents the existence of an Academic Technology Advisory Committee (ATAC), listed among the university's standing academic committees. This committee's charge, membership, and meeting records are not publicly detailed beyond the handbook table of contents listing, but its existence confirms a formal governance structure that intersects technology and academic affairs. Whether ATAC has addressed AI-specific topics is not documented in public sources.

The Center for Effective Teaching Advisory Board (CET Advisory Board) is also listed as a standing committee in the University Handbook.

https://cnu.edu/public/handbooks/current/cnu-university_handbook.pdf (p. 161)

Additional to Section II.B: Policies Requiring Revision -- Undergraduate Catalog

The Undergraduate Catalog (2025-2026, Volume 60) reproduces the Honor Code and academic integrity provisions but contains no references to AI, generative AI, or AI tools. The catalog's academic integrity language mirrors the Student Handbook provisions verbatim: "a student's name on any assignment is regarded as assurance that it is the result of the student's own thought and study." No AI-specific modifications have been introduced into the catalog's current edition.

https://cnu.edu/public/_documents/undergrad-catalog/2025-26-undergraduate_catalog.pdf
https://cnu.edu/public/undergradcatalog/_pdf/cnu-undergraduate_catalog_25-26.pdf

Additional to Section III.A: Faculty Guidance -- Adjunct Faculty Handbook

The Adjunct Faculty Handbook (2025-2026) provides operational guidance for part-time instructors, including references to Blackboard training, Google Communications Suite, and classroom technology support. It does not contain AI-specific guidance, sample syllabus statements, or references to generative AI tools. Adjunct faculty are directed to the CET for teaching support and to ITS for technology training.

https://cnu.edu/public/_pdf/cnu-adjunct-handbook.pdf

Additional to Section III.A: Faculty Guidance -- University Handbook Faculty Provisions

The University Handbook's faculty sections establish that "faculty members will be guided by academic ethics and professional standards" and that academic integrity enforcement is the faculty member's responsibility. The handbook does not address AI in teaching or research contexts. The prior strategic priorities (from the 2024-2025 handbook) included "Employ state-of-the-art technology in the service of the University" as a standing university priority, predating the current Strategic Compass.

https://cnu.edu/public/handbooks/current/cnu-university_handbook.pdf

Additional to Section IV.A: Tool Ecosystem

The Faculty Resources page (my.cnu.edu/facultyresources/) lists resources for teaching, research, and professional development. Available tools include Qualtrics (survey tool), Watermark Faculty Success (evaluation platform), and links to the CET, IRB, and sponsored programs. No AI tools or platforms appear in the publicly listed faculty resource inventory.

https://my.cnu.edu/facultyresources/

Additional to Section VI: Research -- Active AI Research Programs

The Department of Physics, Computer Science and Engineering (PCSE) maintains several research groups with explicit AI and machine learning focus:

The Data Science, Machine Learning, and Deep Learning Research Group works on deep learning for remote sensing, educational data mining, learning analytics, generative AI

applications, graph neural networks, and trustworthy AI systems. The group emphasizes "transparency, reliability, and fairness in high-impact mission-critical applications."

The ADAPT Lab (Advanced Development in Adaptive and Persistent Technologies) develops AI and LLMs for autonomous reasoning and control in robotic systems, swarm intelligence, and blockchain-based decentralized applications.

The Cybersecurity Research Group uses machine learning, blockchain, and large language models across its research agenda.

The CHRISLab focuses on autonomous robotic systems.

An Educational Data Mining and Learning Analytics group develops machine learning models for personalized student support, including recommender systems, predictive tools, and adaptive intelligent tutoring systems, with an explicit mission to "create scalable, interdisciplinary solutions that bridge the gap between theory and practice."

Faculty contacts include Yan Lu, Keith Perkins, William Phelps, Md Akib Zabed Khan, Chris Kreider, Michael Lapke, Ayan Roy, and Abhishek Phadke.

These research activities demonstrate substantial AI capacity within the institution, though this research infrastructure has not translated into publicly documented AI governance or teaching policy at the institutional level.

https://cnu.edu/academics/departments/sec/research/

https://cnu.edu/academics/departments/sec/research/index.html

Additional to Section VII: Library -- Full Guide Architecture

The Trible Library AI guide (last updated March 11, 2026) includes the following subpages not previously detailed:

AI Literacy -- addresses foundational AI literacy concepts (not fully retrievable due to rate limits but confirmed as a live page).

Citing AI -- provides citation guidance for AI-generated content.

Copyright and AI -- addresses intellectual property considerations in AI use.

Prompt Engineering -- provides guidance on effective prompting techniques.

Librarian's Discussion Points -- offers internal framing for library staff engaging with AI topics.

AGI and Beyond -- covers speculative content on artificial general intelligence.

The guide links to the Ithaka S+R Generative AI Product Tracker as the primary external tool reference rather than endorsing specific platforms.

https://cnu.libguides.com/ai/cite

https://cnu.libguides.com/ai/copyright

https://cnu.libguides.com/ai/prompts

https://cnu.libguides.com/ai/librarian

Additional to Section VIII: Strategic Compass Detail

The Strategic Compass (2025-2030) was formally adopted by the Board of Visitors on February 7, 2025, following a 19-month development process that began in summer 2023. Approximately 100 faculty, students, alumni, and staff participated in goal groups. The four priorities are: (I) Advance the Power and Promise of an Education Embedded in the Liberal Arts; (II) Connect with Our Community; (III) Create a Stronger Culture of Inclusion and Belonging; (IV) Build a Foundation to Thrive.

The AI reference appears under Priority IV, where the university commits to "leveraging technology and artificial intelligence to improve efficiencies." This language frames AI primarily as an operational/administrative tool rather than as a pedagogical or research priority. The "Advance" priority focuses on liberal arts innovation, including cultivating "innovative and inclusive pedagogical approaches," but does not explicitly name AI.

Implementation began with budget planning for July 2025 and ongoing review cycles. President Kelly has authority to direct implementation actions.

https://cnu.edu/strategic-compass/

https://cnu.edu/strategic-compass/timeline/

https://wwwstage.cnu.edu/who-we-are/strategic-compass/build.html

https://cnu.edu/who-we-are/strategic-compass/create.html

https://cnu.edu/news/2025/02/07-cnu-strategic-compass/

Additional to Section IX: Luter School of Business Signal

External coverage of the appointment of Dean Anna W. Hickey to the Luter School of Business positioned the school as emphasizing the intersection of AI and liberal arts education. The framing stressed that CNU's approach would prepare students to "thrive alongside" AI rather than compete with it, emphasizing critical thinking, nuanced judgment, and ethical decision-making. This represents a school-level philosophical signal, though it was captured in secondary media coverage rather than official CNU communications.

https://news-usa.today/cnu-school-of-business-names-new-dean-christopher-newport-university/

University Handbook (Faculty Provisions)

https://cnu.edu/public/handbooks/current/cnu-university_handbook.pdf (2025-2026)

https://cnu.edu/public/_documents/handbooks/2024-25-cnu-university_handbook.pdf (2024-2025)

Adjunct Faculty Handbook

https://cnu.edu/public/_pdf/cnu-adjunct-handbook.pdf

Undergraduate Catalog

https://cnu.edu/public/_documents/undergrad-catalog/2025-26-undergraduate_catalog.pdf

https://cnu.edu/public/undergradcatalog/_pdf/cnu-undergraduate_catalog_25-26.pdf

https://cnu.edu/public/undergradcatalog/

Faculty Resources Portal

https://my.cnu.edu/facultyresources/

University Policies Index

https://cnu.edu/public/policies.html

SAIL Institutional Archive

https://sail.cnu.edu/omeka/items/show/17068

Fully absent from public record:

Institution-wide AI policy or governance framework

AI-specific committee or task force (though ATAC exists for technology broadly)

Pilot programs for AI tools

CNU-specific AI procurement pathway documentation (beyond VITA reference)

Data ownership/IP policy for AI-generated content

Authorship and disclosure standards for AI in research

AI-specific IRB or human subjects supplemental guidance

AI detection tools subscription or institutional position (though the library warns against them)

Provost's AI syllabus statements page (referenced by the library guide as existing but not independently locatable as a public URL)

Department-level AI policies from any school or department

Campus news articles specifically about AI policy, AI teaching initiatives, or institutional AI response (the CNU news archive returned no AI-focused stories)

Presidential or provost statements on AI

Partially documented:

Faculty guidance model: Exists through the library guide, which references provost syllabus templates and provides detailed faculty advice, but the system is advisory and decentralized

Strategic plan AI reference: A single sentence under Priority IV framing AI as an efficiency tool

Regulatory compliance: Six-Year Plan references VITA registration costs

Research activity: Substantial AI/ML research in PCSE department, but no translation into institutional governance policy

The university has active AI research capacity and a well-developed library-level guidance infrastructure. No formal institutional policy architecture, governance committees, or executive signaling that would characterize an institution with a centralized AI governance posture.

JAMES MADISON UNIVERSITY

Comprehensive Public-Source AI Governance & Teaching Dossier

Evidence snapshot: March 22, 2026

I. INSTITUTIONAL AI GOVERNANCE ARCHITECTURE

A. Formal Governance Framework

JMU's stated institutional stance toward AI is to "support disciplinary difference and academic freedom in a framework of responsible experimentation & appropriate, ethical use — while preparing our students for exciting future careers." This language appears on the central "Artificial Intelligence at JMU" IT page, last updated January 13, 2026. The educational resources, guidelines, policies, and technology support pathways assembled on this page were refined through the work of the 2023–25 JMU Task Force on Artificial Intelligence and campus partners.

The formal governance infrastructure rests on three pillars: (1) a Presidential Task Force on AI that ran from 2023 through 2025; (2) a published IT standard — the "Standard for Acceptable Use of Artificial Intelligence with University Data" (August 2025) — that operates as the university's binding operational AI policy; and (3) Virginia Executive Orders 30 (AI safety standards for state agencies, January 2024) and 46 (DeepSeek ban, February 2025), which JMU is required to implement as a state institution.

JMU does not maintain a single university-wide AI policy document for teaching and learning. Instead, the institution operates a decentralized, instructor-level governance model for classroom AI use, reinforced by centralized IT procurement controls for tools and data.

https://www.jmu.edu/computing/ai/index.shtml

https://www.jmu.edu/computing/standards/wm_library/standard_for_acceptable_use_of_ai_with_university_data.pdf

B. Governance Committees & Structure

Presidential Task Force on Artificial Intelligence (2023–2025). Created by President Jonathan R. Alger, the Task Force organized work into four subgroups: (1) Authorship and the Production of New Knowledge; (2) AI and the Student Experience; (3) New Contexts and Meanings; and (4) Administrative Applications of AI. Leadership included representatives from Academic Affairs, Student Affairs, Administration and Finance, Advancement, the President's Office, and JMU Libraries. Dean of Libraries Bethany Nowviskie co-led the "New Contexts and Meanings" subgroup. The Task Force produced a preliminary report (February 2024), a Board of Visitors report (April 2024), and a spring 2024 report with detailed findings and recommendations from each subgroup.

The Task Force page, last updated March 18, 2025, states that the Task Force "has finished its first full year of work" and that calls for participation continue into 2024–2025. As of the evidence snapshot, no successor body or permanent standing committee has been publicly announced, though the IT AI page notes that the resources assembled there were refined "through the work of the 2023–25 JMU Task Force on Artificial Intelligence," suggesting the Task Force's formal operational period has concluded.

College of Business AI Task Force and AI Affinity Group. A November 2025 JMU news article documents two parallel college-level initiatives. The AI Affinity Group is an informal faculty collaboration for sharing AI practices across business disciplines. The AI Task Force, chaired by

Laura Atkins (Senior Lecturer, Computer Information Systems), was charged with surveying how AI is being used across the college and making recommendations to the Dean, who would report to the Provost. Atkins stated that each department was operating differently with no shared governance structure. The Task Force planned to present findings and recommendations to the Dean in December 2025.

https://www.jmu.edu/president/initiatives/ai-task-force/index.shtml
https://www.jmu.edu/president/initiatives/ai-task-force/aitf-spring-2024-report.pdf
https://www.jmu.edu/news/cob/2025/11-20-ai-driven-future.shtml

C. Stated Ethical Principles

The IT AI page articulates six guiding principles: (1) transparency — any AI-generated content shared must include a disclaimer noting the AI tool used and date of use; (2) compliance and data security — users must follow all relevant laws and university policies regarding copyright, IP, data security, and confidentiality; (3) human oversight — all AI-generated material must be reviewed for accuracy, reliability, and appropriateness; (4) data privacy — users should protect personal, confidential information and IP; (5) accuracy awareness — all AI-generated content should be closely reviewed before use or publication; and (6) bias awareness — AI models may contain bias in training data.

The AI Task Force's "New Contexts and Meanings" subgroup recommended that JMU "study and actively promote more ethical and equitable frameworks to guide the development of AI policy and legislation" and consider "the moral heart of our own AI-enabled systems building" as an opportunity for JMU to model responsible approaches.

https://www.jmu.edu/computing/ai/index.shtml
https://www.jmu.edu/president/initiatives/ai-task-force/aitf-spring-2024-report.pdf

II. POLICY INFRASTRUCTURE & INSTITUTIONAL ALIGNMENT

A. Policy Reviews or Gap Analyses

The AI Task Force's spring 2024 report functioned as an institutional gap analysis. The "Authorship and New Knowledge" subgroup conducted focus groups with faculty and staff across campus, identifying key gaps including the lack of clear, accessible AI usage guidelines, uneven approaches across disciplines, and the need for regularly updated policies. The report recommended developing AI usage guidelines "potentially categorized by risk or application area (similar to a traffic light system of green, yellow, and red)."

The College of Business AI Task Force (fall 2025) represents a school-level gap analysis, explicitly noting the absence of shared governance on AI within the college.

No formal university-wide policy gap analysis document has been published separately from these Task Force reports.

https://www.jmu.edu/president/initiatives/ai-task-force/aitf-spring-2024-report.pdf
https://www.jmu.edu/news/cob/2025/11-20-ai-driven-future.shtml

B. Policies Requiring Revision

The IT AI page cross-references four existing university policies that apply to AI use: Policy 1107 (Intellectual Property), Policy 1204 (Information Security), Policy 1205 (Data Stewardship), and Policy 1207 (Appropriate Use of Information Technology Resources). No public documentation indicates that any of these policies have been revised specifically to address AI.

The Standard for Acceptable Use of AI with University Data (August 2025) operates as a supplementary standard rather than a revision of these foundational policies.

The Faculty Handbook was undergoing a comprehensive revision during 2024–2025 by the Faculty Handbook Revision Committee, which held 14 fora in November–December 2024 and produced a Draft 1 by May–June 2025. No public documentation confirms whether AI-specific provisions were added to the revised handbook.

https://www.jmu.edu/computing/ai/index.shtml
https://www.jmu.edu/academic-affairs/committees-and-taskforces/_files/fhrc_2024-2025_report.pdf

C. Supplemental Guidance Issued

JMU has issued several layers of supplemental guidance beyond the formal AI standard:

The "AI in Platforms Disclaimer" page (January 13, 2026) provides a concise list of mandatory requirements for any use of AI across university platforms, including that actions or decisions based solely on AI-produced results are prohibited, that all AI-produced results must be reviewed for bias and accuracy, and that a specific mandatory disclaimer must be included when AI is used.

The MyJMUData AI Data page (January 24, 2025) addresses data governance for AI tools specifically, confirming that JMU does not collect user information, input, or output data from its sanctioned AI tools, and that service providers collect only system logging data.

The Student Affairs assessment office published detailed guidance on integrating AI into assessment cycles, specifying that Copilot Chat is the only AI tool permitted for student data use at JMU and that ChatGPT is not permitted for use with student data.

https://www.jmu.edu/computing/ai/ai-in-platforms-disclaimer.shtml
https://www.jmu.edu/pair/ir/data-governance/myjmudata/ai-data.shtml
https://www.jmu.edu/assessment/sass/ac_integrating_ai.shtml

III. TEACHING & LEARNING POSTURE

A. Faculty Guidance Model

JMU operates a decentralized, instructor-autonomy model for classroom AI governance. The IT AI page states that instructors "are strongly encouraged to establish syllabus language that outlines their expectations and defines the appropriate or inappropriate use of GenAI tools in relationship to course- or discipline-specific student learning outcomes." Students are told to "consult with their instructors and read the syllabus" for each course.

This approach dates to August 2023, when Provost Heather Coltman emailed faculty (August 15) and students (August 23) directing professors to create and enforce their own AI guidelines. As The Breeze (the student newspaper) reported on August 31, 2023, Coltman acknowledged students may receive contradictory guidelines from different professors.

The JMU Libraries' research guide on AI in Education provides curated sample syllabus statements, including examples from individual JMU faculty members. Emily Gravett (Philosophy & Religion) and David McGraw (ISAT) are among the named faculty who have shared their approach. The guide also links to external resources including Lance Eaton's crowdsourced AI syllabus statement repository and Oregon State's AI syllabus icons.

The College of Education assembled a set of faculty guidelines in summer 2023 after surveying over 25,000 JMU employees and students. The guidelines suggested integrating AI into

classrooms through brainstorming, finding additional perspectives, and generating drafts — with the expectation that students would always convert generated content into their own work.

https://www.jmu.edu/computing/ai/index.shtml

https://www.breezejmu.org/news/jmu-leaves-decisions-about-ai-policies-to-professors/article_9436b8f2-47ac-11ee-b0e3-f7d25f0f0ff6.html

https://guides.lib.jmu.edu/AI-in-education/integrity

https://www.jmu.edu/news/2023/10/25-ethics-of-ai.shtml

B. Graduate School Guidance

No AI-specific policy or guidance document published by JMU's Graduate School has been identified in publicly available sources. The university-wide IT guidance and AI standard apply to graduate students, but no separate graduate thesis or dissertation AI policy is publicly documented.

C. AI Detection Tools Policy

The JMU Libraries AI research guide states explicitly: "AI Detection Tools are in development; however, results must be interpreted cautiously because the tools can be unreliable. Due to false positives, JMU does not currently endorse or recommend a detection tool." This represents a public institutional position against reliance on AI detection tools.

https://guides.lib.jmu.edu/AI-in-education/integrity

D. Faculty Support Infrastructure

JMU has built a multi-layered faculty support system involving the Libraries, the Center for Faculty Innovation (CFI), and external partnerships:

JMU Libraries. The Libraries serve as the primary faculty support hub for AI, offering: a self-paced AI Literacy Course on Canvas (approximately 1 hour, covering four competencies: awareness, capability, knowledge, and critical thinking); a "Teaching & Learning with Artificial Intelligence" module added in Fall 2024 to the Design for Learning Institute; workshops in August and November 2024 on "Understanding, Applying, and Discussing Artificial Intelligence"; faculty forums in April 2025; AI Summer Bootcamps for faculty and staff in Summer 2025; AI workshops in Fall 2025; and a Spring 2026 workshop series including "Getting Started with AI" (February 17), "AI Tools at JMU: Hands-On Workshop" (February 18), "Writing Effective AI Prompts for Teaching" (March 10 and March 30), "AI Literacy: Understanding, Using, and Questioning AI" (March 18), and a Reading & Reflection Group on AI and Course Design (four-session series). The Libraries also provides ScopusAI for research, data and AI literacy instructional sessions for classrooms, and consultation services.

Center for Faculty Innovation. The CFI is listed in the AI Task Force's spring 2024 report as a key partner for developing AI programming for faculty. The CFI is co-hosting the inaugural AI Institute for JMU Faculty on June 2–4, 2026, in partnership with JMU Libraries and the Office of the Provost. The call for presenters seeks faculty who have considered responsible AI use and pedagogical design. The Provost's office will provide stipends to speakers.

SCHEV-Funded Multi-Institutional Research. JMU faculty member Dayna Henry is a co-principal investigator on a $93,000 Fund for Excellence and Innovation grant from the State Council of Higher Education for Virginia (SCHEV), alongside George Mason and the University of Virginia. This project focuses on AI in Teaching and Learning, producing resources on student onboarding, assignment design, assessment, feedback, accessibility, and OER, with workshops offered free to instructors across Virginia.

LinkedIn Learning. JMU's subscription provides on-demand prompt engineering and AI courses available to all employees and students.

https://www.lib.jmu.edu/artificial-intelligence-resources/
https://www.lib.jmu.edu/self-paced-learning/ai-literacy-course/
https://www.lib.jmu.edu/ai-workshops/
https://www.lib.jmu.edu/inaugural-ai-institute-cfp/
https://sotl.gmu.edu/ai/

IV. TOOL ECOSYSTEM & PROCUREMENT GOVERNANCE

A. Approved AI Tools

As of the evidence snapshot, JMU's publicly documented approved AI tools are:

Microsoft Copilot Chat — available at no cost to all JMU faculty, staff, and students (not affiliates/emeriti). Powered by GPT and DALL-E models. When users are logged in with JMU credentials, Microsoft does not monitor access and no data is used to train the AI model. Usage limits: 30 responses per session, 300 per day. Copilot Chat is not approved for use with highly confidential data but protected data (including PII) may be used in it as necessary under the Data Stewardship Standard.

Microsoft Copilot for M365 — available as an extra-cost subscription for JMU employees only. Integrates with Word, Outlook, PowerPoint, Excel, and Teams. Contact point: Becky Helmick.

ScopusAI — provided through JMU Libraries for research use, generating summaries with references based on Scopus abstracts.

Zoom AI Companion — a review is in progress as of the January 2026 page update; no final determination has been publicly posted.

All other AI tools require IT review and approval before use. Only JMU-licensed AI tools may be used with university data.

DeepSeek is explicitly prohibited on any Commonwealth-issued devices or Commonwealth-owned networks per Virginia Executive Order 46.

https://www.jmu.edu/computing/software/generative-artificial-intelligence.shtml
https://www.jmu.edu/computing/ai/index.shtml
https://www.jmu.edu/computing/standards/wm_library/standard_for_acceptable_use_of_ai_with_university_data.pdf

B. Pilot Programs

The AI Task Force's spring 2024 report, under the Administrative Applications subgroup, documented planned pilot activity: "Piloting a Microsoft gAI engine which embeds in the Microsoft 365/Office applications to provide recommendations on impact, training, support, and models for campus use" and "Reviewing Microsoft gAI search tools in preparation for marketing this fall to students, faculty, and staff." This subgroup was also "building a high-quality knowledge base for institutional processes, functions, and operations" and "developing content strategy and model for training JMU-personalized chatbots," with initial focus on administrative support staff and students.

The subsequent deployment of Microsoft Copilot Chat to the entire JMU community and Copilot for M365 as a paid employee subscription appears to be the operational outcome of this pilot phase, though no formal pilot evaluation report has been published.

The College of Business AI Task Force (fall 2025) noted that many faculty currently rely on free AI tool versions or pay out of pocket for premium access, and that the Task Force was considering centralized "funding for AI tools."

https://www.jmu.edu/president/initiatives/ai-task-force/aitf-spring-2024-report.pdf
https://www.jmu.edu/news/cob/2025/11-20-ai-driven-future.shtml

C. Procurement & Approval Pathways

JMU operates a centralized IT procurement gate for all AI tools. The AI page states: "Due to state-level restrictions and university policy protections, all JMU technology requires review and approval by Information Technology — including AI and GenAI applications. This requirement applies to AI in research and teaching, as well as for more general use. No GenAI or AI tools are authorized for use with JMU data without prior approval from JMU Information Technology."

The formal review mechanism is the Technology Solution Request (TSR), submitted through the IT Service Portal. The TSR specifically requests information on the AI models used by the technology. IT Policy and Compliance must provide written approval before any AI tool may be used with highly confidential or personally identifiable data.

Faculty and staff are encouraged to discuss the responsible use and costs of AI tools with their supervisors before requesting review. JMU also references its "Standards for the Acquisition and Assessment of Technology" and "Data Stewardship and Information Security Framework" as governing documents.

https://www.jmu.edu/computing/ai/index.shtml
https://www.jmu.edu/computing/standards/wm_library/standard_for_acceptable_use_of_ai_with_university_data.pdf

V. ACADEMIC INTEGRITY INTEGRATION

A. Honor Code Language

The JMU Honor Code (last revised December 2024) defines violations as including "Using unauthorized materials, in whole or in part, or receiving unauthorized assistance during an examination or in connection with any work done for academic credit." Unauthorized materials include "notes, textbooks, electronic devices, and previous works" used without instructor permission. The Honor Code does not mention AI, ChatGPT, or generative tools by name.

However, supplemental guidance from the Honor Council website explicitly extends the honor code to AI: "asking an AI chatbot like ChatGPT to write an essay for you" is listed as an action that could be considered cheating, alongside using websites like Chegg and obtaining answers through unauthorized collaboration. This language appears on the JMU Libraries' AI in Education research guide.

The pledge language reads: "On my honor, I have neither given nor received any unauthorized assistance on this academic work." The critical operating word is "unauthorized" — authorization is delegated to each instructor through their syllabus, making the instructor-level AI policy the determinative factor in whether AI use constitutes a violation.

https://www.jmu.edu/honorcode/code.shtml
https://www.jmu.edu/honorcode/honor_code2024.pdf
https://guides.lib.jmu.edu/AI-in-education/integrity

B. Enforcement Process

Honor Code violations follow a tiered penalty structure. First violations range from a reduced or failing grade on an assignment to a failing grade in the course, suspension, or (in aggravated circumstances) expulsion. A "Values in Action Workshop" facilitated by the Office of Student Accountability and Restorative Practices (OSARP) may be assigned as a supplemental penalty. Second violations carry escalating consequences including potential expulsion with a permanent transcript notation.

Both informal resolution (direct agreement between instructor and student) and formal resolution (Honor Council hearing) pathways exist. The Student Handbook (maintained by OSARP) governs the broader accountability process.

No AI-specific enforcement procedures or reporting mechanisms have been publicly documented beyond the general Honor Code framework.

https://www.jmu.edu/honorcode/code.shtml

https://www.jmu.edu/honorcode/reporting.shtml

https://www.jmu.edu/osarp/handbook/index.shtml

VI. RESEARCH GOVERNANCE & ETHICS

A. Research Office AI Guidance

The IT AI page provides the primary research guidance: "Researchers are encouraged to consult with co-investigators, advisors, collaborators, funding agencies and field experts to evaluate the appropriateness of using AI in research activities. When using GenAI tools, maintaining research integrity and safeguarding intellectual property, confidentiality, and ethical standards is essential. All users should review and evaluate the output for accuracy and potential bias and should disclose the use of GenAI with proper attribution."

A specific prohibition states: "Researchers should not input federal, state or university data into externally sourced (non JMU sanctioned) GenAI tools due to the high risk of exposing sensitive information to public or open-source domains."

The Standard for Acceptable Use of AI with University Data further specifies that all uses of AI involving university data must adhere to Virginia Executive Order 30 and that users must limit university data in AI systems to only what is necessary, retaining it only for the length of time required.

No standalone Office of Sponsored Programs or Office of Research and Scholarship AI guidance document has been identified beyond the IT-published materials.

https://www.jmu.edu/computing/ai/index.shtml

https://www.jmu.edu/computing/standards/wm_library/standard_for_acceptable_use_of_ai_with_university_data.pdf

B. Data Ownership & IP Position

JMU Policy 1107 (Intellectual Property) governs IP matters. The Standard for Acceptable Use of AI directs users not to share "intellectual property, or other sensitive information that should not be publicly disclosed" in AI tools. The MyJMUData AI Data page confirms JMU does not collect user input or output data from sanctioned AI tools; service providers collect only system logging data. No AI-specific IP ownership guidance addressing AI-generated research outputs has been publicly documented.

https://www.jmu.edu/jmu-policy/policies/1107.shtml

https://www.jmu.edu/pair/ir/data-governance/myjmudata/ai-data.shtml

C. Authorship & Disclosure Standards

The transparency principle on the AI page requires that "any AI tool used to generate content that is then shared must include a disclaimer noting that an AI tool was used to generate it, the platform utilized, and the date of use." The Standard for Acceptable Use specifies two mandatory disclaimer templates: one for content generated by AI and one for content created with AI assistance. These apply to decisions and outputs across the institution.

For research specifically, "proper attribution" and disclosure of GenAI use are required. No discipline-specific authorship guidance (e.g., alignment with journal policies on AI co-authorship) has been publicly documented at the university level.

https://www.jmu.edu/computing/ai/index.shtml

https://www.jmu.edu/computing/standards/wm_library/standard_for_acceptable_use_of_ai_with_university_data.pdf

D. Human Subjects Considerations

The IT AI page notes that "the use of AI tools for research purposes may require additional review by JMU's Institutional Review Board (IRB)." No JMU-specific IRB guidance document addressing AI in human subjects research has been identified in publicly available sources. The IRB operates under standard federal requirements and JMU's Federalwide Assurance, requiring that all research involving human participants be submitted for review before beginning.

https://www.jmu.edu/computing/ai/index.shtml

https://www.jmu.edu/researchintegrity/irb/index.shtml

VII. LIBRARY & INFORMATION LITERACY SIGNALS

JMU Libraries operates as the institution's primary AI literacy and faculty development infrastructure. Key resources and programs include:

Self-paced AI Literacy Course. A Canvas-based course available to all JMU community members covering four competencies: awareness, capability, knowledge, and critical thinking. Approximately one hour completion time.

Design for Learning Institute. A self-paced, online faculty development institute that added a module on "Teaching & Learning with Artificial Intelligence" in Fall 2024.

Research Guides. The "Artificial Intelligence (AI) in Education" guide includes sections on background information, academic integrity and syllabus statements, AI and ethics (including data privacy, FERPA considerations, bias, and the labor economics of providing free training data to AI companies), and additional resources.

Related Guides. Data Literacy and AI and Copyright guides complement the core AI guide.

Workshops and Events. Documented offerings from 2024 through Spring 2026 include understanding AI, applying AI hands-on, discussing AI's influence, faculty forums, summer bootcamps, getting started with AI, AI tools at JMU, writing effective AI prompts for teaching, AI literacy workshops, and a reading and reflection group on AI and course design.

Classroom Integration. The Libraries offers instruction sessions on data and AI literacy that can be embedded into courses. Faculty can invite librarians into their classrooms for sessions on research, AI literacy, copyright, and intellectual property.

External Resource Curation. The Libraries recommends the "Student Guide to Artificial Intelligence" from the Imagining the Digital Future Center, and provides access to LinkedIn Learning AI courses.

https://www.lib.jmu.edu/artificial-intelligence-resources/
https://www.lib.jmu.edu/self-paced-learning/ai-literacy-course/
https://www.lib.jmu.edu/ai-workshops/
https://www.lib.jmu.edu/ai/
https://guides.lib.jmu.edu/AI-in-education/integrity
https://guides.lib.jmu.edu/AI-in-education/ethics
https://guides.lib.jmu.edu/AI-in-education/background
https://www.lib.jmu.edu/faculty/
https://www.lib.jmu.edu/faculty/self-paced/

VIII. INFRASTRUCTURE & STRATEGIC INVESTMENT SIGNALS

Strategic Plan. The 2020–2025 strategic plan was retired on July 1, 2025. Its goals included leveraging "current and emerging technologies" (Goal 10E) and being part of the Commonwealth's Tech Talent Pipeline (Goal 3G). It did not specifically address AI.

A new strategic plan targeting 2030 is under development, with draft pillars posted as of March 2026. The vision statement targets 2040 recognition for "creating a new model for higher education." Pillar language includes JMU becoming "a preferred research partner and catalyst for innovation" and "accelerating opportunities for graduate and undergraduate research." The draft plan references "discovery-driven innovation" and real-world application but does not include explicit AI investment language at the pillar level. The final plan is scheduled for Board of Visitors approval in April 2026.

Reengineering Madison. A seven-year initiative involving significant technology platform implementations (CRM, data solutions). The AI Task Force's administrative applications subgroup aligned its work with this project and with the Data Governance Council.

X-Labs AI Course. JMU X-Labs offered UNST 300: "AI for Global Impact: Tackling Grand Challenges with Generative AI" in Fall 2025. The course, taught by Dr. Raafat Zaini (ISAT, AI Task Force member), Dr. Christian Early, and Dr. Venkat Kolluri, challenged students to develop DARPA-style research proposals using generative AI to address the UN's sustainable development goals. A JMU news feature (February 2026) documented student projects on urban farming, heat sinks, and textile waste. The course satisfies general education critical thinking requirements and is cross-disciplinary.

AI-Related Coursework. The JMU catalog includes IA 343 (Introduction to Artificial Intelligence and Machine Learning for Intelligence Analysis) and CS 444/644 (Artificial Intelligence) as established discipline-specific courses.

https://www.jmu.edu/pair/strategic-planning/index.shtml
https://www.jmu.edu/pair/strategic-planning/pillars.shtml
https://www.jmu.edu/pair/strategic-planning/sustained-excellence/core-qualities-goals.shtml
https://www.jmu.edu/jmuxlabs/courses/index.shtml
https://www.jmu.edu/news/2026/02/20-jmu-x-labs-courses-challenge-students-with-wicked-problems.shtml
https://www.breezejmu.org/culture/jmu-students-will-take-a-critical-look-at-generative-ai-in-course/article_c25c28e3-4fc6-4e8a-adda-68dd97962d38.html

IX. PUBLIC STATEMENTS & EXECUTIVE SIGNALING

President Jonathan R. Alger (2023). In an email to faculty and staff announcing the AI Task Force, Alger stated: "With the help and guidance of these working groups, JMU will be able to address both short-term and long-term generative AI impacts, increase our responsiveness to recent technological and social developments, and be better prepared to support the faculty, staff and students of JMU as this technology continues to evolve and change."

Provost Heather Coltman (August 2023). Emailed faculty (August 15) and students (August 23) with initial AI guidance. Directed faculty to formulate their own syllabus policies and students to consult their professors. Coltman acknowledged that students might receive contradictory guidelines. Coltman departed JMU as of June 30, 2024.

Dean of Libraries Bethany Nowviskie (July 2024). In a WHSV television report, Nowviskie stated the important question was "what the potential impact of all of this is on our ability to foster our student's critical thinking" and on "everybody's collective production of new knowledge."

President Jim Schmidt (2025–2026). Schmidt's administration has continued the AI-related infrastructure. The strategic plan under his leadership references innovation and discovery. The Provost's office is co-sponsoring the inaugural AI Institute for Faculty (June 2026) with stipends for presenters. No individual public statement from Schmidt specifically on AI has been identified in publicly available sources.

College of Business faculty (November 2025). Laura Atkins (AI Task Force chair): "Students will enter workplaces where AI is part of daily operations." Irvine "Bud" Clarke (AI Affinity Group co-founder): the group was created "to explore AI together, without too many rules or mandates."

https://www.jmu.edu/news/2023/10/25-ethics-of-ai.shtml

https://www.breezejmu.org/news/jmu-leaves-decisions-about-ai-policies-to-professors/article_9436b8f2-47ac-11ee-b0e3-f7d25f0f0ff6.html

https://www.whsv.com/2024/07/23/james-madison-university-studying-all-sides-ai-use-semester-approaches/

https://www.jmu.edu/news/cob/2025/11-20-ai-driven-future.shtml

https://www.lib.jmu.edu/inaugural-ai-institute-cfp/

X. EVIDENCE ARCHIVE

Section I — Governance Architecture

https://www.jmu.edu/computing/ai/index.shtml

https://www.jmu.edu/computing/standards/wm_library/standard_for_acceptable_use_of_ai_with_university_data.pdf

https://www.jmu.edu/president/initiatives/ai-task-force/index.shtml

Section II — Policy Infrastructure

https://www.jmu.edu/president/initiatives/ai-task-force/aitf-spring-2024-report.pdf

https://www.jmu.edu/news/cob/2025/11-20-ai-driven-future.shtml

https://www.jmu.edu/computing/ai/ai-in-platforms-disclaimer.shtml

https://www.jmu.edu/pair/ir/data-governance/myjmudata/ai-data.shtml

https://www.jmu.edu/assessment/sass/ac_integrating_ai.shtml

https://www.jmu.edu/academic-affairs/committees-and-taskforces/_files/fhrc_2024-2025_report.pdf

https://www.jmu.edu/jmu-policy/policies/1107.shtml

https://www.jmu.edu/jmu-policy/policies/1204.shtml

https://www.jmu.edu/jmu-policy/policies/1205.shtml
https://www.jmu.edu/jmu-policy/policies/1207.shtml

Section III — Teaching & Learning

https://www.breezejmu.org/news/jmu-leaves-decisions-about-ai-policies-to-professors/article_9436b8f2-47ac-11ee-b0e3-f7d25f0f0ff6.html
https://guides.lib.jmu.edu/AI-in-education/integrity
https://www.jmu.edu/news/2023/10/25-ethics-of-ai.shtml
https://www.lib.jmu.edu/artificial-intelligence-resources/
https://www.lib.jmu.edu/self-paced-learning/ai-literacy-course/
https://www.lib.jmu.edu/ai-workshops/
https://www.lib.jmu.edu/inaugural-ai-institute-cfp/
https://sotl.gmu.edu/ai/
https://www.lib.jmu.edu/faculty/self-paced/

Section IV — Tool Ecosystem & Procurement

https://www.jmu.edu/computing/software/generative-artificial-intelligence.shtml
https://www.jmu.edu/computing/ai/index.shtml
https://www.jmu.edu/computing/standards/wm_library/standard_for_acceptable_use_of_ai_with_university_data.pdf
https://www.jmu.edu/president/initiatives/ai-task-force/aitf-spring-2024-report.pdf

Section V — Academic Integrity

https://www.jmu.edu/honorcode/code.shtml
https://www.jmu.edu/honorcode/honor_code2024.pdf
https://www.jmu.edu/honorcode/reporting.shtml
https://www.jmu.edu/osarp/handbook/index.shtml

Section VI — Research Governance

https://www.jmu.edu/computing/ai/index.shtml
https://www.jmu.edu/computing/standards/wm_library/standard_for_acceptable_use_of_ai_with_university_data.pdf
https://www.jmu.edu/researchintegrity/irb/index.shtml
https://www.jmu.edu/pair/ir/data-governance/myjmudata/ai-data.shtml

Section VII — Library & Information Literacy

https://www.lib.jmu.edu/artificial-intelligence-resources/
https://www.lib.jmu.edu/self-paced-learning/ai-literacy-course/
https://www.lib.jmu.edu/ai-workshops/
https://www.lib.jmu.edu/ai/
https://guides.lib.jmu.edu/AI-in-education/integrity
https://guides.lib.jmu.edu/AI-in-education/ethics
https://guides.lib.jmu.edu/AI-in-education/background
https://www.lib.jmu.edu/faculty/
https://www.lib.jmu.edu/faculty/self-paced/
https://www.lib.jmu.edu/self-paced-learning/

Section VIII — Strategic Investment

https://www.jmu.edu/pair/strategic-planning/index.shtml

https://www.jmu.edu/pair/strategic-planning/pillars.shtml

https://www.jmu.edu/pair/strategic-planning/sustained-excellence/core-qualities-goals.shtml

https://www.jmu.edu/jmuxlabs/courses/index.shtml

https://www.jmu.edu/news/2026/02/20-jmu-x-labs-courses-challenge-students-with-wicked-problems.shtml

https://www.breezejmu.org/culture/jmu-students-will-take-a-critical-look-at-generative-ai-in-course/article_c25c28e3-4fc6-4e8a-adda-68dd97962d38.html

https://www.jmu.edu/jmuxlabs/courses/current-courses.shtml

Section IX — Public Statements

https://www.jmu.edu/news/2023/10/25-ethics-of-ai.shtml

https://www.breezejmu.org/news/jmu-leaves-decisions-about-ai-policies-to-professors/article_9436b8f2-47ac-11ee-b0e3-f7d25f0f0ff6.html

https://www.whsv.com/2024/07/23/james-madison-university-studying-all-sides-ai-use-semester-approaches/

https://www.jmu.edu/news/cob/2025/11-20-ai-driven-future.shtml

https://www.jmu.edu/university-communications/faculty-experts/topics/artificial-intelligence.shtml

Additional Context Sources

https://www.jmu.edu/president/initiatives/ai-task-force/ai_task_force_at_jmu_preliminary_report.pdf

https://www.jmu.edu/president/initiatives/ai-task-force/ai-task-force-bov-report.pdf

https://www.jmu.edu/computing/standards/wm_library/datastewardshipinformationsecurityframework.pdf

https://www.jmu.edu/computing/standards/wm_library/standardforacquisitionandassessmentoftechnology.pdf

https://www.jmu.edu/faculty/handbook/_files/faculty-handbook.pdf

https://www.jmu.edu/academic-affairs/policies-and-reports/index.shtml

https://rga.lis.virginia.gov/Published/2024/RD859/PDF (JMU Six-Year Plan)

https://www.jmu.edu/gened/integrative-courses/available-courses.shtml

LONGWOOD UNIVERSITY

Comprehensive Public-Source AI Governance & Teaching Dossier

Evidence snapshot: March 22, 2026

I. INSTITUTIONAL AI GOVERNANCE ARCHITECTURE

A. Formal Governance Framework

Provost and Vice President of Academic Affairs Dr. Larissa Smith assembled an AI Task Force in August 2024, officially titled the "Provost's Task Force on AI in Teaching and Learning." Therotundaonline The Task Force was directed to provide recommendations to Academic Affairs and the university community regarding best practices for AI usage. Therotundaonline The Task Force was chaired by Dr. Brent Roberts, Assistant Provost for Academic Outreach and Dean of Greenwood Library.

On January 22, 2026, the Faculty Senate approved a "Longwood University Policy on the Use of Artificial Intelligence (AI) in Teaching & Learning." therotundaonline Under this policy, faculty are required to include an AI statement in each syllabus, explaining if, when and how AI may or may not be used in each course. therotundaonline Faculty are also encouraged to discuss their rationale with students and to be transparent about their own AI usage in the course.

Following the unveiling of this policy proposal, the task force has been succeeded by an AI Advisory Board, which will continue research and conversations with stakeholders. therotundaonline The policy, having been approved by the Provost, was forwarded to University President W. Taylor Reveley IV. According to Faculty Senate Administrative Assistant Sherry Reynolds, the president will consult with the provost to determine if the proposal needs approval from the Board of Visitors. therotundaonline

B. Governance Committees & Structure

The original AI Task Force drew membership broadly across the institution. It included representatives from the Center for Faculty Enrichment (CAFE), the Digital Education Collaborative (DEC), Student Conduct & Integrity, IT and the Student Government Association (SGA). Therotundaonline

Faculty Senate minutes from January 22, 2026, confirm the AI policy proposal (items j and k) was presented together with a companion AI Syllabus Statement. During the meeting, Senate members expressed concern that transparency about faculty AI use should be expected in all instances rather than merely encouraged. Dr. Larissa Smith explained that the AI Advisory Board intentionally selected "encouraging" rather than "requiring" language due to the evolving nature of AI and uncertainty surrounding future uses. longwood The policy passed with the majority in favor, one opposed, and no abstentions.

The successor AI Advisory Board is documented in the Faculty Senate minutes and referenced in Rotunda reporting as a standing body that will continue ongoing conversation and research.

C. Stated Ethical Principles

Dr. Smith emphasized the importance of intentionally cultivating human connection alongside the use of new digital tools, noting that human connection is essential for this generation and a strength of the institution. longwood

The Greenwood Library's AI LibGuide frames institutional engagement cautiously: "We are exploring AI in a thoughtful, intentional way. Inclusion of AI tools on this page does not imply an endorsement or encouragement to use." Longwood The guide also explicitly connects AI considerations to the institutional mission and strategic plan, noting Longwood's commitment to developing citizen leaders and innovating curriculum.

II. POLICY INFRASTRUCTURE & INSTITUTIONAL ALIGNMENT

A. Policy Reviews or Gap Analyses

The Task Force distributed a survey to faculty members and was in the process of sorting through the results Therotundaonline as of February 2025. Roberts said a student survey was also in the draft phase, with uncertain prospects about whether students would feel comfortable responding to questions about prior AI use on assignments. Therotundaonline

No formal gap analysis document is publicly available. The process moved from survey collection to policy drafting within approximately 18 months (August 2024 to January 2026 Faculty Senate approval).

B. Policies Requiring Revision

The Honor Code and Student Handbook (2025-2026, updated January 2026) do not contain explicit references to AI or generative AI tools. The Honor Code provisions address lying, cheating, and stealing in general terms. The Honor Code of Conduct Standards and Regulations section of the Student Handbook enumerates academic integrity violations including plagiarism and unauthorized collaboration, but does not specifically define AI-generated content as a distinct violation category. The newly approved AI policy requiring syllabus statements operates alongside the existing Honor Code rather than revising it.

C. Supplemental Guidance Issued

The Greenwood Library maintains a multi-page Generative AI LibGuide (last updated February 19, 2026) with the following sections: AI @ Longwood; Generative AI Tools; Developing AI Literacy (including "What is Generative AI?," "What are AI Prompts?," "Evaluating AI Results"); Citing AI Results; Ethical Use of AI; GenAI Resources; Sample AI Syllabus Statements; AI & Assessment; AI Policy in Teaching and Learning; AI Guidance from Professional Organizations; and AI Guidance from Government.

The College of Business and Economics has developed its own CBE Syllabus Template with detailed AI language providing three graduated options for requiring AI disclosure: citation only; citation plus description; and citation plus description plus reflection.

The Cormier Honors College has separately published its own AI policies document, available as a downloadable Word file through the LibGuide.

The student research journal Incite has published a standalone AI policy for submissions (2025-2026) requiring faculty mentor permission for any AI use and an AI statement from all submitters regardless of whether AI was used.

III. TEACHING & LEARNING POSTURE

A. Faculty Guidance Model

The approved policy adopts a faculty-discretion model. Roberts stated there would not be a "one-size-fits-all" policy, partially because different disciplines have different potential

applications of AI, but also because there are a wide array of opinions from faculty. Therotundaonline

The CBE Syllabus Template offers faculty a structured decision tree: if AI is not permitted, faculty include a prohibition statement; if AI is permitted, faculty choose between an "Only When I Say Yes" approach (AI prohibited unless expressly permitted for particular assignments) and an "Unless I Say No" approach (AI encouraged unless specifically forbidden). This represents the most granular public faculty guidance at the institution.

Faculty approaches vary widely. Assistant Professor of Graphic & Animation Design Ren Barnes avoids AI entirely, citing ethical concerns. Professor of Communication Studies Dr. Naomi Johnson uses AI for lesson planning but notes it has not saved her time. therotundaonline

B. Graduate School Guidance

The College of Graduate and Professional Studies offers master's degree programs (M.Ed., M.S., MBA). No graduate-specific AI policy or guidance document is publicly available apart from the university-wide syllabus statement requirement, which applies to all courses. The MBA program, delivered fully online, does not publish distinct AI usage policies for graduate students in publicly available materials.

C. AI Detection Tools Policy

No institutional policy on AI detection tools is publicly documented. The campus newspaper reported faculty discussions about detection, but no standardized detection protocol has been published. The question of detection is implicitly left to individual faculty under the faculty-discretion framework.

D. Faculty Support Infrastructure

The Center for Faculty Enrichment (CAFE) serves as the primary faculty development hub. CAFE has offered sessions on "teaching writing in the age of AI" as part of the Undergraduate Faculty Professional Development Day. A multi-day workshop series was offered in January with sessions designed to build AI literacy, explore strategies for responsible AI course integration, create AI-integrated assignments, and allow faculty to "play" with AI tools at the SEED Hub. Longwood This series was open to faculty and staff at Longwood, Hampden-Sydney College, and Southside Virginia Community College.

An "AI & Library Resources" workshop was held on January 28, 2026, in Greenwood Library Room 209, announced at the Faculty Senate meeting by Dr. Smith on behalf of Dr. Roberts. longwood

CAFE is directed by Pam Tracy with associate and assistant directors including Dr. Renee Gutiérrez, Dr. Carl Harvey (Assistant Director for Graduate Faculty), and Dr. Naomi Johnson.

IV. TOOL ECOSYSTEM & PROCUREMENT GOVERNANCE

A. Approved AI Tools

Microsoft Copilot is available to all Longwood faculty, staff, and students Longwood through the university's Microsoft licensing arrangement. The LibGuide lists free-tier access to Google Gemini, Claude by Anthropic, ChatGPT by OpenAI, Perplexity AI, and NotebookLM as tools faculty and students may encounter, with the explicit caveat that inclusion does not imply endorsement.

The College of Business and Economics has purchased BoodleBox AI, a collaborative AI platform used primarily in higher education that allows students to use multiple AI models in a secure environment. therotundaonline CBE Dean Dr. Khawaja Mamun stated that BoodleBox provides a more controlled environment where faculty can dictate how AI is used rather than students independently using ChatGPT.

The Greenwood Library facilitated a VIVA (Virtual Library of Virginia) trial of two AI-powered research tools: Consensus and Scite, with a trial period running November 12 through February 12 Longwood (2024-2025 academic year). The library also lists Scite.AI and Research Rabbit as AI research tools on its LibGuide.

B. Pilot Programs

The BoodleBox AI deployment within the College of Business and Economics functions as a college-level adoption, described as a purchased institutional tool rather than a formal pilot program. No other publicly documented pilot programs have been identified.

The VIVA consortium trial of Consensus and Scite represents a time-limited evaluation of research AI tools facilitated through the state library consortium.

C. Procurement & Approval Pathways

Not publicly documented in available sources. The BoodleBox acquisition appears to have been made at the college level (CBE). The Microsoft Copilot availability flows through existing institutional Microsoft licensing. No public procurement policy governing AI tool acquisition or approval is available.

V. ACADEMIC INTEGRITY INTEGRATION

A. Honor Code Language

The Honor Code, established by the student body in 1910, is built on the creed: "We shall not lie, cheat, steal, nor tolerate those that do." The Academic Pledge states: "I have neither given nor received help on this work, nor am I aware of any infraction of the Honor Code."

The 2025-2026 Student Handbook (updated January 2026) enumerates Honor Code of Conduct Standards and Regulations. These cover cheating, plagiarism, lying, and stealing in traditional terms. The handbook does not contain explicit language addressing AI-generated content or generative AI tools. The newly approved syllabus-statement policy operates as a supplemental layer connecting AI usage to course-level expectations.

The Incite journal policy provides the clearest published example of how AI usage connects to integrity: students are reminded that the use of AI must not compromise the academic integrity of their work, and submissions that do not include an AI Statement or that violate the policy may be subject to rejection or further review. Longwood University

B. Enforcement Process

Academic cheating and plagiarism cases are heard by the Honor & Conduct Board, with appeals going to the Academic Integrity Appeals Committee. The Student Handbook specifies that the standard of proof is preponderance of evidence. The Director of Student Conduct & Integrity (Kermitra Tweedy, as of the new-faculty resource page) administers the process. Faculty file charges through the Incident Reporting Form. The enforcement process does not publicly distinguish AI-related violations as a separate category; they would be processed under existing cheating and plagiarism provisions supplemented by the instructor's syllabus policy.

VI. RESEARCH GOVERNANCE & ETHICS

A. Research Office AI Guidance

Not publicly documented in available sources. The Office of Student Research administers the IRB. The IRB page describes its mission in terms of protecting human subjects under standard federal regulations (45 CFR 46, Belmont Report principles) but does not address AI tools in research protocols.

B. Data Ownership & IP Position

The Faculty Policies and Procedures Manual (FPPM, 2025-26) contains a "Policy on Intellectual Property Copyrights and Patents" (Section II, item P, beginning on page 61) and a standing "Longwood Committee on Intellectual Property." The Student Handbook includes an "Intellectual Property of Students" section. Neither document publicly addresses AI-generated content within the IP framework. The IP policy and committee pre-date the generative AI era and have not been publicly updated to address AI-related ownership questions.

C. Authorship & Disclosure Standards

The Incite journal policy provides the only publicly documented authorship/disclosure standard: all submitters must include an AI statement regardless of whether AI was used, and AI use requires faculty mentor permission. No university-wide authorship or disclosure standard for AI in research or scholarship has been publicly issued.

D. Human Subjects Considerations

The IRB operates under standard OHRP/Belmont frameworks. CITI training is required for all faculty, staff, and students submitting research proposals. No publicly available IRB guidance addresses AI tools in data collection, analysis, or interaction with human subjects.

VII. LIBRARY & INFORMATION LITERACY SIGNALS

Greenwood Library, under the leadership of Dean and Assistant Provost Dr. Brent Roberts, has emerged as the primary institutional hub for AI literacy. The multi-page Generative AI LibGuide includes sections on developing AI literacy (what generative AI is, prompting, evaluating results), citing AI results, ethical use, sample syllabus statements, assessment considerations, and external AI guidance from professional organizations and government.

The library facilitated the VIVA consortium trial of AI research tools (Consensus, Scite) and lists additional research-focused AI tools. The "Guidance for Faculty" section provides a model conversation starter for faculty to use with students about ethical and responsible AI engagement. The CBE syllabus template and Cormier Honors College AI policies are both linked through the library's guide, positioning the library as a clearinghouse for institution-wide AI teaching resources.

VIII. INFRASTRUCTURE & STRATEGIC INVESTMENT SIGNALS

The Longwood University Strategic Plan (2019-2025) calls for "Innovation in What We Offer" including curricular innovation, but does not specifically reference AI or generative AI technologies. The Academic Affairs Strategic Plan (2023-2026) emphasizes curricular innovation, flexible program transitions, and professional development for curriculum and course design, but does not contain explicit AI provisions.

The Information Technology Services mission is to provide technology resources supporting the institution's citizen-leader development mission. IT was represented on the original AI Task Force. The university's Acceptable Use of Information Technology Resources and Systems Policy (Policy 6002) governs general technology use but is not publicly available in full text outside the Student Handbook's summary reference and does not address AI tools specifically.

Microsoft Copilot availability university-wide represents the most significant infrastructure investment signal related to AI. The CBE's separate BoodleBox purchase demonstrates college-level investment.

IX. PUBLIC STATEMENTS & EXECUTIVE SIGNALING

Dr. Larissa Smith (Provost) initiated the AI Task Force, championed the policy through Faculty Senate, and publicly emphasized cultivating human connection alongside digital tools. Her role as the primary executive sponsor of AI governance is documented in both Rotunda reporting and Faculty Senate minutes.

Dr. Brent Roberts (Assistant Provost/Library Dean) chaired the Task Force and continues as a central figure in the AI Advisory Board and library-based AI resources. His public statements emphasized flexibility and avoiding one-size-fits-all approaches.

Faculty voices documented in Rotunda reporting reveal a broad spectrum: Dr. Don Blaheta (Computer Science) treats AI as a tool and favors explicit syllabus statements over university-wide mandates; Dr. David Magill (English) argues for consistent guidance grounded in fact that also acknowledges academic freedom; Dr. Khawaja Mamun (CBE Dean) embraces AI integration as workforce preparation and has invested in BoodleBox; Ren Barnes (Graphic & Animation Design) avoids AI entirely on ethical grounds; Dr. Naomi Johnson (Communication Studies) uses AI for planning but notes it has not saved her time.

No public statements from President W. Taylor Reveley IV specifically addressing AI have been identified in available sources, though the AI policy was forwarded to his office following Faculty Senate and Provost approval.

X. EVIDENCE ARCHIVE

NORFOLK STATE UNIVERSITY

Comprehensive Public-Source AI Governance & Teaching Dossier

Evidence snapshot: March 22, 2026

I. INSTITUTIONAL AI GOVERNANCE ARCHITECTURE

A. Formal Governance Framework

No publicly documented institution-wide AI governance policy, AI task force, or standalone AI strategy document was identified in available sources. Norfolk State University does not appear to have published a unified policy specifically addressing generative AI use across the institution. The OIT Policies page states that Administrative Policy #32-01, the Acceptable Use of Technological Resources, "governs what is acceptable and not acceptable use of technology, including Artificial Intelligence (AI)," indicating that AI is addressed within the existing acceptable-use framework rather than through a dedicated policy instrument.

https://www.nsu.edu/oit/policies

B. Governance Committees & Structure

No AI-specific committee, working group, or task force is documented in publicly available sources. The university's governance includes a Faculty Senate, Executive Council (five administrators, five faculty, five staff, five students), and Faculty-Student Grievance Committee for academic dishonesty hearings. The Provost's Office oversees academic policy, and the Office of Information Technology manages technology policy. The interim Provost and Vice President for Academic Affairs is Dr. Aurelia T. Williams (who is also a Computer Science faculty member with AI-related expertise). A Vice Provost for Research and Innovation (Dr. Aixi Zhou) was appointed as part of a restructuring to establish a new division of research and innovation.

https://www.nsu.edu/About/Administrative-Offices-Services/Office-of-the-Provost/Contact-Us

https://www.nsu.edu/teachingfacultyhandbook.aspx

https://rga.lis.virginia.gov/Published/2024/RD836/PDF

C. Stated Ethical Principles

No published institutional ethical principles specifically governing AI use were identified. The broader student honor code states that students will conduct themselves "ethically and responsibly, safeguarding their own integrity and that of the community" and will "not lie, cheat, or steal others' ideas." The graduate catalog requires students to "adhere to University policies and procedures regarding scholarly responsibility, intellectual property, responsible conduct of research."

https://www.nsu.edu/Academics/Academic-Programs/Online-Learning/Forms/Student-Handbook-for-Online-Learning.aspx

https://catalog.nsu.edu/graduate/admission-policies/

II. POLICY INFRASTRUCTURE & INSTITUTIONAL ALIGNMENT

A. Policy Reviews or Gap Analyses

No publicly documented AI-specific policy review or gap analysis was identified. The OIT Policies page notes that several security policies are "currently under review and/or

replacement," with interim reference to Virginia Information Technology Agency (VITA) standards under SEC501. The Information Security Policy #38-10 (2024) directs the CISO to develop the university's security program and standards. The Policy Library is organized by division and includes BOV, Presidential, and Administrative policies, but no AI-specific review document is posted.

https://www.nsu.edu/About/Administrative-Offices-Services/oit/Policies
https://www.nsu.edu/policy-library/administrative-policy

B. Policies Requiring Revision

Not publicly documented in available sources. The Acceptable Use of Technological Resources policy (#32-01) is dated 2022, predating the public emergence of ChatGPT and the broad adoption of generative AI tools. No public statement was found indicating whether this policy is under revision to address generative AI specifically.

C. Supplemental Guidance Issued

The Writing Center has been the primary vehicle for AI-related supplemental guidance. The center developed an AI policy statement for students and a faculty professional development workshop. The Writing Center's published AI guidance states that it can help students "locate credible sources to verify information found through AI," assist with "summarizing and paraphrasing skills so that you can responsibly use the content created by AI," and help students "avoid AI appropriation by providing strategies to create appropriation-limiting prompts." The center's guidance also notes that "brainstorming and outlining material generated by AI must be properly cited if used in work submitted for scores or grades."

The Writing Center created an "NSU Faculty & Staff AI Listserv" available by emailing writingcenter@nsu.edu, providing a channel for faculty to share strategies and challenges related to student AI usage.

https://www.nsu.edu/Academics/Academic-Engagement/Writing-Center/Services
https://www.nsu.edu/News/2024/Writing-Center-Undertakes-AI-Initiatives

III. TEACHING & LEARNING POSTURE

A. Faculty Guidance Model

The university's approach to AI in instruction operates primarily through the Writing Center rather than through a central provost's directive or faculty senate resolution. The Writing Center developed a one-hour faculty professional development workshop delivered to approximately 20 faculty members at the beginning of the Fall 2024 semester. That workshop covers what AI is, how AI chatbots can be used ethically, potential applications in teaching and research, and "a discussion of considerations when developing university, departmental, and classroom policies." This framing delegates AI policy decisions to the instructor, department, and course level. The library research guides consistently note that "there may be different policies on the permitted involvement of AI in academic work based on the individual assignment, your professor, your course, or the university," confirming a decentralized model.

https://www.nsu.edu/News/2024/Writing-Center-Undertakes-AI-Initiatives
https://lbbl.nsu.edu/guide/citing_sources/mla
https://lbbl.nsu.edu/guide/citing_sources/acm

B. Graduate School Guidance

The Writing Center reported developing "a presentation for graduate students" to be delivered to the Graduate Student Association covering AI chatbots, common uses, AI tools for each step of the research process, ethical considerations, and the limitations of AI as an information source. Additionally, the Writing Center is developing specialized AI "GPTs" on ChatGPT including "a graduate research planning tutor, an academic title development tutor, and a tutor to help break down writing prompts."

The graduate catalog states that students "must adhere to University policies and procedures regarding scholarly responsibility, intellectual property, responsible conduct of research, and all policies and protocols related to research involving human subjects and/or animals." No graduate-specific AI use policy was identified.

https://www.nsu.edu/News/2024/Writing-Center-Undertakes-AI-Initiatives

https://catalog.nsu.edu/graduate/admission-policies/

C. AI Detection Tools Policy

No institutional policy on AI detection tools was identified in publicly available sources. The university uses Respondus LockDown Browser and webcam technology for online examination proctoring and identity authentication, as documented in the Student Handbook for Online Learning. No mention of Turnitin AI detection, GPTZero, or other AI text detection tools was found in published institutional documents.

https://www.nsu.edu/Academics/Academic-Programs/Online-Learning/Forms/Student-Handbook-for-Online-Learning.aspx

D. Faculty Support Infrastructure

The Center for Teaching and Learning (CTL), housed in the Lyman Beecher Brooks Library and reporting to the Provost, is the designated faculty development unit. Its stated strategies include "enhancing teaching techniques and use of technology through seminars, workshops, on-demand tutorials, and conferences on teaching and learning." The CTL's page still references the 2012-2018 strategic plan in describing its mission, and no AI-specific programming or resources from the CTL are publicly documented.

The Writing Center has been more active in this space, operating the faculty AI professional development workshop, the NSU Faculty & Staff AI Listserv, and the development of AI-related custom GPTs. The Writing Center director, Andrew Burlie, is quoted as noting that the center is "finalizing a grant-funded study to investigate how many students on campus are using AI, why they choose to use it instead of campus resources."

https://www.nsu.edu/About/Administrative-Offices-Services/Office-of-the-Provost/Center-for-Teaching-and-Learning

https://www.nsu.edu/News/2024/Writing-Center-Undertakes-AI-Initiatives

https://www.nsu.edu/Academics/Academic-Engagement/Writing-Center/Services

IV. TOOL ECOSYSTEM & PROCUREMENT GOVERNANCE

A. Approved AI Tools

No publicly documented list of approved AI tools was identified. The Writing Center is developing custom GPTs on ChatGPT for student support, indicating institutional engagement with OpenAI's platform in at least an academic-support context. The library provides access to O'Reilly for Higher Education, which includes an AI "Answers" generative tool that the library's

Business research guide explicitly describes and recommends with the caveat to "confirm the generated text with the sources cited."

https://www.nsu.edu/News/2024/Writing-Center-Undertakes-AI-Initiatives

https://lbbl.nsu.edu/guide/business/finding_journals

B. Pilot Programs

Not publicly documented in available sources beyond the Writing Center's development of custom GPTs and its grant-funded study of student AI usage. No formal pilot program with an enterprise AI platform, an institutional ChatGPT or Copilot license, or a structured assessment framework was found.

C. Procurement & Approval Pathways

No AI-specific procurement pathway was identified. Technology procurement is governed by the Office of Information Technology under Administrative Policy #32-01 and #38-10, and technology resources are described as being provided "primarily for official use only." The OIT security policies are based on Commonwealth of Virginia ITRM SEC501 and SEC514 standards.

https://www.nsu.edu/policy/admin-32-01.aspx

https://www.nsu.edu/oit/policies

V. ACADEMIC INTEGRITY INTEGRATION

A. Honor Code Language

The Student Handbook states the honor code as: "Students will conduct themselves ethically and responsibly, safeguarding their own integrity and that of the community. In fairness to themselves and in justice to others, students will not lie, cheat, or steal others' ideas, nor will they tolerate egregious behavior in others. Students will avoid deception and collusion whenever they engage in academic activities offered under the auspices of NSU. As scholars, students will scrupulously avoid plagiarism, learning to select high-quality research sources and to cite" [them properly].

The Code of Student Conduct (Administrative Policy #27-02, 2021) defines academic dishonesty and identifies four categories of violations: cheating ("intentionally using or attempting to use unauthorized materials, information, or study aids"), fabrication, plagiarism, and facilitating academic dishonesty.

The Code of Student Conduct explicitly lists "Computer Misuse" as a violation, directing students to Administrative Policy #32-01 (Acceptable Use of Technological Resources), which the OIT describes as governing technology use "including Artificial Intelligence (AI)."

The existing academic integrity language does not explicitly name generative AI, ChatGPT, or AI-generated content. However, the definitions of "cheating" and "plagiarism" (using unauthorized materials; using others' work without attribution) would encompass unauthorized AI use under reasonable interpretation.

https://www.nsu.edu/Academics/Academic-Programs/Online-Learning/Forms/Student-Handbook-for-Online-Learning.aspx

https://www.nsu.edu/Campus-Life/Services-Resources/Dean-of-Students/Student-Conduct/Student-Conduct-Process

https://www.nsu.edu/oit/policies

B. Enforcement Process

Academic dishonesty cases are handled through the Dean of Students Office and the Faculty-Student Grievance Committee. If a student denies responsibility, the case is sent directly to the Faculty-Student Grievance Committee. If the student accepts responsibility, the instructor may issue a grade sanction and notify the Dean of Students to place the student on probation. The hearing panel consists of two faculty and one student. The committee's decision is final and not subject to appeal.

https://www.nsu.edu/Campus-Life/Services-Resources/Dean-of-Students/Student-Conduct/Student-Conduct-Process

VI. RESEARCH GOVERNANCE & ETHICS

A. Research Office AI Guidance

No AI-specific guidance from the Office of Research and Innovation or the Office of Sponsored Programs was identified in publicly available sources. The Office of Research and Innovation provides general support for "research regulatory guidance, research ethics, human subjects, animal care, export control, and research data security" and "intellectual property and technology transfer, commercialization, entrepreneurial ventures." The office was reorganized under a new Vice Provost for Research and Innovation (Dr. Aixi Zhou), but no AI-specific research guidance has been published on its pages.

https://www.nsu.edu/About/Administrative-Offices-Services/Office-of-Research-and-Innovation

https://www.nsu.edu/Academics/Faculty-and-Academic-Divisions/Schools-and-Colleges/School-of-Graduate-Studies-and-Research/Sponsored-Programs/Pre-Award-Policies-and-Procedures

B. Data Ownership & IP Position

The Board of Visitors adopted Intellectual Property Policy #35 (2019). The full text was not rendering in the available web interface, but the policy is listed on the BOV Policy Library page. The Office of Sponsored Programs maintains an Intellectual Property Disclosure Notification form (OSP Form 205, noted as "Form under review"). The Data Classification Policy (#32-02, 2023) defines classifications for data and systems, but is focused on information security rather than AI-generated data ownership.

https://www.nsu.edu/policy-library/bov-policy

https://www.nsu.edu/Academics/Faculty-and-Academic-Divisions/Schools-and-Colleges/School-of-Graduate-Studies-and-Research/Sponsored-Programs/Forms

https://www.nsu.edu/oit/policies

C. Authorship & Disclosure Standards

No institutional authorship standards addressing AI-generated content in scholarly work were identified. The library's research guides reference the external style-guide requirements of APA, MLA, AMA, and ACM for AI disclosure and citation. Notably, the ACM citation guide on the library site notes that under ACM standards, "Generative AI tools and technologies, such as ChatGPT, may not be listed as authors" and use of such tools "must be fully disclosed in the Work." Each of these library guide pages includes the caveat that "there may be different policies on the permitted involvement of AI in academic work."

https://lbbl.nsu.edu/guide/citing_sources/acm

https://lbbl.nsu.edu/guide/citing_sources/mla

https://lbbl.nsu.edu/guide/citing_sources/ama

https://lbbl.nsu.edu/guide/cjs644/apa

D. Human Subjects Considerations

The Institutional Review Board policy (Administrative Policy #35-08) governs human subjects research under 45 CFR 46, following the Belmont Report principles of respect for persons, beneficence, and justice. The IRB has standard oversight and continuing-review procedures. No AI-specific amendments to the IRB protocol, no guidance addressing AI-generated data in human subjects research, and no specific provisions for AI-assisted research design were identified in publicly available sources. The Office of Sponsored Programs maintains procedures for responding to allegations of scientific misconduct per PHS regulation (42 C.F.R. Part 50, Subpart A).

https://www.nsu.edu/policy/admin-35-08.aspx

https://www.nsu.edu/Academics/Faculty-and-Academic-Divisions/Schools-and-Colleges/School-of-Graduate-Studies-and-Research/Sponsored-Programs/Pre-Award-Policies-and-Procedures

VII. LIBRARY & INFORMATION LITERACY SIGNALS

The Lyman Beecher Brooks Library has been notably active in AI literacy efforts, with documented AI-related content:

The library created a dedicated research guide, "Ask the Post Activity: Evaluating AI Generated Content," with two subpages: an interactive activity and a "Resources on AI" page. This guide provides an "AI Tool Checklist for Students" and an "AI Tool Evaluation Rubric for Students" for assessing generative AI tools. The library also offers "Reel Research," an interactive tutorial that walks students through a guided query session with an AI tool, described as appropriate for "beginners as well as those familiar with Large Language Models."

Across multiple citation-style research guides (MLA, APA, AMA, ACM), the library has added consistent AI citation and disclosure guidance, with each guide noting style-specific rules and linking to external authority pages. The Business research guide describes the O'Reilly "Answers" generative AI tool with instructions for use and a recommendation to verify generated text against cited sources.

The library's AI collection includes e-books and streaming video on topics including AI ethics (Kate Harwood, "Introduction to AI Ethics and Safety"), introductory AI (Ahmed Banafa), generative AI (Numa Dhamani and Maggie Engler), and the "Encyclopedia of Artificial Intelligence."

The SPICA Conference career research guide also links to the Reel Research AI tutorial.

https://lbbl.nsu.edu/guide/ask_the_post/resources_on_ai
https://lbbl.nsu.edu/guide/citing_sources/mla
https://lbbl.nsu.edu/guide/citing_sources/acm
https://lbbl.nsu.edu/guide/citing_sources/ama
https://lbbl.nsu.edu/guide/cjs644/apa
https://lbbl.nsu.edu/guide/business/finding_journals
https://lbbl.nsu.edu/guide/career_research/spica

VIII. INFRASTRUCTURE & STRATEGIC INVESTMENT SIGNALS

Title III/HBCU Grant Activity: The Title III program includes a project titled "Increasing Interdisciplinary Cybersecurity Instructional Support Within Norfolk State University's

Cybersecurity Complex." This activity explicitly references augmenting the research environment to support "faculty and graduate student engagement in real-world attack-and-defense strategies using Artificial Intelligence (AI), Machine Learning (ML), Deep Learning (DL), Data Science and Analytics, and Cloud Computing for Cybersecurity-related domains" and increasing "AI and cybersecurity-related professional certifications."

Academic Catalog AI Coursework: The 2025-2026 catalog includes specific AI-related courses: CSC 571, Artificial Intelligence (knowledge representation, machine learning, natural language understanding, computer vision, robotics, societal impact); CSC 525, Machine Learning; CSC 575, AI in Video Game Development; and MCM 410, Artificial Intelligence in Media (undergraduate and graduate versions, covering AI tools including ChatGPT, ethical and legal considerations, bias, and impact on media industry jobs).

Research Centers: The Department of Computer Science houses faculty with stated research areas in "Artificial Intelligence, Machine Learning, Data Science" (Dr. Felicia Doswell) and "Machine Learning, Security in NextG Networks" (Dr. Frank Hu, Fellow of the Commonwealth Cyber Initiative). The CREST Center for Research and Education in Quantum-leap Science and Technology (CREQS) and the Information Assurance Research Education and Development Institute (IA-REDI) represent institutional research infrastructure in adjacent technology areas.

Strategic Plan: The 2019-2025 Strategic Plan: "Forging Onward To A New Horizon" emphasizes innovative research, technology, and cybersecurity but does not specifically reference artificial intelligence or generative AI. The university's six-year plan submissions to the state (2023 and 2024) emphasize cybersecurity as a signature strength but do not address generative AI governance or deployment.

https://www.nsu.edu/About/Administrative-Offices-Services/Title-III-Program/About

https://catalog.nsu.edu/graduate/science-engineering-technology/computer-science/

https://catalog.nsu.edu/graduate/course-descriptions/mcm/

https://www.nsu.edu/Academics/Faculty-and-Academic-Divisions/Schools-and-Colleges/College-of-Science-Engineering-and-Technology/Departments/Computer-Science/Faculty-and-Staff

https://www.nsu.edu/president/strategic-plan

https://rga.lis.virginia.gov/Published/2024/RD836/PDF

IX. PUBLIC STATEMENTS & EXECUTIVE SIGNALING

RISE Keynote (2024): The university's Research and Innovation Symposium and Exhibition (RISE) featured Dr. Nicol Turner Lee of the Brookings Institution as keynote speaker. Her presentation addressed AI, research, and HBCUs, including the harm AI can have on minority communities through discriminatory responses, employment discrimination, judicial system applications, and false facial recognition. She emphasized the importance of HBCU students entering technological spaces to diversify the industry.

Media Coverage: Dr. Isaac Osunmakinde, an associate professor of computer science at NSU, was quoted by 13News Now in a segment on AI in classrooms, stating that AI is "something we can't avoid in the classroom or at home."

Writing Center Director Statement: Andrew Burlie, the Writing Center director, stated: "We have noticed an uptick in student usage of AI this semester, and we are finalizing a grant-funded study to investigate how many students on campus are using AI, why they choose to use it instead of campus resources. We also want to know what we can do as a campus community to foster students' academic skills while also teaching them how to use these new tools."

No public statements from President Adams-Gaston or from the Provost's Office specifically addressing institutional AI governance, generative AI strategy, or AI policy direction were identified in available sources.

https://www.nsu.edu/News/2024/RISE-Keynote-Speaker-Discusses-AI

https://www.13newsnow.com/article/tech/computer-science-experts-say-we-should-incorporate-ai-into-education/291-c74347f9-c1a5-459b-85c8-d544cc09fa05

https://www.nsu.edu/News/2024/Writing-Center-Undertakes-AI-Initiatives

X. EVIDENCE ARCHIVE (All URLs Grouped by Section)

I. Governance Architecture

https://www.nsu.edu/oit/policies

https://www.nsu.edu/About/Administrative-Offices-Services/Office-of-the-Provost/Contact-Us

https://www.nsu.edu/teachingfacultyhandbook.aspx

https://rga.lis.virginia.gov/Published/2024/RD836/PDF

https://catalog.nsu.edu/graduate/admission-policies/

RADFORD UNIVERSITY

Comprehensive Public-Source AI Governance & Teaching Dossier

Evidence snapshot: March 22, 2026

I. INSTITUTIONAL AI GOVERNANCE ARCHITECTURE

A. Formal Governance Framework

Radford University does not appear to have published a standalone, university-wide AI policy. The institution's policy infrastructure is managed through the Office of Policy and Tax Compliance, which oversees a formal policy lifecycle including review, approval by the President's Cabinet, and publication on the central policy website. The Acceptable Use Policy for University Computers and Information Technology Systems (IT-PO-1500, effective 9/3/2009, next review date 3/1/2026) governs technology use generally but does not, in its publicly available form, address AI tools specifically.

Policy website: https://www.radford.edu/policies/index.html

Acceptable Use Policy listing: https://www.radford.edu/content/policies/home/policies.html

B. Governance Committees & Structure

A publicly visible signal of an AI-related governance body exists. The CITL's Faculty Training and Development page links to an adapted version of UCF's "60 AI Assignments You Can Use" hosted on a OneDrive path that includes "OG-artificialintelligencetaskforce" in the URL, suggesting the existence of an Artificial Intelligence Task Force operating at the institutional level. The composition, charge, and reporting structure of this body are not publicly documented on any readily available web page.

In addition, Venture Lab Director Samantha Steidle and Macie Rice delivered a 3.5-hour session titled "Generative AI: Board of Visitor perspective" at the Radford University Board of Visitors Annual Retreat in July 2024, indicating that generative AI has been presented directly to the university's governing board.

CITL AI Assignments link (with task force URL reference):
https://www.radford.edu/citl/training/index.html

Faculty profile documenting BOV session:
https://www.radford.edu/directory/profiles/management-department/macie-rice.html

C. Stated Ethical Principles

No standalone AI ethics statement has been published. The university's Code of Ethics, which applies to all institutional actors, emphasizes honesty, integrity, stewardship, excellence, responsibility, and accountability—none of which reference AI or technology explicitly.

Code of Ethics: https://www.radford.edu/about/mission/ethics.html

II. POLICY INFRASTRUCTURE & INSTITUTIONAL ALIGNMENT

A. Policy Reviews or Gap Analyses

Not publicly documented in available sources. The Standards of Student Conduct (SA-PO-1300) were most recently reviewed on 8/12/2024, with the next review scheduled for 8/1/2026.

The Acceptable Use Policy (IT-PO-1500) is listed with a next review date of 3/1/2026. Neither document appears to have been updated to address generative AI.

Standards of Student Conduct PDF: https://www.radford.edu/policies/_documents/standards-of-student-conduct.pdf

B. Policies Requiring Revision

The Standards of Student Conduct, as reviewed and signed by President Danilowicz on 8/12/2024, define academic integrity violations—cheating, plagiarism, fabrication, facilitation—without any explicit reference to artificial intelligence, generative AI, or AI-generated content. The cheating provision refers to "using unauthorized assistance, materials, study aids, or other information in any academic exercise" and the plagiarism provision covers "using someone else's language, ideas, or other original material without acknowledging its source." These provisions could apply to AI use but do not name AI specifically. The Acceptable Use Policy is similarly silent on AI tools.

C. Supplemental Guidance Issued

The CITL has issued several supplemental guidance documents directed at faculty:

1. "The Promise and Peril of ChatGPT for Courses" — a PDF resource created by Heather Keith, Ph.D., hosted on the CITL site.

2. "AI Assignments You Can Use" — a Radford-adapted edition of UCF's "60 AI Assignments" document. Includes 60 progressive assignments, sample syllabus language, AI use statements, rubrics, and assignment design guidance. Hosted on OneDrive and accessible to Radford faculty.

3. "Radford AI Commons Group" — an Outlook-based group for faculty to share ideas, files, and dates related to AI.

CITL Training and Development page: https://www.radford.edu/citl/training/index.html

Promise and Peril PDF: https://www.radford.edu/citl/_documents/citl-promise-peril-of-chatgpt.pdf

III. TEACHING & LEARNING POSTURE

A. Faculty Guidance Model

Radford operates under a faculty-autonomy model. The CITL provides resources but does not mandate specific AI syllabus language or classroom approaches. The adapted "60 AI Assignments" document offers sample syllabus language and AI use statements, but adoption is voluntary. The CITL directs faculty to its Training and Development page for AI-related resources and runs the annual "May Our Turn" faculty development event (next session: May 4–6, 2026), though no specific AI workshop agenda items for 2026 have been publicly posted at the time of this snapshot.

The AI Sandbox in the Davis College of Business and Economics represents a college-level initiative that goes further, providing a dedicated physical space in Kyle Hall with premium AI tool subscriptions, workshops, and applied learning experiences. It explicitly aims to develop "applied AI competencies, ethical leadership, and professional networks." It also houses an AI Club for students.

AI Sandbox: https://www.radford.edu/davis-college-business-economics/ai-sandbox/about.html

AI Sandbox resources: https://www.radford.edu/davis-college-business-economics/ai-sandbox/resources.html

AI Club: https://www.radford.edu/davis-college-business-economics/ai-sandbox/join-ai-club/index.html

B. Graduate School Guidance

Not publicly documented in available sources. The Office of Graduate Affairs' public-facing pages emphasize ethical scholarly engagement but contain no AI-specific guidance. The Standards of Student Conduct note that "given the nature of graduate studies, graduate students will normally face suspension or dismissal for any violation of academic integrity," but this provision does not reference AI tools.

Office of Graduate Affairs: https://www.radford.edu/content/grad/home/resources/research.html

C. AI Detection Tools Policy

No institutional policy on AI detection tools has been publicly documented. Turnitin Feedback Studio has been available through D2L (the university's learning management system) since fall 2018, described on the institution's state authorization page as a tool for promoting academic integrity and checking for plagiarism. Whether Turnitin's AI detection features have been enabled or endorsed at an institutional level is not stated publicly.

Turnitin reference: https://www.radford.edu/admissions/online/state-authorizations.html

D. Faculty Support Infrastructure

Faculty support for AI-related teaching operates through several channels:

1. The Center for Innovative Teaching and Learning (CITL), located on the 2nd floor of McConnell Library, provides consultations, workshops, and resources. CITL staff are available for individual and group training sessions.

2. The Radford AI Commons Group provides a peer forum for faculty.

3. The AI Sandbox (Davis College) provides dedicated tools and space, though it is college-specific.

4. Academic Integrity Case Coordinators exist in each undergraduate college to advise faculty on integrity issues, though no AI-specific guidance has been published by that network.

5. The Resilient and Flexible Teaching (RaFT) Resources course in D2L, maintained by CITL and IT Services, provides a baseline faculty resource, though its AI content is not publicly described.

CITL homepage: https://www.radford.edu/citl/index.html

CITL policies/procedures: https://www.radford.edu/content/CITL/home/about/policies.html

Academic Integrity Case Coordinators: https://www.radford.edu/conduct/guidelines-for-faculty.html

IV. TOOL ECOSYSTEM & PROCUREMENT GOVERNANCE

A. Approved AI Tools

The AI Sandbox in the Davis College of Business and Economics publicly states it provides "all the latest AI tools, premium subscriptions, and resources." The specific tools are not

enumerated on the public-facing pages. Venture Lab Director Samantha Steidle has publicly discussed ChatGPT, Perplexity, Research Rabbit, Consensus, and Cite as AI tools in a breakout session at the 2024 Disrupt Up conference.

No university-wide list of approved or vetted AI tools has been identified in public sources.

Disrupt Up coverage: https://www.radford.edu/news/president-attends-roanoke-ai-conference.html

AI Sandbox About page: https://www.radford.edu/davis-college-business-economics/ai-sandbox/about.html

B. Pilot Programs

The Davis College AI Sandbox functions as a dedicated applied AI initiative. Its pages describe activities that include workshops, industry-recognized certifications, and AI portfolio development. A fundraising page separately describes "supporting an AI Lab where students can work on innovative projects, apply machine learning techniques, and develop cutting-edge technologies."

An AI-based virtual company is used in at least one Davis College course to teach supply chain, marketing, and customer service concepts. President Danilowicz described this publicly at the November 2024 Disrupt Up conference.

Fundraising/giving page: https://inspire.radford.edu/project/46205

Disrupt Up coverage: https://www.radford.edu/news/president-attends-roanoke-ai-conference.html

C. Procurement & Approval Pathways

Not publicly documented in available sources. The Division of Information Technology's policies page notes that standards and guidelines are being updated but directs the university to continue following existing standards until new ones are approved. No public-facing AI-specific procurement or vetting workflow has been identified.

IT policies page: https://www.radford.edu/content/it/home/about/it-policies.html

V. ACADEMIC INTEGRITY INTEGRATION

A. Honor Code Language

The Honor Pledge reads: "I shall uphold the values and ideals of Radford University by engaging in responsible behavior and striving always to be accountable for my actions while holding myself and others to the highest moral and ethical standards of academic integrity and good citizenship as defined in the Standards." This pledge is posted in every classroom and included in every course syllabus. It does not reference AI.

The Standards of Student Conduct define the following relevant violations without mention of AI:

Cheating: "Using unauthorized assistance, materials, study aids, or other information in any academic exercise."

Plagiarism: "Using someone else's language, ideas, or other original material without acknowledging its source in any academic exercise."

Fabrication: "Inventing, altering or falsifying any data, citation, or information or statements."

Facilitation: "Helping another student commit, or attempt to commit, any academic integrity violation."

The CITL's adapted "60 AI Assignments" document reportedly includes sample AI use statements and syllabus language, but the document itself is behind a faculty-only OneDrive login and is not publicly accessible.

Honor Pledge: https://www.radford.edu/content/sga/home/HonorCode.html

Standards of Student Conduct PDF: https://www.radford.edu/policies/_documents/standards-of-student-conduct.pdf

CITL Training page (references OneDrive): https://www.radford.edu/citl/training/index.html

B. Enforcement Process

The enforcement process for academic integrity violations follows a defined path: faculty-student discussion, consultation with the college-level Academic Integrity Case Coordinator, Voluntary Resolution or hearing. Sanctions for a first academic integrity violation may include grade penalty and/or educational sanctions such as the Honorable Highlander course or a Personal Action Plan meeting. Repeat offenders face suspension or dismissal. Graduate students "will normally face suspension or dismissal for any violation of academic integrity."

No AI-specific enforcement procedures or standards have been published.

Guidelines for Students: https://www.radford.edu/conduct/guidelines-for-students.html

Guidelines for Faculty: https://www.radford.edu/conduct/guidelines-for-faculty.html

VI. RESEARCH GOVERNANCE & ETHICS

A. Research Office AI Guidance

Not publicly documented in available sources. The Research Integrity and Compliance Office (RIC Office) oversees the IRB, IACUC, Export Control, and Research Integrity. The Research Integrity Officer is Dr. Jeanne Mekolichick, Associate Provost for Research, Faculty Success, and Strategic Initiatives. The Office of Research Integrity addresses fabrication, falsification, and plagiarism but does not publicly address the use of AI in research design, data analysis, or writing.

Research Integrity and Compliance Office: https://www.radford.edu/content/research-compliance/home.html

Research Integrity Office: https://www.radford.edu/research-compliance/research-integrity-office/index.html

IRB: https://www.radford.edu/research-compliance/institutional-review-board/index.html

B. Data Ownership & IP Position

Radford University maintains an Intellectual Property Policy, listed on the Faculty Senate documents page. The policy is linked as a PDF but its content was not retrieved in this sweep. No public-facing AI-specific data ownership, data governance, or IP provisions have been identified.

Faculty Senate documents page (IP policy PDF listed): https://www.radford.edu/faculty-senate/important-documents/index.html

C. Authorship & Disclosure Standards

Not publicly documented in available sources.

D. Human Subjects Considerations

The IRB operates under a Federalwide Assurance (FWA) and uses the IRBManager online submission system. IRB review follows standard 45 CFR 46 protocols and the Belmont Report. No publicly available AI-specific guidance for human subjects research (e.g., regarding AI-generated content in research instruments, consent for AI-processed data, or AI in data analysis) has been identified.

IRB Review page: https://www.radford.edu/research-compliance/institutional-review-board/irb-review.html

VII. LIBRARY & INFORMATION LITERACY SIGNALS

McConnell Library's publicly visible web pages do not display a dedicated AI or generative AI research guide as of this snapshot. The library provides research consultations, instruction sessions, and maintains subject-specific liaison librarian assignments. The CITL (co-located on the 2nd floor of McConnell Library) handles the AI-facing faculty resources rather than the library itself. No LibGuides pages specific to AI literacy, citing AI, or evaluating AI-generated content were identified in the public-facing library site.

Library research support: https://www.radford.edu/libraries/research/index.html

Library homepage: https://www.radford.edu/libraries/index.html

VIII. INFRASTRUCTURE & STRATEGIC INVESTMENT SIGNALS

The 2026–2031 Strategic Plan, "Shaping Tomorrow — Together," was approved by the Board of Visitors in December 2025 and launched in January 2026. The plan's six strategic themes include academic achievement and intellectual discovery, student success and experiential learning, strategic partnerships and community engagement, organizational excellence and continuous improvement, communication and collaboration, and culture of care. The plan's refined mission statement emphasizes "inclusive education, innovation and collaboration." Whether the plan contains explicit AI or technology investment commitments was not fully determined in this sweep, as the full PDF text was not retrieved.

The AI Sandbox in the Davis College of Business and Economics represents a concrete capital and programmatic investment in AI infrastructure. The Venture Lab has been used as a platform for AI programming, including the Disrupt Up breakout session on "GenAI Powered Research."

Strategic Plan: https://www.radford.edu/strategic-plan/index.html

Strategic Plan launch news: https://www.radford.edu/news/2026/strategic-plan-launch.html

BOV December 2025 meeting: https://www.radford.edu/news/2025/bov-december-2025.html

IX. PUBLIC STATEMENTS & EXECUTIVE SIGNALING

President Bret Danilowicz has made public statements on AI in a higher education context. At the November 2024 Disrupt Up Emerging Technology Conference in Roanoke, he participated in the roundtable "AI Trends: Disruption in Transformation" alongside leaders from Virginia Tech, GO Virginia Region 2, and the University of Tennessee Research Park. He described the

Davis College's AI-based virtual company course and the Venture Lab's role in integrating AI into experiential learning.

The Board of Visitors received a 3.5-hour generative AI briefing at its July 2024 Annual Retreat, delivered by Steidle and Rice. The Davis College's accreditation and accolades page documents faculty media engagements on AI topics, including Can Dogan discussing AI risks (WDBJ7, August 2025) and Macie Rice presenting a workshop on AI in social media to the Radford Chamber of Commerce (July 2025).

Disrupt Up news article: https://www.radford.edu/news/president-attends-roanoke-ai-conference.html

Davis College accreditation/accolades: https://www.radford.edu/davis-college-business-economics/accreditation.html

X. EVIDENCE ARCHIVE

Governance & Policy

University policy website: https://www.radford.edu/policies/index.html

Policy management office: https://www.radford.edu/policies/about.html

Standards of Student Conduct PDF: https://www.radford.edu/policies/_documents/standards-of-student-conduct.pdf

IT Acceptable Use Policy listing: https://www.radford.edu/content/policies/home/policies.html

IT policies page: https://www.radford.edu/content/it/home/about/it-policies.html

IT Security: https://www.radford.edu/it-security/about.html

Code of Ethics: https://www.radford.edu/about/mission/ethics.html

Academic Integrity & Conduct

Office of Student Standards and Conduct: https://www.radford.edu/conduct/index.html

Honor Pledge: https://www.radford.edu/content/sga/home/HonorCode.html

Guidelines for Students: https://www.radford.edu/conduct/guidelines-for-students.html

Guidelines for Faculty: https://www.radford.edu/conduct/guidelines-for-faculty.html

Academic Integrity Case Coordinators: https://www.radford.edu/content/student-conduct/home/academic-integrity/consultants.html

About Student Conduct: https://www.radford.edu/conduct/about.html

Teaching & Learning / CITL

CITL homepage: https://www.radford.edu/citl/index.html

CITL Training and Development: https://www.radford.edu/citl/training/index.html

Promise and Peril of ChatGPT PDF: https://www.radford.edu/citl/_documents/citl-promise-peril-of-chatgpt.pdf

CITL policies/procedures: https://www.radford.edu/content/CITL/home/about/policies.html

AI Assignments OneDrive link (faculty only): https://emailradford.sharepoint.com/:w:/s/OG-artificialintelligencetaskforce/

Radford AI Commons Group: https://outlook.office.com/groups/emailradford.onmicrosoft.com/OG-citl-radfordaicommons/mail

Alternative Assessment PDF: https://www.radford.edu/citl/_documents/alternative-assessment.pdf

AI Sandbox (Davis College)

About AI Sandbox: https://www.radford.edu/davis-college-business-economics/ai-sandbox/about.html

AI in Business Explained: https://www.radford.edu/davis-college-business-economics/ai-sandbox/ai-in-business-explained.html

AI Club: https://www.radford.edu/davis-college-business-economics/ai-sandbox/join-ai-club/index.html

Resources and Links: https://www.radford.edu/davis-college-business-economics/ai-sandbox/resources.html

Davis College homepage (AI Sandbox listed): https://www.radford.edu/davis-college-business-economics/index.html

Venture Lab

Venture Lab: https://www.radford.edu/davis-college-business-economics/venture-lab/index.html

Venture Lab About: https://www.radford.edu/davis-college-business-economics/venture-lab/about.html

Research & Compliance

Research Integrity and Compliance Office: https://www.radford.edu/content/research-compliance/home.html

IRB: https://www.radford.edu/research-compliance/institutional-review-board/index.html

IRB Review: https://www.radford.edu/research-compliance/institutional-review-board/irb-review.html

IRB Board Members: https://www.radford.edu/research-compliance/institutional-review-board/irb-board-members.html

Research Integrity Office: https://www.radford.edu/research-compliance/research-integrity-office/index.html

Office of Graduate Affairs: https://www.radford.edu/content/grad/home/resources/research.html

Faculty Governance & Handbook

Faculty Senate documents (IP policy listed): https://www.radford.edu/faculty-senate/important-documents/index.html

Faculty Handbooks page: https://www.radford.edu/academic-affairs/governance-and-administrative-resources/faculty-handbooks.html

Faculty Senate minutes 2024–2025: https://www.radford.edu/faculty-senate/_documents/minutes/faculty-senate-minutes-2024-2025.pdf

T&R Faculty Handbook PDF: https://www.radford.edu/faculty-senate/_documents/teaching-and-research-faculty-handbook-2024-06-07.pdf

BOV Manual (links Strategic Plan, handbooks): https://www.radford.edu/board/board-manual.html

Strategic Plan

Strategic Plan 2026–2031: https://www.radford.edu/strategic-plan/index.html

Strategic Plan launch news: https://www.radford.edu/news/2026/strategic-plan-launch.html

BOV December 2025 recap: https://www.radford.edu/news/2025/bov-december-2025.html

BOV March 2025 recap: https://www.radford.edu/news/2025/bov-march-2025-recap.html

BOV June 2025 recap: https://www.radford.edu/news/2025/june-2025-bov-recap.html

University Convocation 2025: https://www.radford.edu/news/2025/university-convocation-2025.html

Public Statements & News

Danilowicz at Disrupt Up: https://www.radford.edu/news/president-attends-roanoke-ai-conference.html

Business of Sports forum (AI/NIL): https://www.radford.edu/news/2025/business-of-sports-2025.html

Davis College accreditation/accolades (faculty AI media): https://www.radford.edu/davis-college-business-economics/accreditation.html

Macie Rice faculty profile (BOV GenAI session): https://www.radford.edu/directory/profiles/management-department/macie-rice.html

Giving Day — Davis College (AI Lab fundraising): https://inspire.radford.edu/project/46205

Library

Library homepage: https://www.radford.edu/libraries/index.html

Library research support: https://www.radford.edu/libraries/research/index.html

Library services FAQ: https://radford.libanswers.com/faq/280873

Other

Turnitin reference (state authorizations page): https://www.radford.edu/admissions/online/state-authorizations.html

Core Handbook (academic integrity overview): https://pressbooks.pub/lcubbison/chapter/introduction-to-university-core-a-and-this-handbook/

Consumer Information: https://www.radford.edu/consumer-information/index.html

A-Z Index: https://www.radford.edu/az-index/index.html

Supplementary Findings

Section III.A — Faculty Guidance Model (additional evidence)

Associate Professor of Psychology Kathleen Arnold has publicly discussed how AI programs like ChatGPT have impacted learning and memory in her classroom. A January 2025 Highlander Highlights item notes she explained these impacts on a radio broadcast beginning January 17, 2025. A separate LinkedIn post from Radford University (undated, likely 2023) referenced Arnold discussing "the disadvantages of students using ChatGPT." This confirms

individual faculty are engaging with AI-in-classroom issues through public media, though no department-level policy from Psychology has been identified.

Highlander Highlights, January 13, 2025: https://www.radford.edu/news/highlander-highlights-01-13-2025.html

Section IV.A — Approved AI Tools (additional evidence)

The Davis College accreditation and accolades page documents additional faculty AI engagement: Dr. Can Dogan discussed AI risks on WDBJ7 (August 2025), and Macie Rice presented a workshop on "using AI in Social Media" to the Radford Chamber of Commerce (July 2025). These show the Davis College specifically fostering public-facing AI literacy, consistent with the AI Sandbox's stated mission.

Davis College accreditation page: https://www.radford.edu/davis-college-business-economics/accreditation.html

Section IV.B — Pilot Programs (additional evidence: MBA Innovation Concentration)

Radford University launched a new online MBA concentration in Innovation through the Davis College of Business and Economics in Spring 2026, with support from Risepoint. The program description emphasizes "technological fluency" and "transformation skills" as core competencies. While not labeled an AI program, it signals strategic investment in technology-forward graduate business education aligned with the AI Sandbox initiative.

Risepoint announcement: https://risepoint.com/news/shaping-the-future-radford-university-partners-with-risepoint-to-launch-online-master-of-business-administration-concentration-in-innovation/

Section VIII — Infrastructure & Strategic Investment Signals (additional evidence)

The strategic plan launch coverage (January 2026) includes a statement from President Danilowicz that Radford will "leverage innovative technologies and support tools to proactively connect [students] with the services and resources they need to thrive," and for employees, "develop more robust onboarding programs, mentorship opportunities and other knowledge-sharing approaches." This language signals technology investment at the strategic level, though AI is not named specifically.

The Information Technology Services division has its own strategic plan page, describing its mission as "fostering creative and innovative use of technology to achieve the University's objectives." No AI-specific IT strategic initiatives have been identified on public pages.

IT Services strategic plan page: https://www.radford.edu/content/it/home/strategic-plan.html

Strategic plan launch news: https://www.radford.edu/news/2026/strategic-plan-launch.html

Section I.B — Governance Committees (additional evidence)

The OneDrive URL for the adapted "60 AI Assignments" document contains the string OG-artificialintelligencetaskforce, which strongly suggests the existence of an institutional body operating under that name. This is the only public-facing trace of a formal AI governance or advisory structure beyond the individual CITL and Davis College initiatives. No charter, membership list, or meeting minutes for this body are publicly available.

Section V.A — Honor Code Language (catalog confirmation)

The 2025–2026 University Academic Catalog (now a combined undergraduate/graduate catalog) includes a "Honor System" section under Undergraduate Academic Policies. The catalog references the Standards of Student Conduct for definitions of academic integrity violations. As confirmed in the full Standards of Student Conduct PDF (last approved

8/12/2024), none of the violation definitions—cheating, plagiarism, fabrication, facilitation—mention AI, generative AI, or automated tools. The catalog also includes a separate "Graduate Academic Policies" section; its honor system provisions were not fully retrievable but are understood to reference the same Standards document, which applies to both undergraduate and graduate students.

Catalog academic policies page: https://catalog.radford.edu/content.php?catoid=60&navoid=3104

Graduate academic policies: https://catalog.radford.edu/content.php?catoid=60&navoid=3158

Section VI.B — Data Ownership & IP (additional evidence)

The Faculty Senate documents page lists a "Radford University Intellectual Property Policies" PDF. The full text was not retrieved in this sweep, but the document is publicly linked and appears to be the governing institutional IP policy. Whether it addresses AI-generated content or data is not determinable from public-facing page descriptions alone.

Faculty Senate documents (IP policy linked): https://www.radford.edu/faculty-senate/important-documents/index.html

The following areas remain without publicly documented evidence after thorough search:

1. Formal AI governance committee — The URL string "artificialintelligencetaskforce" is the only public trace. No charter, membership, or minutes are available.

2. University-wide AI policy — None exists in publicly accessible form.

3. Faculty handbook AI references — The T&R Faculty Handbook PDF is publicly linked but the full text was not retrievable in this sweep to confirm or deny AI references.

4. Graduate school AI guidance — None identified.

5. AI detection tools policy — No institutional position on AI detection has been published.

6. IT procurement/vetting pathway for AI tools — Not publicly documented.

7. Research office AI guidance — No AI-specific research guidance found.

8. Authorship/disclosure standards for AI — Not publicly documented.

9. IRB/human subjects AI considerations — No AI-specific provisions identified.

10. Library AI research guides — None identified; the CITL appears to own the AI-resource function.

11. Strategic plan full text — The PDF is publicly linked but was not fully retrieved; references to AI or specific technology investments were not confirmed in the plan text.

The institution's AI posture, as publicly visible, is concentrated in two loci: the CITL (faculty-facing resources, adapted assignments, Commons group) and the Davis College AI Sandbox (student/faculty-facing space with tools, workshops, and AI Club). The AI task force URL signal and the BOV GenAI briefing suggest governance-level awareness, but the public documentation trail is thin between those signals and any formalized institutional policy.

UNIVERSITY OF MARY WASHINGTON

Comprehensive Public-Source AI Governance & Teaching Dossier

Evidence snapshot: March 22, 2026

I. INSTITUTIONAL AI GOVERNANCE ARCHITECTURE

A. Formal Governance Framework

UMW does not publish a standalone, university-wide AI policy. Instead, its governance architecture rests on a layered system: a Provost-issued syllabus directive (Fall 2023 onward, updated Spring 2024) requiring every course syllabus to include an AI-use statement; an AI Working Group formed in the 2023-24 academic year under Provost O'Donnell; and, beginning Fall 2025, a formal Center for AI and the Liberal Arts led by Professor of Communication and Digital Studies Anand Rao. The operating framework delegates AI-use decisions in teaching to individual instructors, with institutional guidance and resources provided by the Provost's office, the Center for Teaching, Digital Learning Support, the Digital Knowledge Center, and Simpson Library.

In January 2026, President Troy Paino announced "MaryWashAI," described as an enterprise AI platform in pilot phase with early adopters among faculty and staff, developed in partnership between Information Technologies and the Center for AI and the Liberal Arts.

Provost AI syllabus language PDF: https://provost.umw.edu/wp-content/blogs.dir/191/files/2023/12/AI-Suggested-Syllabus-Language-Spring-2024.pdf

AI Working Group survey announcement (March 2024): https://eagleeye.umw.edu/2024/04/04/participation-needed-on-upcoming-artificial-intelligence-ai-survey/

Center for AI and the Liberal Arts: https://academics.umw.edu/center-for-ai/

MaryWashAI announcement: https://www.umw.edu/news/2026/01/15/umw-commences-spring-2026-semester-with-faculty-and-staff-assembly/

B. Governance Committees & Structure

The AI Working Group, announced in the 2023-24 academic year, was described as a "cross-disciplinary team of faculty and staff exploring the opportunities and challenges of AI at UMW." It was co-chaired by Victoria Russell (Director, Center for Teaching) and Jerry Slezak (Director, Digital Learning Support). The group's stated charges included organizing faculty/staff/student learning opportunities, coordinating resource development, and making policy recommendations as appropriate.

The President's Technology Advisory Council (PTAC), a presidentially appointed committee of faculty, students, and staff established in 2012, advises on technology issues and provides input on digital systems purchasing. No public documentation ties PTAC specifically to AI governance, but its structural role in technology oversight is documented.

Learning Collaborative post on AI Working Group: https://learn.umw.edu/ai-in-the-classroom-where-are-we-now/

PTAC: https://president.umw.edu/ptac/umw-it-strategic-plan/

C. Stated Ethical Principles

UMW's Center for AI and the Liberal Arts states its mission is to ensure students "not only develop technical skills but also critically examine the ethical, cultural, and societal dimensions of AI." The Center's founding language states a commitment to the view that AI raises complex questions about ethics, values, and human impact, and that liberal arts fields are "adept at examining" these questions. In 2017, UMW adopted a strategic goal of "adapting the liberal arts to an age of accelerations and a global digital environment," which the Center cites as foundational.

https://academics.umw.edu/center-for-ai/

II. POLICY INFRASTRUCTURE & INSTITUTIONAL ALIGNMENT

A. Policy Reviews or Gap Analyses

The March 2024 AI survey, distributed at the request of the AI Working Group, was described as an effort to "understand the current state and future directions of generative AI use in teaching, learning, and work at UMW." No public report of findings has been identified. The Faculty Handbook Working Group report of October 2024 addressed comprehensive handbook revisions, but no AI-specific revisions are documented in the publicly available report.

Survey announcement: https://eagleeye.umw.edu/2024/04/04/participation-needed-on-upcoming-artificial-intelligence-ai-survey/

Handbook Working Group report: https://ufc.umw.edu/wp-content/blogs.dir/3211/files/2024/10/Faculty-Handbook-Working-Group-Report-October-2024.pdf

B. Policies Requiring Revision

The Faculty Handbook (2025-26, approved by Board of Visitors July 2025) does not contain AI-specific language in publicly accessible sections. Section 5.4.6 requires four syllabus statements (accessibility, recording, Title IX, honor code) but does not formally mandate an AI statement as a fifth required element. The Provost's AI syllabus language document states "Beginning in Fall 2023 all course syllabi must include a version of one of the following statements," but this requirement originates from the Provost's office guidance, not from the Faculty Handbook itself. The Honor Constitution and Guidebook (2025-2026) do not contain AI-specific language in publicly available text; the definitions of cheating, plagiarism, and fabrication are written in technology-neutral terms.

The existing Intellectual Property policy (Board of Visitors, September 1987; Faculty Handbook Section 5.7.1) predates generative AI and addresses copyrights and patents without reference to AI-generated content.

Faculty Handbook: https://publications.umw.edu/facultyhandbook/

Provost syllabus statements: https://provost.umw.edu/sample-statements-for-course-syllabi/

Honor System Guidebook: https://academics.umw.edu/academicintegrity/academic-integrity/guidebook-and-constitution/

IP Policy: https://adminfinance.umw.edu/hr/handbooks-forms-policies/handbooks/umw-employee-handbook-for-ap-faculty-classified-and-wage-employees-2/general-employment-information/intellectual-properties/

C. Supplemental Guidance Issued

The Provost's office issued AI syllabus language (updated Spring 2024) providing three tiered statements for faculty to select from: AI not permitted, AI permitted in limited capacity, or AI use approved and encouraged. The document includes guidance on fact-checking, bias awareness, prompt quality, and documentation expectations. The Academic Integrity office published student-facing guidance on AI tools (updated December 2023) that frames unauthorized AI use as potential cheating, plagiarism, or fabrication under the Honor System. Digital Learning Support published an AI resources page and a Copilot getting-started guide for faculty. The Digital Knowledge Center published a student-facing guide on generative AI tools. Simpson Library published a research guide for AI in academic research.

Provost AI language: https://provost.umw.edu/wp-content/blogs.dir/191/files/2023/12/AI-Suggested-Syllabus-Language-Spring-2024.pdf

Academic Integrity AI guidance: https://academics.umw.edu/academicintegrity/student-resources/artificial-intelligence-ai/

DLS AI resources: https://learn.umw.edu/ai-resources/

DLS Copilot guide: https://learn.umw.edu/copilot/

DKC AI guide: https://dkc.umw.edu/tools/ai/

Library AI research guide: https://library.umw.edu/ai-for-research

III. TEACHING & LEARNING POSTURE

A. Faculty Guidance Model

UMW operates an instructor-discretion model. The Provost's guidance states that "Use of AI technology in academic coursework is at the discretion of the course instructor." Faculty are required (per Provost directive beginning Fall 2023) to include one of three syllabus statements. The Academic Integrity office emphasizes that "AI tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor." The Academic Integrity site and syllabus statement pages provide model language, citation guidance (APA, MLA, Chicago), and documentation expectations.

The Center for Teaching and DLS provide faculty development programming on AI pedagogy. The Learning Collaborative (DLS blog) published an overview titled "AI in the Classroom: Where Are We Now?" that recommended including assignment-level AI expectations, holding students responsible for accuracy, and understanding that AI is not just ChatGPT. The Faculty Handbook (Section 5.4.6) requires a syllabus honor code statement but does not currently mandate AI-specific language as a separate handbook requirement.

Provost AI language: https://provost.umw.edu/wp-content/blogs.dir/191/files/2023/12/AI-Suggested-Syllabus-Language-Spring-2024.pdf

Academic Integrity AI page: https://academics.umw.edu/academicintegrity/student-resources/artificial-intelligence-ai/

Syllabus statements: https://academics.umw.edu/academicintegrity/faculty-resources/syllabus-statements/

Learning Collaborative post: https://learn.umw.edu/ai-in-the-classroom-where-are-we-now/

B. Graduate School Guidance

UMW offers master's programs in Education (M.Ed.) and Business Administration (MBA), and has recently approved a Master of Science in Nursing. No AI-specific policies for graduate

students are publicly documented separately from the undergraduate honor system and provost-level guidance, which apply to all students. The graduate academic catalog does not contain AI-specific integrity provisions in publicly available text.

Graduate catalog: https://catalog.umw.edu/graduate/

MBA: https://catalog.umw.edu/graduate/business-programs/master-business-administration/

C. AI Detection Tools Policy

No public UMW policy on AI detection tools (such as Turnitin's AI detection feature) was identified. The DLS resources page and academic integrity guidance do not endorse or prohibit specific detection technologies. Faculty AI resources from DLS note the importance of communicating expectations and outline steps for suspected violations without referencing detection tools.

D. Faculty Support Infrastructure

Faculty support for AI integration is provided through multiple offices: the Center for Teaching (directed by Victoria Russell), Digital Learning Support (directed by Jerry Slezak), the Digital Knowledge Center (directed by Cartland Berge), Simpson Library, and the Center for AI and the Liberal Arts (directed by Anand Rao). DLS published a technology resources guide for new faculty that lists Microsoft 365 applications including Copilot AI among standard tools, and notes that "digital assignments help students demonstrate proficiency in engaging ways while building classroom community and reducing AI misuse."

UMW is also part of a National Endowment for the Humanities collaborative grant with four other COPLAC institutions ("Developing a Public Liberal Arts Humanities Curriculum: Empowering Students to Navigate an AI World"), with UMW's Center for Teaching leading the campus effort. This grant focuses on developing courses, modules, and open-access AI teaching resources for humanities curricula.

DLS new faculty tips: https://academics.umw.edu/dls/new-faculty-tips/

NEH/COPLAC grant news: https://www.umw.edu/news/2024/04/19/collaborative-humanities-grant-expands-ai-initiatives-at-umw/

Center for Teaching staff: https://academics.umw.edu/teach/about/meet-our-staff/

IV. TOOL ECOSYSTEM & PROCUREMENT GOVERNANCE

A. Approved AI Tools

Microsoft 365 Copilot Chat is explicitly identified as available to all UMW students, faculty, and staff through institutional Microsoft 365 accounts. The DKC Copilot guide and DLS Copilot training materials emphasize that Copilot provides "protected" privacy mode, meaning user data does not leave UMW, chat data is not saved, Microsoft has no access to prompts, and data is not used to train models. The DKC AI guide and Simpson Library AI research guide also reference ChatGPT, Claude, Google Gemini, Perplexity, NotebookLM, Semantic Scholar, Scholarcy, and other commercial tools without institutional endorsement, treating them as tools students may encounter.

"MaryWashAI" was announced in January 2026 as an enterprise AI platform in pilot phase, developed in partnership between IT and the Center for AI and the Liberal Arts. No further public documentation of its specifications or rollout timeline was identified.

DKC Copilot guide: https://dkc.umw.edu/tools/copilot/

DLS Copilot guide: https://learn.umw.edu/copilot/

DKC AI guide: https://dkc.umw.edu/tools/ai/

Library AI research guide: https://library.umw.edu/ai-for-research

MaryWashAI: https://www.umw.edu/news/2026/01/15/umw-commences-spring-2026-semester-with-faculty-and-staff-assembly/

B. Pilot Programs

MaryWashAI is described as in pilot phase with "several early adopters through faculty and staff." The free one-credit Introduction to AI course (Summer 2025), which enrolled more than 230 students, functioned as a campus-wide pilot for baseline AI literacy. A more extensive fall course, DGST 301N: AI and Society, followed. The Center for AI and the Liberal Arts also offered executive-facing programming, including an "AI ROI: Empowering Your Team to Work Smarter with AI" virtual session (January 2026) and a full-day "Executive's Guide to AI" (February 2026) as part of the Business Acumen Series.

Center for AI courses: https://academics.umw.edu/center-for-ai/academic-courses/

Intro to AI: https://academics.umw.edu/intro-to-ai/

AI Strategy session news: https://www.umw.edu/news/2026/01/20/ai-strategy-session-offered-by-center-for-ai-and-the-liberal-arts-on-jan-21/

C. Procurement & Approval Pathways

UMW follows Commonwealth of Virginia procurement regulations. Technology purchases are routed through Procurement Services, and the IT department's Agency Information Technology Resource (AITR) liaison ensures compliance with VITA (Virginia Information Technologies Agency) standards. The Enterprise Architecture Standard (adopted from CoVA ITRM EA225-09) categorizes technologies as Strategic, Emerging/Pilot, Contained, or Retired, with new technology deployments requiring "appropriate operational and performance reviews." The Hosted Technology Services Addendum applies to vendors delivering cloud-based applications that transmit, process, or store university data.

No AI-specific procurement pathway, security review checklist, or technology vetting process for AI tools has been publicly documented. The IT policies page lists general information security, data classification, and infrastructure standards but no AI-specific supplements.

IT Policies: https://technology.umw.edu/it-policies/

Enterprise Architecture Standard: https://technology.umw.edu/it-policies/infrastructure-and-enterprise-architecture-standard/

Hosted Technology Services Addendum: https://technology.umw.edu/information-security/htsa/

Procurement overview: https://adminfinance.umw.edu/tess/training-and-system-support/introduction_to_purchasing/

V. ACADEMIC INTEGRITY INTEGRATION

A. Honor Code Language

The Honor System is student-run, and the Honor Pledge states: each student pledges not to lie, cheat, or steal and to actively contribute to a community of trust. The Honor Constitution defines lying, cheating, and stealing as specific infringements. The system applies to "all facets of

campus life." The honor pledge required on coursework means submitted work is the student's own, "completed according to requirements for the course as determined by the instructor."

The Academic Integrity office's AI guidance page explicitly states that use of AI without instructor permission "is a violation of UMW's Honor System" and that using AI-generated content without proper citation "is considered cheating as well." The page frames three potential violation categories: cheating (submitting AI work as one's own), plagiarism (failing to attribute AI-sourced material), and fabrication (AI-generated fake citations or data). Citation guidance references APA, MLA, and Chicago Manual of Style standards for LLM-generated materials.

Honor System catalog: https://catalog.umw.edu/university/honor-system/

Honor Pledge: https://academics.umw.edu/academicintegrity/hc/honor-pledge/

AI tools guidance: https://academics.umw.edu/academicintegrity/student-resources/artificial-intelligence-ai/

Honor System Guidebook 2025-26: https://academics.umw.edu/academicintegrity/academic-integrity/guidebook-and-constitution/

B. Enforcement Process

Suspected violations are reported to the Honor Council. Sanctions range from honor education to permanent dismissal, with major sanctions noted on permanent transcripts. The Academic Integrity AI page directs students with questions to consult their instructor before submitting assignments. The Provost's AI syllabus language states that unauthorized AI use "will be considered a violation of course policy and as such, the student may be referred to the UMW Honor Council." The Inside Higher Ed report on UMW's Intro to AI course noted that Rao collaborated with the Honor Council to articulate how AI use is addressed in the honor code. The Intro to AI summer course itself covered academic integrity as a core topic.

Reporting a violation: https://academics.umw.edu/academicintegrity/academic-integrity/hc/reporting-a-violation/

Inside Higher Ed coverage: https://www.insidehighered.com/news/student-success/college-experience/2025/09/22/online-course-gives-college-students-foundation

VI. RESEARCH GOVERNANCE & ETHICS

A. Research Office AI Guidance

Not publicly documented in available sources. The Office of External Grants and Funding (under the Provost) addresses proposal preparation, human subjects requirements, and grant policies but publishes no AI-specific research guidance. No AI addendum to grant application procedures, responsible conduct of research policies, or research data management policies was identified.

Grants office: https://provost.umw.edu/grantsoffice/

Proposal preparation: https://provost.umw.edu/grantsoffice/proposal-preparation/

B. Data Ownership & IP Position

The Intellectual Property policy (Board of Visitors, 1987; Faculty Handbook Section 5.7.1; Employee Handbook) provides that employees, students, and visitors retain rights to IP "developed on their own initiative without substantial use of University facilities and resources." The University obtains full rights when materials "result from an assigned duty" or when the

University "provides substantial, specific support." This policy predates generative AI and does not address AI-generated content, co-authorship with AI tools, or ownership of AI-assisted outputs.

https://adminfinance.umw.edu/hr/handbooks-forms-policies/handbooks/umw-employee-handbook-for-ap-faculty-classified-and-wage-employees-2/general-employment-information/intellectual-properties/

C. Authorship & Disclosure Standards

Not publicly documented in available sources. No institutional guidance on AI disclosure in publications, AI co-authorship, or faculty/student research attribution involving AI tools was identified outside of the course-level citation guidance.

D. Human Subjects Considerations

The IRB operates under the Provost's office, with the Associate Provost for Institutional Analysis and Effectiveness serving as the institutional official. The IRB's Manual of Policies and Procedures follows standard federal regulations (45 CFR 46) and addresses exemption categories, expedited review, and full board review. No AI-specific guidance for human subjects research (e.g., use of AI in data collection, AI-generated stimuli, or research involving AI systems) was identified in publicly available IRB materials. CITI training is required for all researchers.

IRB main page: https://provost.umw.edu/irb/

IRB review process: https://provost.umw.edu/irb/manual-of-procedures-and-policies/irb-review-process/

IRB FAQs: https://provost.umw.edu/irb/faqs/

IRB administration: https://provost.umw.edu/irb/manual-of-procedures-and-policies/irb-administration-at-umw/

VII. LIBRARY & INFORMATION LITERACY SIGNALS

Simpson Library's "Artificial Intelligence (AI) for Academic Research" guide is a comprehensive multi-page resource organized by task: generating topics and overviews, searching, and summarizing. It lists and describes multiple AI tools by function (Microsoft Copilot, ChatGPT, Claude, Google Gemini, NotebookLM, Scholarcy, Anara, Semantic Scholar, Consensus, Elicit, Research Rabbit, Perplexity, and others), with specific guidance on limitations, hallucinations, bias types (confirmation, content, gender, racial/ethnic, cultural), plagiarism risks, and the distinction between library databases and AI search capabilities. The guide explicitly warns that AI tools "do not search the overwhelming amount of full-text books and articles available through the library" and cautions against relying on "deep research" features of commercial chatbots.

The DKC guide on generative AI tools includes tool recommendations, ethical concerns (consent of creators, environmental cost, labor exploitation in training), and a section on citing AI-generated content.

Library AI guide: https://library.umw.edu/ai-for-research

Library AI limitations page: https://library.umw.edu/AI-for-research/limitations

DKC AI guide: https://dkc.umw.edu/tools/ai/

VIII. INFRASTRUCTURE & STRATEGIC INVESTMENT SIGNALS

UMW adopted the Commonwealth of Virginia's Enterprise Architecture Standard and Information Security Standard (SEC 501-07.1). The university's IT governance structure includes a CIO (Jonathan Piersol), Director of IT Security/ISO (Mike Townes), and the AITR liaison to VITA. The IT strategic plan (2015-2020, the most recent publicly posted version) was developed with input from PTAC, the Department of Teaching and Learning Technologies, and the Technology Portfolio Management Committee. No updated IT strategic plan addressing AI has been publicly posted.

The College of Business strategic plan includes "advance technology integration in curriculum" as a priority. UMW's 2017 institutional strategic goal of "adapting the liberal arts to an age of accelerations and a global digital environment" is cited by the Center for AI and the Liberal Arts as a foundation for its establishment.

The January 2026 announcement of MaryWashAI documents institutional investment in enterprise-level AI tooling beyond the existing Microsoft Copilot access. The creation of the Center for AI and the Liberal Arts, partially funded by a $100,000 donor gift (Gladis family, over five years), represents the most visible structural investment.

IT departments: https://technology.umw.edu/our-departments-and-offices/

IT strategic plan (2015-2020): https://president.umw.edu/ptac/umw-it-strategic-plan/

College of Business strategic plan: https://business.umw.edu/about-us/strategic-initiatives/

Center for AI and the Liberal Arts: https://academics.umw.edu/center-for-ai/

Center funding: https://www.umw.edu/news/2025/10/24/umw-to-host-public-lecture-on-educations-future-in-the-age-of-ai/

IX. PUBLIC STATEMENTS & EXECUTIVE SIGNALING

President Troy Paino has made repeated public statements positioning AI as central to UMW's future. At the Spring 2026 all-faculty-and-staff assembly, he stated: "We really need to think boldly about how we can be leaders in our space as a public liberal arts and sciences university in the age of artificial intelligence." He announced MaryWashAI at that same event. In a 2024 interview with FXBG Advance, Paino stated that the humanities "have a key role to play in how we deal with the new reality that AI has created" and affirmed UMW's involvement in the NEH grant on AI and humanities curricula. The President's biography page on umw.edu cites the launch of the Center for AI and the Liberal Arts as among Paino's contributions.

The second episode of the new "What Matters Most With President Paino" podcast (launched early 2026) featured Anand Rao for a conversation on AI education, ethical adoption, and preparing students for an AI-driven future.

Professor Anand Rao, as the university's most visible faculty voice on AI, has been featured in Inside Higher Ed, The Wall Street Journal, and With Good Reason, and published two books on AI in education. The Center for AI and the Liberal Arts has hosted public events including debates on AI and the Environment, AI and Copyright, and a public lecture on "Reclaiming Human Intelligence in the Age of AI."

Spring 2026 assembly: https://www.umw.edu/news/2026/01/15/umw-commences-spring-2026-semester-with-faculty-and-staff-assembly/

FXBG Advance interview: https://www.fxbgadvance.com/p/interview-president-troy-paino-of

President bio: https://www.umw.edu/president/biography/

Podcast launch: https://www.umw.edu/news/2026/02/05/umw-launches-what-matters-most-podcast-with-president-paino/

Center launch news: https://www.umw.edu/news/2025/08/11/ai-research-and-real-world-impact-take-shape-at-umw-through-center-for-ai-and-the-liberal-arts/

AI public lecture: https://www.umw.edu/news/2025/10/24/umw-to-host-public-lecture-on-educations-future-in-the-age-of-ai/

AI strategy session: https://www.umw.edu/news/2026/01/20/ai-strategy-session-offered-by-center-for-ai-and-the-liberal-arts-on-jan-21/

Inside Higher Ed: https://www.insidehighered.com/news/student-success/college-experience/2025/09/22/online-course-gives-college-students-foundation

English dept AI course: https://cas.umw.edu/enli/courses/upcoming-new-and-special-topics-courses/

X. EVIDENCE ARCHIVE

Governance & Policy

Provost AI syllabus statements: https://provost.umw.edu/sample-statements-for-course-syllabi/

Provost AI language PDF (Spring 2024): https://provost.umw.edu/wp-content/blogs.dir/191/files/2023/12/AI-Suggested-Syllabus-Language-Spring-2024.pdf

Center for AI and the Liberal Arts: https://academics.umw.edu/center-for-ai/

Center for AI courses: https://academics.umw.edu/center-for-ai/academic-courses/

Intro to AI program page: https://academics.umw.edu/intro-to-ai/

AI Working Group survey: https://eagleeye.umw.edu/2024/04/04/participation-needed-on-upcoming-artificial-intelligence-ai-survey/

University policies index: https://www.umw.edu/policies/university-policies/

Academic Integrity

Honor System (catalog): https://catalog.umw.edu/university/honor-system/

Honor Council: https://academics.umw.edu/academicintegrity/hc/

Honor Pledge: https://academics.umw.edu/academicintegrity/hc/honor-pledge/

Honor System Guidebook 2025-26: https://academics.umw.edu/academicintegrity/academic-integrity/guidebook-and-constitution/

AI tools student guidance: https://academics.umw.edu/academicintegrity/student-resources/artificial-intelligence-ai/

Faculty syllabus statements: https://academics.umw.edu/academicintegrity/faculty-resources/syllabus-statements/

Reporting a violation: https://academics.umw.edu/academicintegrity/academic-integrity/hc/reporting-a-violation/

Teaching & Faculty Development

DLS AI resources: https://learn.umw.edu/ai-resources/

DLS Copilot guide: https://learn.umw.edu/copilot/

DLS "AI in the Classroom" post: https://learn.umw.edu/ai-in-the-classroom-where-are-we-now/

DLS new faculty tech resources: https://academics.umw.edu/dls/new-faculty-tips/

DKC generative AI guide: https://dkc.umw.edu/tools/ai/

DKC Copilot page: https://dkc.umw.edu/tools/copilot/

Center for Teaching staff: https://academics.umw.edu/teach/about/meet-our-staff/

Library

AI for Academic Research guide: https://library.umw.edu/ai-for-research

AI limitations page: https://library.umw.edu/AI-for-research/limitations

Library policies: https://library.umw.edu/library/policies

IT & Infrastructure

IT Policies index: https://technology.umw.edu/it-policies/

Information Security Standard: https://technology.umw.edu/it-policies/it-security-standard/

Enterprise Architecture Standard: https://technology.umw.edu/it-policies/infrastructure-and-enterprise-architecture-standard/

Hosted Technology Services Addendum: https://technology.umw.edu/information-security/htsa/

IT departments: https://technology.umw.edu/our-departments-and-offices/

PTAC/IT strategic plan: https://president.umw.edu/ptac/umw-it-strategic-plan/

Computer use policy (Employee Handbook): https://adminfinance.umw.edu/hr/handbooks-forms-policies/handbooks/umw-employee-handbook-for-ap-faculty-classified-and-wage-employees-2/general-employment-information/computer-use/

Research & IP

IRB: https://provost.umw.edu/irb/

IRB review process: https://provost.umw.edu/irb/manual-of-procedures-and-policies/irb-review-process/

IRB administration: https://provost.umw.edu/irb/manual-of-procedures-and-policies/irb-administration-at-umw/

IRB FAQs: https://provost.umw.edu/irb/faqs/

Grants office: https://provost.umw.edu/grantsoffice/

Proposal preparation: https://provost.umw.edu/grantsoffice/proposal-preparation/

Human subjects policy: https://provost.umw.edu/grantsoffice/umw-grant-policies/use-of-human-subjects/

Intellectual property (Employee Handbook): https://adminfinance.umw.edu/hr/handbooks-forms-policies/handbooks/umw-employee-handbook-for-ap-faculty-classified-and-wage-employees-2/general-employment-information/intellectual-properties/

Handbooks & Catalogs

Faculty Handbook: https://publications.umw.edu/facultyhandbook/

Student Handbook: https://publications.umw.edu/studenthandbook/

Undergraduate catalog: https://catalog.umw.edu/undergraduate/

Graduate catalog: https://catalog.umw.edu/graduate/

Faculty Handbook Working Group report (Oct 2024): https://ufc.umw.edu/wp-content/blogs.dir/3211/files/2024/10/Faculty-Handbook-Working-Group-Report-October-2024.pdf

2024 Handbook revision page: https://ufc.umw.edu/2024-handbook-revision/

Strategic Plans

College of Business strategic plan: https://business.umw.edu/about-us/strategic-initiatives/

College of Business vision/mission: https://business.umw.edu/about-us/about/vision-mission-values/

Provost office: https://provost.umw.edu/

Faculty governance resources: https://ufc.umw.edu/faculty-governance-resources/

News & Executive Statements

Spring 2026 assembly (MaryWashAI announcement): https://www.umw.edu/news/2026/01/15/umw-commences-spring-2026-semester-with-faculty-and-staff-assembly/

Podcast launch: https://www.umw.edu/news/2026/02/05/umw-launches-what-matters-most-podcast-with-president-paino/

AI strategy session (Jan 2026): https://www.umw.edu/news/2026/01/20/ai-strategy-session-offered-by-center-for-ai-and-the-liberal-arts-on-jan-21/

Center for AI launch news: https://www.umw.edu/news/2025/08/11/ai-research-and-real-world-impact-take-shape-at-umw-through-center-for-ai-and-the-liberal-arts/

Intro to AI course news: https://www.umw.edu/news/2025/05/16/umw-students-get-ahead-with-complimentary-intro-to-ai-course-this-summer/

NEH/COPLAC grant: https://www.umw.edu/news/2024/04/19/collaborative-humanities-grant-expands-ai-initiatives-at-umw/

Public lecture on AI in education: https://www.umw.edu/news/2025/10/24/umw-to-host-public-lecture-on-educations-future-in-the-age-of-ai/

President bio: https://www.umw.edu/president/biography/

President's office: https://www.umw.edu/president/

FXBG Advance interview: https://www.fxbgadvance.com/p/interview-president-troy-paino-of

Augusta Free Press (Center launch): https://augustafreepress.com/news/mary-washington-students-to-engage-with-ai-in-liberal-arts-context-at-new-center/

Inside Higher Ed (Intro to AI): https://www.insidehighered.com/news/student-success/college-experience/2025/09/22/online-course-gives-college-students-foundation

English dept AI writing course: https://cas.umw.edu/enli/courses/upcoming-new-and-special-topics-courses/

Supplementary Findings

1. MaryWashAI enterprise platform (January 2026 announcement) — a pilot-phase institutional AI tool built in partnership between IT and the Center for AI and the Liberal Arts.

2. Full text of the Provost's AI syllabus language PDF — the actual three-tiered statement structure (AI prohibited / limited / approved), with the directive that all syllabi must include one beginning Fall 2023. This is the closest thing UMW has to a formal AI policy document.

3. AI Working Group structure — co-chaired by Victoria Russell (Center for Teaching) and Jerry Slezak (DLS), with a campus-wide survey distributed March 2024. No public findings report was located.

4. Faculty Handbook gap confirmed — Section 5.4.6 mandates four syllabus statements but does not formally require an AI statement. The AI requirement originates from the Provost's office, not the Handbook itself. The October 2024 Handbook Working Group report contains no AI-specific revisions.

5. Intellectual Property policy — Board of Visitors, 1987, Faculty Handbook Section 5.7.1. Predates generative AI entirely. No updates addressing AI-generated content were found.

6. IT procurement pathway — documented through the Enterprise Architecture Standard (CoVA EA225-09), the Hosted Technology Services Addendum for cloud vendors, and VITA/AITR compliance structure. No AI-specific procurement layer exists.

7. IRB pages fully reviewed — no AI-specific human subjects guidance. Standard federal regulation framework only.

8. Executive signaling intensification — Paino's Spring 2026 assembly framing UMW's identity around AI leadership, the presidential podcast episode with Rao, and the Center for AI's public event programming (debates on AI and the Environment, AI and Copyright, public lectures) all represent a sustained institutional messaging campaign.

9. Department-level course signals — English Department's ENGL 306S: "Writing With and About Generative AI" (Dr. Blevins) identified as a discipline-specific AI course meeting writing intensive and digital intensive requirements.

10. Continuing and Professional Studies AI offering — a $15 Introduction to AI self-paced course for external audiences, plus executive sessions through the Business Acumen Series.

No formal policy revision process for AI has been publicly announced

No AI-specific procurement or security review process

No research office AI guidance

No AI-specific data ownership or IP position

No institutional authorship or disclosure standards for AI

No AI-specific human subjects considerations in IRB materials

No published AI detection tools policy

No graduate-specific AI guidance beyond the institution-wide framework

No published results from the 2024 AI Working Group survey

UNIVERSITY OF VIRGINIA'S COLLEGE AT WISE (UVA WISE)

Comprehensive Public-Source AI Governance & Teaching Dossier

Evidence snapshot: March 22, 2026

I. INSTITUTIONAL AI GOVERNANCE ARCHITECTURE

A. Formal Governance Framework

UVA Wise has adopted an institutional AI policy. The CAFE (Center for Advancement of Faculty Excellence) faculty resources page references a UVA Wise Policy on AI approved in Spring 2024. The policy document is hosted on Box and linked from the CAFE resources page. The document requires Box access; its full text is not rendered on the public website.

The CAFE page states: UVA Wise requires a clear AI policy in your classes that makes every attempt to clarify precisely where AI can and cannot be used in your assignments.

https://www.uvawise.edu/academic-affairs/center-for-advancement-faculty-excellence/resources

https://uvawise.box.com/s/nccouxi9docy2912wp561sfspdxv6z8n

As a branch of the University of Virginia, UVA Wise falls under UVA system-wide IT policies. UVA Policy IRM-002 (Acceptable Use of University IT Resources) explicitly applies to the College at Wise and includes generative AI tools (such as UVA Copilot) in its definition of IT resources. DeepSeek AI applications are prohibited on university devices or networks. UVA Policy IRM-004 (Information Security) similarly applies.

https://uvapolicy.virginia.edu/policy/IRM-002

https://uvapolicy.virginia.edu/policy/IRM-004

B. Governance Committees & Structure

No UVA Wise-specific AI task force, AI committee, or AI governance body was identified. CAFE serves as the primary faculty-facing unit for AI guidance distribution.

C. Stated Ethical Principles

No enumerated set of AI-specific ethical principles was identified as published by UVA Wise. The CAFE page emphasizes ethical use of AI in teaching contexts and links to UVA Charlottesville's resources on generative AI.

II. POLICY INFRASTRUCTURE & INSTITUTIONAL ALIGNMENT

A. Policy Reviews or Gap Analyses

Not publicly documented in available sources.

B. Policies Requiring Revision

Not publicly documented in available sources.

C. Supplemental Guidance Issued

UVA Wise Policy on AI — Approved Spring 2024. Hosted on Box.

https://uvawise.box.com/s/nccouxi9docy2912wp561sfspdxv6z8n

Sample AI Syllabus Language from Multiple Disciplines — Provides sample course-level AI policies contributed by UVA Wise faculty across multiple departments.

https://uvawise.box.com/s/0lro2m1knkiayhfqzvpo6faerik0cgmv

Student Handout on Ethical Writing Including AI Generative Text — A handout for distribution to students.

https://uvawise.box.com/s/g5v5cudzm3tr36ohj7yo78tmq75zhq1f

Teaching AI Literacy PowerPoint for Faculty — A presentation resource for UVA Wise faculty.

https://uvawise.box.com/s/uhv7x9osr86ou49wz9pm4nru2sybkmgh

III. TEACHING & LEARNING POSTURE

A. Faculty Guidance Model

The Center for Advancement of Faculty Excellence (CAFE) is the primary faculty development and guidance unit. Contact: Emily Dotson, ead2y@uvawise.edu. The stated institutional posture is that individual instructors must set clear, course-specific AI policies. CAFE states: No AI checker is a smoking gun, and charges of plagiarism with AI are nearly impossible to prove. It recommends that when in doubt, faculty invite students to discuss their work privately.

CAFE recommends: using drafts as a preventative measure (citing MLA and CCCC recommendations); making assignments uniquely specific or personal to course materials; requiring AI checks by students; in-class assignments; and teaching students where AI is useful (preliminary research, brainstorming, structural models) versus where it falls short (inaccuracies, hallucinations, lack of nuanced understanding). CAFE directs faculty to UVA Charlottesville resources including the Getting Started with Generative AI guide, the Canvas-based online course Teaching in a World with Generative AI, and the UVA Teaching Hub resources.

https://www.uvawise.edu/academic-affairs/center-for-advancement-faculty-excellence/resources

B. Graduate School Guidance

UVA Wise offers a limited graduate program (Master of Education). No AI-specific graduate student guidance was identified. The Nursing Student Handbook (2025–2026) contains a notable AI-specific statement: A student's use of AI tools in and of itself does not constitute a violation of the UVA Wise Honor System but rather will be considered in context.

https://www.uvawise.edu/sites/default/files/attachments/departments/2026-01/Nursing-Student-Handbook-2025-2026.pdf

C. AI Detection Tools Policy

CAFE states explicitly: No AI checker is a smoking gun, and charges of plagiarism with AI are nearly impossible to prove. CAFE advises faculty to check with department chairs before making any accusations. The CAFE resources page links to two commercial AI detection tools — Winston AI and ZeroGPT — with pricing information, but frames these as tools faculty may optionally explore, not as institutionally endorsed or required.

D. Faculty Support Infrastructure

CAFE provides: UVA Wise Policy on AI document, sample AI syllabus language from multiple disciplines, student handout on ethical writing with AI, teaching AI literacy PowerPoint, links to UVA Charlottesville AI resources and Canvas course, links to MLA/CCCC policy recommendations and citation guides. CAFE also administers the New Faculty Learning

Community and an Academic Innovation (Teaching) Funding program. No named AI-specific workshops or training series were documented.

https://www.uvawise.edu/academic-affairs/academic-innovation-funding-request

IV. TOOL ECOSYSTEM & PROCUREMENT GOVERNANCE

A. Approved AI Tools

As part of the UVA system, UVA Wise affiliates have access to UVA-licensed tools. UVA Copilot (Microsoft Copilot with enterprise data protection) is available to UVA affiliates including UVA Wise through central Microsoft 365 accounts. The DeepSeek AI application is prohibited on university devices and networks per UVA system policy. No UVA Wise-specific tool list beyond the UVA system offerings was identified.

B. Pilot Programs

Not publicly documented in available sources.

C. Procurement & Approval Pathways

UVA Wise falls under UVA system-wide IT governance for procurement and security. As a Virginia public institution, it is also subject to VITA standards and the Commonwealth's Executive Order 30 AI policy standards.

V. ACADEMIC INTEGRITY INTEGRATION

A. Honor Code Language

UVA Wise operates an Honor System focused on academic conduct. Lying, cheating, and stealing relative to academic work are issues to which the Honor System applies. Violation can result in dismissal or imposition of an intermediate sanction. The Honor System Constitution (ratified May 1, 2023) defines cheating to include giving or receiving aid without the consent of the instructor.

The Honor System Constitution does not contain explicit AI-specific language. However, the Nursing Student Handbook provides an interpretive statement: A student's use of AI tools in and of itself does not constitute a violation of the UVA Wise Honor System but rather will be considered in context. The Honor Pledge reads: I certify on my honor as a student of The University of Virginia's College at Wise that I have neither received nor given aid on this [test, exam, etc.].

https://www.uvawise.edu/college-life/campus/student-leadership-governance/honor-system
https://www.uvawise.edu/sites/default/files/attachments/pages/2024-08/2024-2025-HONOR-SYSTEM-CONSTITUTION.pdf

B. Enforcement Process

The Honor Court consists of two representatives from each class, elected by the student body. Alleged violations must be reported in writing to the Advocate within 30 calendar days after the end of the academic session. CAFE guidance to faculty: Be aware that since AI can't easily be proven, charges can create a hostile environment over unprovable accusations, so tread carefully and check with your Chair before making any accusations.

VI. RESEARCH GOVERNANCE & ETHICS

A. Research Office AI Guidance

Not publicly documented for UVA Wise specifically. UVA Wise has limited research infrastructure relative to the main UVA campus.

B. Data Ownership & IP Position

Not publicly documented in available sources.

C. Authorship & Disclosure Standards

Not publicly documented in available sources.

D. Human Subjects Considerations

Not publicly documented in available sources.

VII. LIBRARY & INFORMATION LITERACY SIGNALS

No UVA Wise-specific library AI research guide was identified. The CAFE resources page links to UVA Charlottesville's library resources (the GenAI LibGuide and the Getting Started with Generative AI guide). CAFE links to MLA and APA citation guides for AI tools.

https://style.mla.org/citing-generative-ai/
https://apastyle.apa.org/blog/how-to-cite-chatgpt

VIII. INFRASTRUCTURE & STRATEGIC INVESTMENT SIGNALS

UVA Wise is a small public liberal arts college (approximately 2,000 students) located in Wise, Virginia. It is a branch of the University of Virginia and is accredited by SACSCOC. UVA Wise holds designation as an Apple Distinguished School. No AI-specific center, institute, or significant compute infrastructure investment was identified. No new AI degree programs or AI-specific faculty hiring was documented.

IX. PUBLIC STATEMENTS & EXECUTIVE SIGNALING

No public statements from the Chancellor, Provost, or other UVA Wise senior leaders specifically addressing generative AI governance, policy, or strategy were identified. UVA Wise's AI engagement is most visible through CAFE's faculty guidance infrastructure.

X. EVIDENCE ARCHIVE

Section I — Governance

https://www.uvawise.edu/academic-affairs/center-for-advancement-faculty-excellence/resources
https://uvawise.box.com/s/nccouxi9docy2912wp561sfspdxv6z8n
https://uvapolicy.virginia.edu/policy/IRM-002

Section II — Supplemental Guidance

https://uvawise.box.com/s/0lro2m1knkiayhfqzvpo6faerik0cgmv
https://uvawise.box.com/s/g5v5cudzm3tr36ohj7yo78tmq75zhq1f
https://uvawise.box.com/s/uhv7x9osr86ou49wz9pm4nru2sybkmgh

Section III — Teaching & Learning

https://www.uvawise.edu/academic-affairs/center-for-advancement-faculty-excellence/resources

https://www.uvawise.edu/sites/default/files/attachments/departments/2026-01/Nursing-Student-Handbook-2025-2026.pdf

Section V — Academic Integrity

https://www.uvawise.edu/college-life/campus/student-leadership-governance/honor-system

https://www.uvawise.edu/sites/default/files/attachments/pages/2024-08/2024-2025-HONOR-SYSTEM-CONSTITUTION.pdf

VIRGINIA MILITARY INSTITUTE

Comprehensive Public-Source AI Governance & Teaching Dossier

Evidence snapshot: March 22, 2026

I. INSTITUTIONAL AI GOVERNANCE ARCHITECTURE

A. Formal Governance Framework

Not publicly documented in available sources. VMI has no publicly visible institution-wide AI policy, AI task force, or formal AI governance framework. The Institute's governance documents — including the Faculty Handbook (January 2026 edition), the Academic Regulations (Part IV), the VMI Regulations (Part II), General Order 50 (Acceptable Use Policy), and the 2024–2034 Strategic Plan — contain no references to artificial intelligence, generative AI, or AI-specific governance provisions in any publicly accessible version.

B. Governance Committees & Structure

Not publicly documented in available sources. No AI-specific committee, working group, or advisory body is referenced on any VMI governance, academic, or administrative page. The Faculty Advisory Council (FAC) and Academic Board are the principal academic governance bodies; neither shows any public record of AI-related agenda items or recommendations.

C. Stated Ethical Principles

VMI's foundational ethical architecture is the Honor Code — "A Cadet will not lie, cheat, steal, nor tolerate those who do" — which is a single-sanction system (dismissal for any breach). The Honor System is administered by a cadet-elected Honor Court and pervades all aspects of academic and cadet life. No public document explicitly extends the Honor Code's principles to AI use, nor are there published ethical principles specific to AI adoption.

https://www.vmi.edu/cadet-life/cadet-leadership-and-development/honor-system/
https://www.vmi.edu/media/content-assets/documents/institute-regulations/VMI-Regulations-Part-II.pdf

II. POLICY INFRASTRUCTURE & INSTITUTIONAL ALIGNMENT

A. Policy Reviews or Gap Analyses

Not publicly documented in available sources. No published policy review, gap analysis, or task force report addressing the intersection of AI with existing academic, honor, or technology policies is visible on any VMI website.

B. Policies Requiring Revision

Not publicly documented in available sources. The Faculty Handbook Record of Recent Changes (current through January 2026) lists updates to tenure processes, disability policy, evaluation procedures, and organizational structure — none involving AI or technology in teaching. The Academic Regulations table of contents includes a "Computers in the Classroom Policy" section, but this predates the generative AI era and is not publicly available in a version addressing AI tools.

https://www.vmi.edu/media/content-assets/documents/human-resources/VMI-Faculty-Handbook.pdf

C. Supplemental Guidance Issued

Not publicly documented in available sources. No dean's memo, provost announcement, or supplemental AI guidance document is publicly visible. The Regulations and Policies page directs readers to Part IV (Academic Regulations) and General Orders for procedural guidance; neither references AI.

https://www.vmi.edu/about/governance/regulations-and-policies/

III. TEACHING & LEARNING POSTURE

A. Faculty Guidance Model

Not publicly documented in available sources. The Faculty Handbook (January 2026) contains no reference to artificial intelligence, generative AI, ChatGPT, or AI-related teaching guidance in its publicly accessible text. The handbook covers academic freedom, professional ethics, faculty responsibilities, performance review, and development — all without AI-specific provisions.

VMI operates a decentralized model: the Academic Regulations note that individual faculty and departments set course-specific policies on permitted resources, academic conduct expectations, and classroom technology. There is no publicly visible institutional template, syllabus language, or AI-use spectrum (restrictive to permissive) published at the institute level.

The Academic Regulations include a "Computers in the Classroom Policy" (referenced in the table of contents), which appears to predate generative AI concerns and addresses physical device use rather than AI tool use.

https://www.vmi.edu/media/content-assets/documents/human-resources/VMI-Faculty-Handbook.pdf
https://www.vmi.edu/media/content-assets/documents/institute-regulations/VMI-Academic-Regulations.pdf

B. Graduate School Guidance

Not applicable. VMI is exclusively an undergraduate institution awarding bachelor's degrees only.

C. AI Detection Tools Policy

Not publicly documented in available sources. No policy or guidance on AI detection tools (Turnitin AI detection, GPTZero, or similar) is published on any VMI academic, library, or IT page. Notably, one cadet honors thesis specifically studied this topic: Abigail Basener '24 presented "Detecting AI-Generated Writing vs. Student Writing" during VMI's 2024 Honors Week, suggesting awareness within the academic community, but no institutional policy response is publicly documented.

https://www.vmi.edu/news/headlines/2023-2024/

D. Faculty Support Infrastructure

VMI does not have a "Center for Teaching Excellence" or equivalent. Faculty professional development is handled through the Center for Leadership and Ethics (CLE), which conducts progressive professional development programs covering interpersonal skills, leadership, and supervisory training — but no publicly documented AI-related workshops, training sessions, or resource pages.

The Faculty Handbook references "Opportunities for Financial Support" and "Opportunities for Practical Support" under faculty development (Section VIII), including the Jackson-Hope Fund

and support for professional development — but no AI-specific funding lines or programs are publicly visible.

The Miller Academic Center (MAC) provides academic support services to cadets; no AI tutoring or AI literacy programming is publicly documented.

https://www.vmi.edu/cadet-life/cadet-leadership-and-development/cle/development/
https://www.vmi.edu/media/content-assets/documents/human-resources/VMI-Faculty-Handbook.pdf

IV. TOOL ECOSYSTEM & PROCUREMENT GOVERNANCE

A. Approved AI Tools

Not publicly documented in available sources. VMI's IT Department provides Microsoft Windows and Office Suite to cadets, with Dell and HP laptops as recommended hardware. General Order 50 (Acceptable Use Policy) addresses acceptable use of VMI information systems, data classification (NIST SP 800-53 based), copyright compliance, and content restrictions — but contains no reference to AI tools, approved AI software, or AI-specific security provisions. The IT mission statement references facilitating "creativity in teaching, learning, and communication" and protecting intellectual property, but does not enumerate AI tools.

https://www.vmi.edu/about/offices-a-z/it/
https://www.vmi.edu/about/offices-a-z/it/mission-goal-intent/
https://www.vmi.edu/about/offices-a-z/it/cadet-computing/
https://www.vmi.edu/media/content-assets/documents/general-orders/GO50.pdf

B. Pilot Programs

Not publicly documented in available sources. The Institute has launched pilot programs in other areas (e.g., the Summer Undergraduate Entrepreneurship Program, SUEP), and VMI has a collaboration with Virginia Tech on "CryptoQuest" (augmented/virtual reality for cybersecurity education), but no AI-specific pilot programs in teaching, administration, or operations are publicly documented.

https://www.vmi.edu/forgingleaders/news/

C. Procurement & Approval Pathways

Not publicly documented in available sources. No AI-specific procurement process, vendor review, or approval pathway is publicly visible. GO 50 addresses software licensing compliance in general terms.

V. ACADEMIC INTEGRITY INTEGRATION

A. Honor Code Language

The VMI Honor Code states: "A Cadet will not lie, cheat, steal, nor tolerate those who do." This is a single-sanction system — any breach results in dismissal. Upon matriculation, cadets sign an oath that includes a promise to never lie, cheat, or steal and to not tolerate those who do.

The VMI Regulations (Part II) describe the Honor System as the "base aspect of the co-curriculum and a common thread throughout all aspects of VMI life." The Honor Court, composed of first and second class cadets elected by their classmates, adjudicates violations. Examinations are not proctored, reflecting the trust embedded in the system.

The 2025 Summer Session Catalog reinforces that any work submitted by a student "is considered to be the student's own work and that he or she has received no" unauthorized assistance — language that could encompass AI-generated work but does not explicitly name it.

No publicly available version of the Honor Code rules, the Blue Book (Part III of VMI Regulations), or related guidance documents explicitly addresses AI-generated content, generative AI use, or the use of AI tools in academic work.

https://www.vmi.edu/cadet-life/cadet-leadership-and-development/honor-system/

https://www.vmi.edu/media/content-assets/documents/institute-regulations/VMI-Regulations-Part-II.pdf

https://www.vmi.edu/media/content-assets/documents/academics/summer-session/VMI-2025-Summer-Session-Catalog.pdf

B. Enforcement Process

The enforcement process is the single-sanction Honor Court system. Suspected violations are reported to the Honor Court, which investigates. The accused may admit guilt and leave or request trial before a randomly selected cadet jury. If found guilty, the cadet is dismissed. If acquitted, the case is closed and records destroyed. During the Summer Session, violations are heard by a Board of Inquiry composed of students, faculty, and administrative personnel.

No publicly documented guidance addresses how AI-generated work would be detected, reported, or adjudicated under this system.

https://www.vmi.edu/cadet-life/cadet-leadership-and-development/honor-system/

https://www.vmi.edu/media/content-assets/documents/institute-regulations/VMI-Regulations-Part-II.pdf

VI. RESEARCH GOVERNANCE & ETHICS

A. Research Office AI Guidance

Not publicly documented in available sources. VMI's Sponsored Programs office (administered through VMI Research Labs/Preston Library) manages grants and contracts. The Center for Undergraduate Research (VCUR) supports the Summer Undergraduate Research Institute (SURI) and provides cadet travel grants and research funding. Neither office publishes AI-specific research guidance, responsible AI use protocols, or generative AI policies.

https://www.vmi.edu/academics/research/sponsored-programs/

https://www.vmi.edu/academics/research/undergraduate-research/

B. Data Ownership & IP Position

VMI's Sponsored Programs page references an intellectual property policy: "Intellectual property produced by Institute Members must be disclosed using a record of invention form." The policy covers inventions, patents, copyrighted works, and trade secrets. No publicly available version addresses AI-generated intellectual property, AI co-authorship, or ownership of outputs produced with AI assistance.

https://www.vmi.edu/academics/research/sponsored-programs/

C. Authorship & Disclosure Standards

Not publicly documented in available sources. No VMI policy on AI co-authorship disclosure, AI attribution requirements, or AI-assisted research transparency is publicly visible.

D. Human Subjects Considerations

VMI maintains an IRB (Institutional Review Board) appointed by the Dean, compliant with 45 CFR Part 46. The IRB reviews all research involving human participants conducted by VMI students, faculty, and staff. The IRB page details consent requirements, expedited and full review categories, international research protocols, and incident reporting procedures. No AI-specific considerations — such as guidance on AI-mediated research, AI-generated survey instruments, or AI analysis of human subjects data — are publicly documented.

https://www.vmi.edu/academics/research/institutional-review-board/

https://www.vmi.edu/academics/research/institutional-review-board/membership/

VII. LIBRARY & INFORMATION LITERACY SIGNALS

Preston Library maintains research guides organized by subject (via LibGuides at libguides.vmi.edu) and A-Z database listings. A thorough search of the publicly accessible guide listings and library pages reveals no AI-specific research guide, digital literacy guide addressing AI, or generative AI resource page.

The library's stated role includes supporting teaching and learning with "robust reference and research services," and it recently became the first Virginia institution to implement FOLIO, a new integrated library system — signaling technology modernization in library operations, though unrelated to AI instruction.

https://libguides.vmi.edu/

https://libguides.vmi.edu/researchguides

https://libguides.vmi.edu/about

VIII. INFRASTRUCTURE & STRATEGIC INVESTMENT SIGNALS

The "Forging 21st Century Leaders" Strategic Plan (2024–2034), approved by the Board of Visitors in November 2023, is organized around five initiatives: (1) Preparing Exceptional Leaders, (2) Strengthening Academic Excellence, (3) Fostering Esprit de Corps, (4) Recruiting Top Cadets and Boosting Success, and (5) Delivering 21st Century Infrastructure.

The plan references "data analytics and technology" for enrollment management, a "data- and technology-intensive approach to academic advising and support," "evolving teaching methods," and "modern classrooms, labs, technology, and physical fitness facilities." It does not explicitly reference artificial intelligence, generative AI, machine learning, or AI-specific investments in any publicly available section.

VMI's Academic Program learning outcomes include "Technological Competence (TEC)" — defined as "the confidence to use technology and experiment with technological solutions to problems" — as a cross-cutting educational goal. This framework could accommodate AI literacy, but no public document explicitly extends it to AI.

The VMI/Virginia Tech "CryptoQuest" collaboration uses augmented and virtual reality to teach cryptography and cybersecurity to students — demonstrating technology-enhanced pedagogy in adjacent domains.

https://www.vmi.edu/forgingleaders/plan/

https://www.vmi.edu/forgingleaders/recruit/

https://www.vmi.edu/forgingleaders/deliver/

https://www.vmi.edu/forgingleaders/news/

https://www.vmi.edu/media/content-assets/documents/academics/Academic-Program-Goals-and-Learning-Outcomes.pdf

IX. PUBLIC STATEMENTS & EXECUTIVE SIGNALING

Convocation Keynote (September 2023): Futurist Peter Leyden, former managing editor of WIRED, addressed the Corps at the academic convocation launching VMI's 184th year. His talk, "The Transformation of Our World to 2050," addressed the era of artificial intelligence directly, stating that humanity has crossed a threshold into creating intelligent machines. This was an invited speaker event, not a policy announcement by VMI leadership.

Cadet Research Activity (2023–2025): Multiple cadet research projects directly address AI:

Nicholas Schaefer '23 presented "Defense of Military Installations from UAV-Borne Attacks Using Machine Learning" at the 25th International Conference on Artificial Intelligence (August 2023).

Abigail Basener '24 presented her honors thesis "Detecting AI-Generated Writing vs. Student Writing" at Honors Week (Spring 2024).

Jude Roberts '25 analyzed the effectiveness of AI in resume selection for his honors thesis, finding that ChatGPT was less accurate and more vulnerable to bias than human hiring managers.

Alexa Avery '25 and Amber Strapponi '26 co-authored "Reimagining Educational Research: A Multi-Model AI Evaluation of AI-in-Education Literature," accepted for presentation at the 27th International Conference on Human-Computer Interaction in Sweden (May 2025).

Superintendent Statements: Maj. Gen. Cedric T. Wins '85 (superintendent through June 2025; contract not renewed by the Board of Visitors in February 2025) made no publicly documented statements specifically addressing AI policy, AI in education, or generative AI governance. His public remarks emphasize VMI's foundational principles, the Honor Code, and the strategic plan's five initiatives.

No public statements by the Dean of the Faculty, the Board of Visitors, or incoming leadership specifically address AI governance or AI's role in VMI's academic program.

https://www.vmi.edu/news/headlines/2023-2024/futurist-speaks-at-convocation-kicking-off-vmis-184th-academic-year.php

https://www.vmi.edu/news/headlines/2023-2024/vmi-graduate-presents-paper-on-artificial-intelligence.php

https://www.vmi.edu/news/headlines/2024-2025/vmi-cadets-ai-paper-chosen-for-international-presentation.php

https://www.vmi.edu/academics/departments/computer-and-information-sciences/cis-news/

https://www.vmi.edu/news/headlines/2024-2025/

X. EVIDENCE ARCHIVE

Governance & Regulations

VMI Regulations, Part II: https://www.vmi.edu/media/content-assets/documents/institute-regulations/VMI-Regulations-Part-II.pdf

VMI Regulations and Policies page: https://www.vmi.edu/about/governance/regulations-and-policies/

VMI Faculty Handbook (January 2026): https://www.vmi.edu/media/content-assets/documents/human-resources/VMI-Faculty-Handbook.pdf

General Order 50 (Acceptable Use Policy): https://www.vmi.edu/media/content-assets/documents/general-orders/GO50.pdf

Honor System

Honor System overview: https://www.vmi.edu/cadet-life/cadet-leadership-and-development/honor-system/

2025 Summer Session Catalog (Honor Code text): https://www.vmi.edu/media/content-assets/documents/academics/summer-session/VMI-2025-Summer-Session-Catalog.pdf

Academic Catalog & Regulations

VMI Academic Catalog (via catalog.vmi.edu): https://catalog.vmi.edu/content.php?catoid=36&navoid=1382

Academic Regulations PDF: https://www.vmi.edu/media/content-assets/documents/institute-regulations/VMI-Academic-Regulations.pdf

Academic Program Goals and Learning Outcomes: https://www.vmi.edu/media/content-assets/documents/academics/Academic-Program-Goals-and-Learning-Outcomes.pdf

Strategic Plan

Forging 21st Century Leaders main page: https://www.vmi.edu/forgingleaders/

About the Plan: https://www.vmi.edu/forgingleaders/plan/

Recruit Top Cadets: https://www.vmi.edu/forgingleaders/recruit/

Deliver 21st Century Facilities: https://www.vmi.edu/forgingleaders/deliver/

News and Updates: https://www.vmi.edu/forgingleaders/news/

Strategic Plan launch news: https://www.vmi.edu/news/headlines/2024-2025/vmi-rolls-out-new-strategic-plan-while-celebrating-185th-anniversary.php

IT Services

IT main page: https://www.vmi.edu/about/offices-a-z/it/

IT Mission, Goal, Intent: https://www.vmi.edu/about/offices-a-z/it/mission-goal-intent/

Cadet Computing: https://www.vmi.edu/about/offices-a-z/it/cadet-computing/

Restricted Web Content: https://www.vmi.edu/about/offices-a-z/it/restricted-web-content/

Faculty Development / Center for Leadership and Ethics

CLE main page: https://www.vmi.edu/cadet-life/cadet-leadership-and-development/cle/

CLE Development (faculty/staff): https://www.vmi.edu/cadet-life/cadet-leadership-and-development/cle/development/

CLE Leadership: https://www.vmi.edu/cadet-life/cadet-leadership-and-development/cle/leadership/

Research Office

Sponsored Programs: https://www.vmi.edu/academics/research/sponsored-programs/

VMI Research Labs: https://www.vmi.edu/academics/research/sponsored-programs/vmi-research-labs/

IRB: https://www.vmi.edu/academics/research/institutional-review-board/

Center for Undergraduate Research: https://www.vmi.edu/academics/research/undergraduate-research/

Library

Preston Library home: https://libguides.vmi.edu/library/home

Research Guides home: https://libguides.vmi.edu/

A-Z Databases: https://libguides.vmi.edu/az.php

About page: https://libguides.vmi.edu/about

News Archive (AI-relevant)

Futurist at Convocation (Sept 2023): https://www.vmi.edu/news/headlines/2023-2024/futurist-speaks-at-convocation-kicking-off-vmis-184th-academic-year.php

Schaefer AI paper presentation (Aug 2023): https://www.vmi.edu/news/headlines/2023-2024/vmi-graduate-presents-paper-on-artificial-intelligence.php

Basener thesis / Roberts thesis (2024): https://www.vmi.edu/news/headlines/2023-2024/

Avery & Strapponi AI paper (May 2025): https://www.vmi.edu/news/headlines/2024-2025/vmi-cadets-ai-paper-chosen-for-international-presentation.php

CIS Department News: https://www.vmi.edu/academics/departments/computer-and-information-sciences/cis-news/

Department Pages

Computer & Information Sciences (CIS 424 Artificial Intelligence course): https://www.vmi.edu/academics/departments/computer-and-information-sciences/year-by-year-curriculum/

CIS 424 catalog listing: https://catalog.vmi.edu/preview_course_nopop.php?catoid=29&coid=28015

Other

VMI Fact Book 2024–25: https://www.vmi.edu/media/content-assets/documents/oie/VMI---Fact-Book-2024-25.pdf

VMI Conferences page (CLE-hosted): https://www.vmi.edu/about/conferences/

VMI Privacy Policy: https://www.vmi.edu/websiteinternet-privacy-policy/

Supplementary Findings

Additions to Section I: INSTITUTIONAL AI GOVERNANCE ARCHITECTURE

Board of Visitors. The BOV Annual Report to the Virginia General Assembly (calendar year 2024, published 2025) documents board meeting topics across the full year: strategic plan, accreditation, admissions, cadet behavior, budget, tuition, superintendent evaluation, and The Cadet newspaper. The Audit, Finance, and Planning Committee received reports on "information technology" at its November 2024 meeting, but the report language references IT infrastructure, not AI governance. No board meeting agenda or documented action item in any publicly available BOV report references artificial intelligence, generative AI, or AI policy.

The January 2026 BOV meeting received the new superintendent's 120-day assessment of Institute operations. Publicly available summaries reference no AI-related agenda items.

BOV Annual Report 2025: https://rga.lis.virginia.gov/Published/2025/RD51/PDF

BOV page: https://www.vmi.edu/about/governance/board-of-visitors/

Past Meetings: https://www.vmi.edu/about/governance/board-of-visitors/past-meetings/

Additions to Section III: TEACHING & LEARNING POSTURE

Innovation Programming Office. The Faculty Handbook (January 2026) lists a "Director of Innovation Programming" as a direct report to the Dean. This position is held by Col. Cliff West, a professor in Economics and Business. The Innovation Programming office, supported by the Jackson-Hope Fund, administers the Summer Undergraduate Entrepreneurship Program (SUEP) and coordinates an Innovation Programming Advisory Committee (IPAC). The IPAC's publicly documented mandate covers entrepreneurship education, academic/industry partnerships, and the SUEP — not AI integration. The SUEP uses the Experiential Entrepreneurship Curriculum (ExEC, used at 120+ institutions), partnership with the Shenandoah Community Capital Fund, and focuses on creative/entrepreneurial thinking. No AI-specific programming, workshops, or curriculum components are publicly documented.

For AY 2025–2026, Innovation Programming states it will collaborate with VMI alumni to generate internship opportunities and hands-on experiences, but makes no reference to AI.

Innovation Programming: https://www.vmi.edu/academics/academic-program/innovation-programming/

SUEP: https://www.vmi.edu/academics/academic-program/innovation-programming/summer-undergraduate-entrepreneurship-program/

IPAC: https://www.vmi.edu/academics/academic-program/innovation-programming/advisory-committee/

Additions to Section IV: TOOL ECOSYSTEM & PROCUREMENT GOVERNANCE

Academic Catalog Technology Requirements. The 2023–2024 VMI Academic Catalog (the most recent print version publicly available) specifies that cadets are required to have a laptop computer, must demonstrate competency in Microsoft Office applications, and that individual departments may require higher-level competency with particular software suites. There is no reference to AI tools, AI-augmented software, or AI-related platforms in the catalog's technology requirements section. The catalog directs cadets to the IT Department for hardware and software guidance.

VMI Academic Catalog 2023–2024: https://www.vmi.edu/media/content-assets/documents/registrar/VMICatalog2023-2024.pdf

Additions to Section VIII: INFRASTRUCTURE & STRATEGIC INVESTMENT SIGNALS

New Superintendent's 120-Day Assessment. Lt. Gen. David Furness '87 was appointed VMI's 16th superintendent in August 2025 and began his tenure in mid-September 2025. His publicly documented priorities include: growing enrollment from approximately 1,490 to 1,750 cadets, improving retention, applying military human performance science to cadet routines (nutrition, physical training, sleep, recovery), evaluating athletics/NCAA participation, and upgrading Wi-Fi infrastructure across barracks and academic buildings (approximately $1 million, funded by the VMI Alumni Association).

In his first public statements and cadet addresses, Furness emphasized honor, integrity, perseverance, and faith — with no public reference to AI, AI in education, or technology-enhanced pedagogy beyond the Wi-Fi upgrade. His background includes creating curriculum and training for military organizations and pioneering a George Mason University master's program, but no publicly documented experience with AI governance or technology integration.

Furness appointment: https://www.vmi.edu/news/headlines/2025-2026/furness-named-vmis-16th-superintendent.php

Furness first weeks: https://www.vmi.edu/news/headlines/2025-2026/furness-starts-tenure-with-high-energy.php

2025–2026 News: https://www.vmi.edu/news/headlines/2025-2026/

WSET profile (Nov 2025): https://wset.com/news/local/vmi-welcomes-new-superintendent-eyeing-admissions-athletics-and-human-performance-marine-corps-veteran-david-furness-lieutenant-general-alumnus-cadets-education-military-november-2025

VMI Organizational Chart (updated January 29, 2026). The current org chart shows the academic program reporting to the Dean through Associate Deans, with 15 academic department heads, three ROTC department heads, the Registrar, and directors for the Writing Center, Career Services, Institutional Effectiveness, Leadership Fellows/LEAD 344, Innovation Programming, Preston Library, MERC, Global Education, Undergraduate Research, and the Miller Academic Center. No AI-specific position, office, or reporting line exists on the org chart.

VMI Org Chart: https://www.vmi.edu/media/content-assets/documents/VMIOrgChart.pdf

Additions to Section VI: RESEARCH GOVERNANCE & ETHICS

Faculty Research Interests. Several VMI faculty members list AI-adjacent or machine learning research interests, though no institutional AI research policy is documented:

Dr. David Feinauer (Electrical and Computer Engineering), Director of Research for VMI Research Labs, lists "machine learning applications" among his scholarly interests.

Dr. Sangmork "Sam" Park (Computer and Information Sciences) lists "machine learning" and "cybersecurity" as research interests.

Dr. Mohamed Azab (CIS) focuses on cybersecurity, SDN, cloud computing, and IoT — areas that intersect with AI but are not AI-governance-focused.

Dr. Efat Fathalla (ECE) researches privacy-preserving technologies and blockchain, intersecting with AI ethics concerns.

These individual research profiles confirm AI-adjacent activity at the faculty level, but no institutional framework governs or coordinates this work under an AI research policy.

ECE Faculty: https://www.vmi.edu/academics/departments/electrical-and-computer-engineering/faculty-and-staff/

CIS Faculty: https://www.vmi.edu/academics/departments/computer-and-information-sciences/faculty-and-staff/

Additions to Section IX: PUBLIC STATEMENTS & EXECUTIVE SIGNALING

2025–2026 Convocation Keynote. Carly Fiorina, businesswoman and former technology CEO, was the convocation speaker for VMI's 186th academic year (September 3, 2025). The publicly available news listing notes her appearance but does not describe her talk's content. Whether AI was addressed in her remarks is not documented in VMI's public news archive.

HB1377 Legislative Context. Superintendent Furness's only publicly documented formal written statement (February 4, 2026) addresses HB1377, a Virginia legislative bill regarding VMI's structure and funding — unrelated to AI.

2025–2026 News: https://www.vmi.edu/news/headlines/2025-2026/

Furness HB1377 statement: https://www.vmi.edu/news/headlines/2025-2026/statement-from-superintendent-on-hb1377.php

Additional URLs for the Evidence Archive

Board of Visitors:

BOV main page: https://www.vmi.edu/about/governance/board-of-visitors/

Past Meetings: https://www.vmi.edu/about/governance/board-of-visitors/past-meetings/

BOV Annual Report 2025: https://rga.lis.virginia.gov/Published/2025/RD51/PDF

Superintendent statement on HB1377: https://www.vmi.edu/news/headlines/2025-2026/statement-from-superintendent-on-hb1377.php

Superintendent Transition:

Furness appointment: https://www.vmi.edu/news/headlines/2025-2026/furness-named-vmis-16th-superintendent.php

Furness first weeks: https://www.vmi.edu/news/headlines/2025-2026/furness-starts-tenure-with-high-energy.php

Wins contract non-renewal: https://www.vmi.edu/news/headlines/2024-2025/a-statement-from-the-vmi-board-of-visitors.php

Innovation Programming:

Main page: https://www.vmi.edu/academics/academic-program/innovation-programming/

SUEP: https://www.vmi.edu/academics/academic-program/innovation-programming/summer-undergraduate-entrepreneurship-program/

IPAC: https://www.vmi.edu/academics/academic-program/innovation-programming/advisory-committee/

Org Chart & Catalog:

VMI Org Chart (Jan 2026): https://www.vmi.edu/media/content-assets/documents/VMIOrgChart.pdf

Registrar / Catalog page: https://www.vmi.edu/academics/support/registrar/catalog/

Faculty Profiles:

ECE Faculty: https://www.vmi.edu/academics/departments/electrical-and-computer-engineering/faculty-and-staff/

CIS Faculty: https://www.vmi.edu/academics/departments/computer-and-information-sciences/faculty-and-staff/

This continuation sweep examined the Board of Visitors' public records, the new superintendent's first six months of public statements, the Innovation Programming office, the organizational chart, the academic catalog's technology requirements, and faculty research profiles. The findings confirm and reinforce the original assessment:

VMI has no publicly documented institutional AI policy infrastructure — no AI governance committee, no AI-specific faculty guidance, no dean's memo, no provost guidance, no AI tool approvals, no AI detection policy, no AI-specific research protocols, no AI-related learning outcomes, and no AI-tagged strategic plan objectives. The Honor Code's prohibition on cheating is broad enough to apply to unauthorized AI use but has not been explicitly connected to AI in any public document.

What VMI does have is a small but active AI research presence at the cadet and faculty level (honors theses, international conference papers, machine learning research interests), a formal AI course in the Computer Science curriculum (CIS 424), an Innovation Programming office (focused on entrepreneurship, not AI), and a new superintendent (Furness) whose documented priorities center on enrollment, human performance, athletics, and infrastructure — with no public signal of AI policy development.

As of March 2026, the institution has not published a formal AI policy: AI exists as an academic subject of study and an emerging topic of cadet research, but has not yet surfaced in governance documents, strategic planning, faculty guidance, or executive signaling.

VIRGINIA STATE UNIVERSITY

Comprehensive Public-Source AI Governance & Teaching Dossier

Evidence snapshot: March 22, 2026

I. INSTITUTIONAL AI GOVERNANCE ARCHITECTURE

A. Formal Governance Framework

Virginia State University established the Center for Responsible AI (CRAI) in Fall 2025, housed under the Division of Academic Affairs. The Center was envisioned by President Makola M. Abdullah and founded under the direction of inaugural Director Gabriella Waters. The CRAI's stated mission is to drive AI research, cultivate innovation, and influence policies that prepare Virginia to lead in a rapidly evolving technological landscape. The Center describes itself as an interdisciplinary hub that leverages collaboration across every academic division. It is structurally situated under the VP for Academic Affairs, placing it at a senior institutional level.

The CRAI includes multiple subunits: the Cognitive and Neurodiversity AI (CoNA) Lab, the Robotics and Digital Twin (RaDiT) Lab, the AI Living Labs Network, and the Forum for Real-world AI Measurement and Evaluation (FRAME). Each operates with distinct research foci and governance structures.

The AI Living Labs Network, also housed at CRAI, uses an original "Constellation Model" framework for collaborative AI development. Its governance includes an Executive Council (strategic oversight), Advisory Board (multidisciplinary stakeholder-driven oversight), Working Groups (thematic cross-constellation groups), and an Operational Secretariat.

FRAME, managed by Civitaas Insights and led by CRAI, includes a Steering Committee with representatives from private industry, civil society, and academia, along with subgroup leadership structures.

https://www.vsu.edu/about/leadership/vp-for-academic-affairs/crai/

https://www.vsu.edu/about/leadership/vp-for-academic-affairs/crai/ai-living-labs-network.php

https://www.vsu.edu/about/leadership/vp-for-academic-affairs/crai/frame.php

B. Governance Committees & Structure

The CRAI's FRAME initiative maintains a formal governance framework with a Steering Committee responsible for strategic direction, subgroup formation oversight, and progress evaluation. Five initial subgroups have been established around specialized topics: assessing AI's ROI, multi-lingual factors, human-AI configuration challenges, accessibility in AI, and cross-sectoral dependencies. Each subgroup appoints its own leadership.

The AI Living Labs Network governance includes an Executive Council, Advisory Board, Working Groups, and Operational Secretariat, described as an "agile governance structure" designed to remain responsive to emerging technologies and societal needs.

No separate university-wide AI governance committee (distinct from CRAI) has been publicly documented.

https://www.vsu.edu/about/leadership/vp-for-academic-affairs/crai/frame.php

https://www.vsu.edu/about/leadership/vp-for-academic-affairs/crai/ai-living-labs-network.php

C. Stated Ethical Principles

The CRAI's founding statement commits to "harnessing AI for good, grounded in the highest ethical standards," with emphasis on intentionality, collaboration, accountability, equity, and inclusion. President Abdullah's vision frames AI as a tool that should "amplify opportunity and inclusion, not division."

The CRAI's Policy & Governance focus areas include: AI governance and regulatory frameworks, digital equity, data privacy and security, responsible AI in smart cities and public administration, and sustainability and conservation.

The FRAME initiative is explicitly committed to "purpose-driven evaluation methods" focused on real-world outcomes rather than product pipeline optimization, with emphasis on human subjects protections and stakeholder empowerment.

https://www.vsu.edu/about/leadership/vp-for-academic-affairs/crai/

https://www.vsu.edu/about/leadership/vp-for-academic-affairs/crai/frame.php

II. POLICY INFRASTRUCTURE & INSTITUTIONAL ALIGNMENT

A. Policy Reviews or Gap Analyses

Not publicly documented in available sources. No evidence of a formal institution-wide AI policy review or gap analysis was found on the VSU website or in public press.

B. Policies Requiring Revision

Not publicly documented in available sources. The Student Academic Code, academic catalog, and student handbook have not been publicly updated with AI-specific language as of available versions.

C. Supplemental Guidance Issued

The VSU Library has published a dedicated Artificial Intelligence & Information Literacy research guide (last updated August 11, 2025) that includes pages on ethical use, academic integrity, evaluating AI-generated content, and AI in libraries. This guide notes that VSU Libraries "may be one of the first HBCU libraries to offer a dedicated AI subject guide."

The library guide's academic integrity page states that using AI without permission or proper citation can lead to plagiarism or code of conduct violations, and advises students to ask instructors about AI use policies, treat AI as a source rather than a substitute, and cite AI tools.

The ethics page advises that AI may be used for brainstorming or proofreading if permitted by the instructor, that AI contributions should always be cited, and that students should not assume AI-generated content is accurate or unbiased.

VSU is subject to Virginia's statewide AI education guidelines under Executive Order 30 (2024), which includes SCHEV's reference guide on AI integration in education.

https://libguides.vsu.edu/artificial_intelligence_ai

https://libguides.vsu.edu/artificial_intelligence_ai/ai_ethics

https://libguides.vsu.edu/artificial_intelligence_ai/academic_integrity

III. TEACHING & LEARNING POSTURE

A. Faculty Guidance Model

No centralized, institution-wide AI faculty guidance document or policy has been publicly posted on VSU's website. The Student Academic Code places responsibility on individual instructors to determine classroom standards, and the library's AI guide directs students to "ask your professor or a librarian" about AI use policies. This indicates a faculty-discretion model where individual instructors set the terms of permissible AI use.

The CRAI describes a commitment to preparing students across disciplines with AI-focused coursework and ethical responsibility, but this is framed as a research and educational mission rather than a faculty teaching policy.

https://www.vsu.edu/academics/student-academic-code.php
https://libguides.vsu.edu/artificial_intelligence_ai/ai_ethics

B. Graduate School Guidance

VSU's College of Graduate Studies offers doctoral degrees, 12 master's degrees, and 2 certificates. A new M.S. in Data Analytics was approved by SCHEV for Fall 2024, offered through the College of Engineering and Technology. The M.S. in Computer Science also exists.

No publicly posted graduate-specific AI use guidance, AI policy for dissertations, or AI-specific academic integrity supplement for graduate students was found.

https://gradstudies.vsu.edu/
https://www.vsu.edu/news/2024/vsu-approved-to-offer-master-of-science-in-data-analytics.php
https://www.vsu.edu/gradstudies/masters-degree-programs/data-analytics.php

C. AI Detection Tools Policy

Not publicly documented in available sources. No institutional statement on the use, approval, or limitations of AI detection tools (e.g., Turnitin AI detection) was found on VSU's website.

D. Faculty Support Infrastructure

VSU's Technology Services offers professional development training for business software and technology skills. Faculty are noted to be "trained to teach online" for the M.S. in Data Analytics, with courses meeting Quality Matters standards. However, no public evidence was found of a dedicated teaching center, center for teaching excellence, or faculty development office offering AI-specific workshops or training sessions.

The CRAI's educational strategy describes undergraduate, graduate, and postdoctoral AI education, but this is oriented toward curriculum and research rather than faculty pedagogical support for AI integration.

https://www.vsu.edu/techservices/about.php
https://www.vsu.edu/gradstudies/masters-degree-programs/data-analytics.php
https://www.vsu.edu/about/leadership/vp-for-academic-affairs/crai/

IV. TOOL ECOSYSTEM & PROCUREMENT GOVERNANCE

A. Approved AI Tools

Not publicly documented in available sources. VSU's IT Services Catalog does not list approved AI tools or AI-specific software on its public-facing pages. The university uses Canvas LMS, Office 365, and ServiceNow for IT service management. The library guide references ChatGPT, Grammarly, and Quillbot as examples of AI tools students may encounter, but does not identify them as institutionally approved.

https://www.vsu.edu/techservices/it-services/
https://libguides.vsu.edu/artificial_intelligence_ai/academic_integrity

B. Pilot Programs

VSU leads a $250,000 SCHEV Fund for Excellence and Innovation grant (awarded May 2025) in partnership with Northern Virginia Community College and Brightpoint Community College. The 30-month grant funds a multi-institution initiative to increase AI instruction for dual-enrollment high school students, community college transfer students, and to create AI-oriented micro-credential programs and open educational resources. President Abdullah's statement positioned this as investing in "the future of AI education" and keeping VSU "at the forefront of transformative education and workforce development."

https://www.vsu.edu/news/2025/vsu-awarded-schev-grant-to-boost-artificial-intelligence-in-higher-ed.php
https://www.schev.edu/Home/Components/News/News/582/16

C. Procurement & Approval Pathways

VSU's IT Asset Management Program defines policies for the lifecycle of IT assets, including planning, procurement, deployment, and management. Software procurement is noted to follow standard university processes. No AI-specific procurement pathway or approval process for AI tools was publicly documented.

https://www.vsu.edu/techservices/it-services/asset-management.php

V. ACADEMIC INTEGRITY INTEGRATION

A. Honor Code Language

VSU's Student Academic Code establishes a pledge-based integrity system. All entering freshmen sign a Student Pledge of Academic Integrity. The Code defines cheating to include, among other things, use of unauthorized material on electronic devices during exams, collaborating when not allowed, data fabrication, and helping or attempting to help another commit academic dishonesty. Plagiarism is defined as presentation of others' ideas or written works as one's own, with detailed provisions about citation, quotation, and acknowledgment.

The Code does not contain any explicit reference to artificial intelligence, generative AI, or automated writing tools. The language about "electronic devices" is limited to the context of exams and quizzes. The plagiarism definition focuses on attribution of others' ideas and written works, without addressing machine-generated content.

The cheating definition's reference to "use of unauthorized material stored or recorded on electronic devices during an exam or quiz" and the prohibition on submitting "the same assignment for credit in more than one course" without authorization are the provisions most potentially applicable to AI use, but they do not mention AI by name.

Reporting flows from instructor to department chair, then to the relevant school dean. Sanctions range from loss of credit for the work in question up to expulsion.

https://www.vsu.edu/academics/student-academic-code.php

B. Enforcement Process

Cases of academic dishonesty are reported by the instructor to the department chair, who then notifies the student's home department chair (if different) and the relevant dean. Penalties

include loss of credit for the assignment, loss of credit for the course, suspension, or expulsion. Students may dispute actions through the Student Grievance Procedure.

Students are automatically subject to the Code upon admission. Ignorance of the Code is not a defense.

https://www.vsu.edu/academics/student-academic-code.php

VI. RESEARCH GOVERNANCE & ETHICS

A. Research Office AI Guidance

No AI-specific research guidance has been publicly posted by VSU's Office of Sponsored Research and Programs (OSR&P). The office's public-facing pages describe general sponsored programs administration, pre- and post-award support, and compliance infrastructure, but do not address AI tools in research contexts.

The CRAI, as a research center, addresses AI governance and policy at a high level, but its focus is on AI as a research domain rather than on governing AI tool use by VSU researchers more broadly.

https://www.vsu.edu/research/sponsored-research.php

https://www.vsu.edu/about/leadership/vp-for-academic-affairs/crai/

B. Data Ownership & IP Position

Not publicly documented in available sources with respect to AI-generated content or AI-assisted research outputs. The Office of Sponsored Research references technology transfer responsibilities in general terms but does not publish a public-facing IP policy addressing AI.

C. Authorship & Disclosure Standards

Not publicly documented in available sources. No AI-specific authorship or disclosure standards were found on VSU's research or academic affairs pages.

D. Human Subjects Considerations

VSU maintains an IRB function through its Office of Sponsored Research and Programs, with an IRB Liaison (Sharon Evans) identified on staff. The university's Human Subjects Research page states that VSU accepts the requirements of 45 CFR 46 and that all research involving human subjects must be reported and approved prior to initiation. The page does not contain AI-specific guidance for human subjects research involving AI tools or AI-generated data.

https://www.vsu.edu/research/research-compliance/human-subjects.php

https://www.vsu.edu/research/sponsored-research.php

VII. LIBRARY & INFORMATION LITERACY SIGNALS

VSU University Libraries published a seven-page Artificial Intelligence & Information Literacy research guide, last updated August 11, 2025. The guide includes tabs for: an introduction to AI, using AI ethically, AI and academic integrity, AI in libraries, evaluating AI-generated content, and helpful resources. External links include UNESCO AI literacy resources, Common Sense Education, ALA's Digital Literacy Framework, and guides from peer institutions (UNC, Eastern Florida).

The guide links directly to VSU's Student Academic Code and the library's citation help page. It provides practical guidance: use AI for brainstorming or proofreading if permitted; always cite AI contributions; do not use AI to write full assignments without instructor permission; do not assume AI-generated content is accurate or unbiased; treat AI tools like a source, not a substitute.

The guide positions itself as potentially "one of the first HBCU libraries to offer a dedicated AI subject guide."

https://libguides.vsu.edu/artificial_intelligence_ai
https://libguides.vsu.edu/artificial_intelligence_ai/ai_ethics
https://libguides.vsu.edu/artificial_intelligence_ai/academic_integrity
https://libguides.vsu.edu/artificial_intelligence_ai/evaluating_content

VIII. INFRASTRUCTURE & STRATEGIC INVESTMENT SIGNALS

VSU's 2025–2028 Strategic Plan: GREATER by Design (draft released September 2025) explicitly describes "a purposeful, AI-empowered future where innovation, access, and excellence converge." The plan includes a stated goal "to position the University as a leader in the digital age through the integration of Artificial Intelligence (AI) and innovative technologies in all core operational areas."

Specific strategic objectives include redefining student success through "AI-enhanced, inclusive learning" and streamlining operations through "cutting-edge digital tools."

The prior plan, Preeminence with Purpose, focused on six priority areas (student opportunity, academic excellence, holistic student experience, land-grant mission, brand, and operational effectiveness) but did not prominently feature AI-specific goals.

VSU now offers an M.S. in Data Analytics (approved Fall 2024) and an undergraduate CSCI 402 Introduction to Artificial Intelligence course in the Department of Computer Science. A new B.S. in Mechanical Engineering was also recently launched. The CRAI includes the RaDiT Lab (robotics and digital twin technologies) and the CoNA Lab (cognitive science and neurodiversity AI).

https://www.vsu.edu/strategic-plan/2025-28sp.php
https://www.vsu.edu/files/docs/strategicplan/2025-2028-vsu-strategic-plan-overview.pdf
https://www.vsu.edu/news/2024/vsu-approved-to-offer-master-of-science-in-data-analytics.php
https://catalog.vsu.edu/undergraduate/college-engineering-technology/department-computer-science/

IX. PUBLIC STATEMENTS & EXECUTIVE SIGNALING

President Makola M. Abdullah has made multiple public statements positioning AI as central to VSU's future. In the SCHEV grant announcement (May 2025), he stated that the funding underscores VSU's "commitment to advancing artificial intelligence research and instruction, ensuring that VSU remains at the forefront of transformative education and workforce development."

The CRAI webpage attributes the Center's founding vision directly to President Abdullah, describing his commitment to "a campus and a state where AI amplifies opportunity and inclusion, not division."

The 2025–2028 strategic plan draft, released under Abdullah's leadership, describes the plan as "a transformation" rooted in "a forward-looking vision" with an "AI-empowered future."

VSU's news archive from 2025 references a student team that "developed an innovative AI-powered solution that helps small-scale farmers analyze soil conditions and maximize crop yields," though full details of that project were not separately documented on a dedicated news page.

https://www.vsu.edu/news/2025/vsu-awarded-schev-grant-to-boost-artificial-intelligence-in-higher-ed.php
https://www.vsu.edu/about/leadership/vp-for-academic-affairs/crai/
https://www.vsu.edu/strategic-plan/2025-28sp.php
https://www.vsu.edu/news/2025/

X. EVIDENCE ARCHIVE

Section I — Governance Architecture

https://www.vsu.edu/about/leadership/vp-for-academic-affairs/crai/
https://www.vsu.edu/about/leadership/vp-for-academic-affairs/crai/ai-living-labs-network.php
https://www.vsu.edu/about/leadership/vp-for-academic-affairs/crai/frame.php
https://www.vsu.edu/about/leadership/vp-for-academic-affairs/crai/cognitive-and-neurodiversity-ai-lab.php
https://www.vsu.edu/about/leadership/vp-for-academic-affairs/crai/center-labs/robotics-and-digital-twin-lab.php
https://www.vsu.edu/about/leadership/vp-for-academic-affairs/crai/crai-staff.php
https://www.vsu.edu/about/leadership/vp-for-academic-affairs/crai/mission-and-vision.php
https://www.vsu.edu/about/leadership/vp-for-academic-affairs/crai/ai-metrology-working-group.php

Section II — Policy Infrastructure

https://libguides.vsu.edu/artificial_intelligence_ai
https://libguides.vsu.edu/artificial_intelligence_ai/ai_ethics
https://libguides.vsu.edu/artificial_intelligence_ai/academic_integrity
https://libguides.vsu.edu/artificial_intelligence_ai/evaluating_content
https://libguides.vsu.edu/artificial_intelligence_ai/helpful_resources

Section III — Teaching & Learning

https://www.vsu.edu/academics/student-academic-code.php
https://libguides.vsu.edu/artificial_intelligence_ai/ai_ethics
https://gradstudies.vsu.edu/
https://www.vsu.edu/gradstudies/masters-degree-programs/data-analytics.php
https://www.vsu.edu/techservices/about.php

Section IV — Tool Ecosystem & Procurement

https://www.vsu.edu/techservices/it-services/
https://www.vsu.edu/techservices/it-services/asset-management.php
https://www.vsu.edu/news/2025/vsu-awarded-schev-grant-to-boost-artificial-intelligence-in-higher-ed.php
https://www.schev.edu/Home/Components/News/News/582/16

Section V — Academic Integrity

https://www.vsu.edu/academics/student-academic-code.php
https://www.vsu.edu/files/docs/academics/catalog/2024-2025-undergraduate-catalog.pdf

Section VI — Research Governance

https://www.vsu.edu/research/sponsored-research.php
https://www.vsu.edu/research/research-compliance/human-subjects.php

https://www.vsu.edu/academic-affairs/innovation-research.php

Section VII — Library

https://libguides.vsu.edu/artificial_intelligence_ai
https://libguides.vsu.edu/artificial_intelligence_ai/what_is_ai
https://libguides.vsu.edu/artificial_intelligence_ai/ai_ethics
https://libguides.vsu.edu/artificial_intelligence_ai/academic_integrity
https://libguides.vsu.edu/artificial_intelligence_ai/ai_in_libraries
https://libguides.vsu.edu/artificial_intelligence_ai/evaluating_content
https://libguides.vsu.edu/artificial_intelligence_ai/helpful_resources

Section VIII — Strategic Investment

https://www.vsu.edu/strategic-plan/2025-28sp.php
https://www.vsu.edu/files/docs/strategicplan/2025-2028-vsu-strategic-plan-overview.pdf
https://www.vsu.edu/strategic-plan/
https://www.vsu.edu/news/2024/vsu-approved-to-offer-master-of-science-in-data-analytics.php
https://catalog.vsu.edu/undergraduate/college-engineering-technology/department-computer-science/
https://www.vsu.edu/academics/degree-programs.php

Section IX — Executive Signaling

https://www.vsu.edu/news/2025/vsu-awarded-schev-grant-to-boost-artificial-intelligence-in-higher-ed.php
https://www.vsu.edu/about/leadership/vp-for-academic-affairs/crai/
https://www.vsu.edu/strategic-plan/2025-28sp.php
https://www.vsu.edu/news/2025/
https://www.vsu.edu/index.php

External/Contextual

https://www.schev.edu/institutions/grants/fund-for-excellence-and-innovation (SCHEV FFEI grant program)

https://www.schev.edu/Home/Components/News/News/582/16 (SCHEV press release on VSU grant)

https://arxiv.org/html/2602.24055 (CIRCLE paper — FRAME/VSU-affiliated research publication)

https://www.civitaas.com/ (Civitaas Insights — manages FRAME at VSU)

Supplementary Findings

Additional Detail: Faculty Handbook

VSU maintains a Faculty Handbook available as a PDF through the Faculty Support & Services page. The page describes it as "the go-to resource for faculty members for information on many topics related to their employment and responsibilities, ranging from professional ethics to compensation to classroom management." The handbook covers university governance, general employment policies, compensation, instruction, academic policies and regulations, faculty evaluation, professional development, grievance procedures, and promotion and tenure review.

The handbook is maintained through a formal revision process involving the Faculty Handbook Subcommittee, the Faculty Policies Committee, and the Faculty Senate. Changes must be reviewed by faculty at large before the Faculty Senate votes.

No AI-specific provisions, generative AI guidance, or technology-in-teaching AI policies were identified in the publicly available text of the handbook. The handbook predates the generative AI era in its foundational structure and does not appear to have been publicly updated with AI-related content.

https://www.vsu.edu/faculty-and-staff/faculty.php

https://www.vsu.edu/files/docs/academics/faculty-staff/faculty-handbook.pdf

Additional Detail: Provost's Office

Dr. Tia A. Minnis serves as Provost and Vice President for Academic Affairs. The Provost's office page describes the role as responsible for "the intellectual life of the University, including the academic quality and vision toward the development and ongoing enhancement of teaching, scholarship and service." The CRAI is structurally housed under the Division of Academic Affairs, placing it under the Provost's purview. Dr. Minnis has been quoted on the R2 designation as "a testament to the outstanding work of our faculty to secure competitive grants and expand doctoral programs."

No AI-specific provost announcements, provost-level AI task force communications, or provost-issued AI guidelines were found as separate public documents.

https://www.vsu.edu/about/leadership/vp-for-academic-affairs/about.php

https://www.vsu.edu/news/2025/vsu-achieves-nations-largest-climb-in-us-news-world-reports-hbcu-2026-rankings.php

Additional Detail: Research Posture and R2 Status

VSU achieved Carnegie R2 research designation (Doctoral/Professional Universities with High Research Activity) in early 2025, making it one of fewer than 15 HBCUs to hold R2 status. This is VSU's first-ever R2 classification. Dr. Omar Faison, Vice Provost for Research & Economic Development, stated that the designation signals to federal agencies and industry partners that VSU is a leader in innovation and advanced scholarship. VSU has been identified as positioned to increase influence in "advanced manufacturing, computer and data science, health outcomes, agriculture, and STEM education."

This research capacity underpins the CRAI's ability to operate as a substantive AI research center rather than purely an advisory body.

https://www.vsu.edu/news/2025/virginia-state-university-achieves-prestigious-carnegie-r2-research-designation.php

https://jbhe.com/2025/02/hbcus-that-currently-are-designated-r2-research-universities/

Additional Detail: FRAME Research Output (Authorship & Publication)

The FRAME initiative at CRAI has produced at least one publicly available research paper: "CIRCLE: A Framework for Evaluating AI from a Real-World Lens," with Gabriella Waters listed with a Virginia State University affiliation (institution #13). The paper, available on arXiv, proposes a lifecycle-based framework to bridge the gap between model-centric metrics and real-world deployment outcomes. Additional co-authors are affiliated with institutions including the National Physical Laboratory (UK), Bournemouth University, University of Sydney, National Research Council Canada, and University of Washington. This represents a concrete research output with VSU's CRAI contributing to the global AI evaluation literature.

Separately, FRAME's work is connected to the NIST Assessing Risks and Impacts of AI (ARIA) program, with references to NIST evaluation design documents co-authored by individuals now affiliated with FRAME/CRAI.

https://arxiv.org/html/2602.24055

https://www.civitaas.com/

Additional Detail: Student AI Activity

VSU's 2025 news archive references a student team that developed an AI-powered solution to help small-scale farmers analyze soil conditions and maximize crop yields. This appears linked to a team from the College of Engineering and Technology that won first place at the 8th Annual AMIE (Advancing Minorities' Interest in Engineering) Design Challenge, outperforming 13 other HBCU teams. This represents a student competition win involving applied AI, consistent with the CRAI's stated research focus on agriculture and environment.

https://www.vsu.edu/news/2025/

https://www.vsu.edu/news/2025/vsu-achieves-nations-largest-climb-in-us-news-world-reports-hbcu-2026-rankings.php

Additional Detail: IT Services — No AI-Specific Policies Found

VSU's Information Technology Services pages were thoroughly reviewed. The IT Services Catalog, IT Security page, IT Asset Management page, Student Help Desk, FAQs, and About IT pages do not contain any publicly visible AI acceptable use policy, approved AI tools list, generative AI security guidance, or AI-specific acceptable use provisions. The IT Asset Management program defines general procurement lifecycle policies. The Information Security Office (secureit@vsu.edu) handles cybersecurity but no AI-specific security guidance is posted.

https://www.vsu.edu/techservices/

https://www.vsu.edu/techservices/about.php

https://www.vsu.edu/techservices/it-services/

https://www.vsu.edu/techservices/it-services/asset-management.php

https://www.vsu.edu/techservices/get-help/faqs/

Additional Detail: Academic Catalog

The 2024-2025 Undergraduate Catalog (revised September 2024) contains the full Student Academic Code text as described in Section V. The Computer Science department catalog page lists CSCI 402 Introduction to Artificial Intelligence (3 semester hours) covering problem-solving strategies, heuristic search, knowledge representation, expert systems, machine learning, and computer vision. CSCI 312 Introduction to Robotics also covers AI-adjacent topics. No AI-specific academic integrity provisions appear in the catalog beyond the standard Student Academic Code language.

https://www.vsu.edu/files/docs/academics/catalog/2024-2025-undergraduate-catalog.pdf

https://catalog.vsu.edu/undergraduate/college-engineering-technology/department-computer-science/

Additional Detail: HBCU-UP and NSF Pipeline

VSU maintains a Trojan Center for Undergraduate Applied Research (T-CUAR) funded through the NSF HBCU-UP program, which integrates research into undergraduate STEM education, including Computer Science. While not AI-specific, this infrastructure supports the pipeline for student AI research engagement, and the AMIE Design Challenge win noted above likely drew on students and mentorship from this ecosystem.

https://www.vsu.edu/research/undergraduate-research/hbcu-up/

The following areas remain undocumented in publicly available sources after thorough search:

Institution-wide AI use policy or generative AI policy — No such document was found. The faculty-discretion model implied by the Student Academic Code and library guide remains the operative posture.

Faculty handbook AI provisions — The handbook exists but does not appear to contain AI-specific language.

IT acceptable use policy with AI provisions — No public-facing VSU IT acceptable use policy was found at all, let alone one addressing AI.

AI detection tools policy — No institutional position on AI detection was found.

Graduate school AI guidance — None found.

Research office AI guidance for investigators — None found.

Data ownership/IP policy addressing AI — None found.

Authorship and disclosure standards for AI — None found.

IRB/human subjects AI-specific guidance — None found.

Formal policy review or gap analysis — None found.

Dedicated Center for Teaching Excellence or faculty development office — No such entity was identified on VSU's public website. Professional development appears housed within Technology Services and individual academic units.

The picture that emerges is of a university making aggressive strategic investments in AI through the CRAI, the SCHEV grant, the strategic plan, and presidential signaling — while the institutional policy infrastructure (honor code, student handbook, faculty handbook, IT policies, research compliance documents) has not yet been publicly updated to address generative AI. The library's AI guide is the sole public-facing institutional document providing AI use guidance to students. The gap between the strategic ambition (CRAI, GREATER by Design, SCHEV grant) and the policy infrastructure (unchanged honor code, no faculty AI guidance, no IT AI policy) is the most notable finding of this sweep.

SECTION III

VIRGINIA PRIVATE UNIVERSITIES & COLLEGES

Emory & Henry University
Hampden-Sydney College
Hampton University
Hollins University
Liberty University
Marymount University
Randolph-Macon College
Regent University
Roanoke College
Shenandoah University
Sweet Briar College
University of Lynchburg
University of Richmond
Virginia Wesleyan University
Washington and Lee University

15 institutions

EMORY & HENRY UNIVERSITY

Comprehensive Public-Source AI Governance & Teaching Dossier

Evidence snapshot: March 22, 2026

IMPORTANT NOTE ON SEARCH DISAMBIGUATION: Emory & Henry University (Emory, Virginia; ehc.edu / emoryhenry.edu) is a small private regional comprehensive university unrelated to Emory University (Atlanta, Georgia; emory.edu). All search engines aggressively co-mingle results for these two institutions. Every finding below has been verified to originate from Emory & Henry University sources only.

I. INSTITUTIONAL AI GOVERNANCE ARCHITECTURE

A. Formal Governance Framework

Not publicly documented in available sources. No AI-specific governance framework, AI task force, AI committee, or institutional AI policy document was identified on any Emory & Henry public-facing page. The university does not appear to have issued an institutional statement or directive on generative AI use in teaching, research, or operations.

B. Governance Committees & Structure

Not publicly documented in available sources. No committee, working group, or designated office with explicit AI governance responsibilities was identified. The IT Acceptable Use Policy is developed by the Information Technology Services department under the oversight of the Executive Council, but that policy does not address AI tools. Source: https://catalog.ehc.edu/student-handbook/security-and-acceptable-use-of-the-campus-network-and-technology-policy

C. Stated Ethical Principles

Not publicly documented in available sources. No institutional ethical principles specific to AI were found. The university's broader institutional values emphasize honor, trust, honesty, and integrity through the Honor Code (adopted 1999) and the Statement of Community Standards, but neither document references artificial intelligence, generative AI, or automated tools. The Computer Science program lists "Professional Ethics in Computer Science" as a required course, but no course-level AI ethics content is publicly available. Sources:

https://catalog.ehc.edu/student-handbook/emory-henry-honor-code

https://catalog.ehc.edu/student-handbook/code-of-student-conduct

https://www.emoryhenry.edu/live/news/3348-emory-henry-announces-computer-science-program

II. POLICY INFRASTRUCTURE & INSTITUTIONAL ALIGNMENT

A. Policy Reviews or Gap Analyses

Not publicly documented in available sources. No evidence was found of a formal review of existing policies for AI readiness, nor any public gap analysis comparing current policy language to emerging AI challenges.

B. Policies Requiring Revision

The Honor Code (adopted March 16, 1999, amended March 24, 2003) defines academic misconduct in terms of fraud, dishonesty, giving or receiving unauthorized aid, and protecting

computer data/access. It does not mention artificial intelligence, generative AI, automated writing tools, or any cognate terms. The Code of Student Conduct defines academic misconduct as "any act of cheating, plagiarism, or the misrepresentation of another person's work as one's own" and specifies "the use of unauthorized electronic devices for tests," but makes no reference to AI-generated content.

The Academic Code in the Graduate Catalog (2024-2025) uses nearly identical language, stating that students are expected to do their own work and acknowledge sources, but contains no AI-specific provisions. The graduate code notes that "the Academic Code for each graduate program is documented in the relevant program handbook," meaning program-level handbooks (not publicly available online) may contain additional provisions.

The IT Acceptable Use Policy is comprehensive regarding network use, copyright, data privacy (FERPA, HIPAA), and email guidelines, but contains no language addressing AI tools, chatbots, generative software, or third-party AI platforms.

https://catalog.ehc.edu/student-handbook/emory-henry-honor-code

https://catalog.ehc.edu/student-handbook/code-of-student-conduct

https://gradcatalog.ehc.edu/academic-code

https://catalog.ehc.edu/student-handbook/security-and-acceptable-use-of-the-campus-network-and-technology-policy

https://www.emoryhenry.edu/information-technology/policies/

C. Supplemental Guidance Issued

The Kelly Library published a research guide titled "ChatGPT and Artificial Intelligence Resources" (URL: libraryguides.emoryhenry.edu/AI), last updated May 6, 2025. This guide includes three tabs: Home, Faculty Resources, and Workshop Resources. It is the only publicly visible institutional resource specifically addressing generative AI.

The Home tab addresses ChatGPT's limitations (hallucinations, lack of internet connection) and privacy concerns, quoting OpenAI's own warnings that ChatGPT is not private, that conversations may be reviewed, and that user data may be used to train models. It also links to external coverage on AI and authorship/copyright concerns.

The Faculty Resources tab (last updated January 23, 2024) compiles external articles and resources for faculty navigating AI in the classroom. It links to publications from the Chronicle of Higher Education, Inside Higher Ed, and other sources on topics including AI policy-making, classroom policies for generative tools, AI text detectors, and strategies for using AI in teaching.

The Workshop Resources tab documents at least two internal faculty workshop sessions: one led by library staff in October 2023 ("Generative AI: Chat GPT and Beyond" by S. Durling-Jones; "Using ChatGPT as an Assistant" by S. Fisher) and a January 2024 session (K. Bremner, R. Castillo, S. Fisher, S. Koch).

https://libraryguides.emoryhenry.edu/AI

https://libraryguides.emoryhenry.edu/friendly.php?s=AI/faculty

https://libraryguides.emoryhenry.edu/AI/workshop-resources

III. TEACHING & LEARNING POSTURE

A. Faculty Guidance Model

No centralized institutional faculty guidance on AI use in courses was publicly identified. The university operates on a faculty-autonomy model: the Academic Code states that "faculty should

state course expectations clearly," and the Honor Code requires students to follow assignment-level instructions. This structurally places AI use decisions at the syllabus level, left to individual faculty discretion.

The library's AI research guide serves as the closest publicly visible faculty resource, curating external guidance documents and hosting workshop materials. No provost-level or dean-level directive on AI in teaching was found.

The Center for Online Learning and Professional Studies (COLPS, formerly "E&H Online") provides training on institutionally licensed educational technologies (Moodle, VidGrid, Respondus, Zoom) and invites faculty to "innovate and explore various available educational technologies." However, no specific AI tool training or AI integration support is documented on the COLPS pages.

https://gradcatalog.ehc.edu/academic-code

https://libraryguides.emoryhenry.edu/AI

https://www.emoryhenry.edu/academics/online/educational-technology/

B. Graduate School Guidance

Not publicly documented in available sources. The 2024-2025 Graduate Catalog Academic Code mirrors the undergraduate code's general language about doing one's own work and acknowledging sources, with no AI-specific provisions. The catalog notes that each graduate program's handbook outlines specific rights and responsibilities, but those program handbooks are not publicly posted online.

The Physician Assistant Studies program's publicly posted Student Conduct & Professionalism page references the E&H Honor Code and requires adherence to the Guidelines for Ethical Conduct for the PA Profession, but includes no AI-specific language. Other health sciences program handbooks (OTD, DPT, etc.) are not publicly available.

https://gradcatalog.ehc.edu/academic-code

https://www.emoryhenry.edu/live/profiles/2441-student-conduct-professionalism

C. AI Detection Tools Policy

Not publicly documented in available sources. No institutional policy on AI detection tools was found. The Online Student Privacy Policy documents the use of Respondus and Respondus Monitor (webcam-based proctoring) for academic integrity in online courses, but these are exam proctoring tools, not AI-content detection tools. The library's Faculty Resources tab links to external presentations on AI text detectors, but no institutional position on their use or reliability was identified.

https://catalog.ehc.edu/online-student-privacy-policy

https://libraryguides.emoryhenry.edu/friendly.php?s=AI/faculty

D. Faculty Support Infrastructure

The university does not have a publicly identified Center for Teaching Excellence or equivalent faculty development office. The COLPS provides instructional design support for online/hybrid courses through an eLearning Instructional Designer (Dr. Shelby Carico) and an Instructional Technologist/Moodle Administrator (Scott Kitts). The library conducted at least two AI-focused faculty workshop sessions (October 2023 and January 2024).

The university awards Faculty Innovation Fellowships (two awarded in a recent cycle, valued at $5,000 each), but no publicly identified fellowship was linked to AI pedagogy or AI integration.

https://www.emoryhenry.edu/academics/online/educational-technology/
https://libraryguides.emoryhenry.edu/AI/workshop-resources
https://www.emoryhenry.edu/faculty-staff/

IV. TOOL ECOSYSTEM & PROCUREMENT GOVERNANCE

A. Approved AI Tools

Not publicly documented in available sources. No list of approved or sanctioned AI tools was found on any E&H public page. The university's licensed educational technology stack, as documented by COLPS and IT, consists of Moodle (LMS), VidGrid (video), Respondus/Respondus Monitor (proctoring), Zoom (conferencing), and Microsoft Office applications. No institutional AI chatbot deployment (e.g., Microsoft Copilot, institutional ChatGPT license) was publicly identified.

The IT Acceptable Use Policy prohibits storing confidential data on "any non-Emory & Henry owned and operated file storage solutions, including, but not limited to, third-party cloud storage," which could implicate third-party AI tools if used with institutional data, though AI tools are not named.

https://www.emoryhenry.edu/academics/online/student-experience/technology-resources/
https://www.emoryhenry.edu/information-technology/policies/

B. Pilot Programs

Not publicly documented in available sources.

C. Procurement & Approval Pathways

The IT Acceptable Use Policy states that "any non-computing device must be approved and registered through the IT Help Desk before it can be connected to the network" and that IT Services reserves the right to restrict devices. The policy does not address software or cloud-service procurement for AI tools specifically. No software approval workflow or AI tool vetting process was publicly identified.

https://www.emoryhenry.edu/information-technology/policies/

V. ACADEMIC INTEGRITY INTEGRATION

A. Honor Code Language

The Emory & Henry Honor Code (adopted March 16, 1999) contains six commitments, including "a commitment to abstain from all forms of cheating and plagiarism" and "a commitment to uphold the integrity and confidentiality of College documents, including computer records." The Honor Pledge states: "I will abstain from all fraud and dishonesty in academic work. I will neither give nor receive aid on any form of test or assigned work where such aid is prohibited."

The Code of Student Conduct defines academic misconduct as "any act of cheating, plagiarism, or the misrepresentation of another person's work as one's own, or the aiding of such actions," and includes "the use of unauthorized electronic devices for tests." Plagiarism examples listed include standard citation failures but do not reference AI-generated content.

Neither document contains the terms "artificial intelligence," "AI," "ChatGPT," "generative," "automated," or "machine learning."

The Statement of Community Standards declares that "all members of our community share responsibility for promoting a culture of academic integrity" and expects community members to "actively oppose every instance of academic dishonesty."

https://catalog.ehc.edu/student-handbook/emory-henry-honor-code
https://catalog.ehc.edu/student-handbook/code-of-student-conduct
https://catalog.ehc.edu/sites/default/files/pdf/academic_page/emory-henry-honor-code.pdf

B. Enforcement Process

Academic integrity violations are reported through the Academic Integrity online reporting system, with case files managed by the Office of the Provost. The process includes a student-faculty informal meeting within seven business days of notice. If the violation is a first offense and the student admits responsibility, the faculty member can resolve individually or refer to the Dean of Students. Non-first offenses or disputed cases are investigated by the Dean of Students or designee, with potential referral to the Honor Council for hearing.

Sanctions range from one semester of academic probation (minimum) to permanent expulsion (maximum). Appeals may be made in writing within three academic days to an Appeals Board, and a second appeal to the Council on Student Standards is available. A student charged with an academic violation may not withdraw from the class or university to avoid consequences.

No AI-specific enforcement procedures, evidentiary standards for AI-generated work, or guidance on distinguishing AI-assisted from AI-generated submissions was found.

https://catalog.ehc.edu/student-handbook/code-of-student-conduct
https://catalog.ehc.edu/student-handbook/emory-henry-honor-code

VI. RESEARCH GOVERNANCE & ETHICS

A. Research Office AI Guidance

Not publicly documented in available sources. The Office of Research Compliance (ORC) is responsible for policies related to human subject protection, animal welfare, and research safety. Its public pages address IRB procedures, exempt research categories, and student research guidance, but contain no references to AI tools in research, AI-generated data, or the use of generative AI in research workflows.

https://www.emoryhenry.edu/research-compliance/
https://www.emoryhenry.edu/research-compliance/human-subject-protection/

B. Data Ownership & IP Position

Not publicly documented in available sources as applied to AI. The IT Acceptable Use Policy states that "no confidential data should be stored on any non-Emory & Henry owned and operated file storage solutions, including, but not limited to, third-party cloud storage." Administrative system data is subject to FERPA and HIPAA regulations. No broader IP or data ownership policy addressing AI-generated content, training data, or AI tool outputs was publicly identified.

https://www.emoryhenry.edu/information-technology/policies/

C. Authorship & Disclosure Standards

Not publicly documented in available sources. No institutional guidance on AI authorship, AI disclosure in publications, or AI use in scholarly work was found.

D. Human Subjects Considerations

The IRB operates under a Federalwide Assurance (FWA00027454, expiring 03/12/2029) and reviews research under the three principles of the Belmont Report (beneficence, autonomy, justice). Student research requires faculty supervision and IRB approval when involving human subjects. The IRB policies document is maintained internally (accessible via Self Service, not publicly posted). No AI-specific provisions regarding the use of AI in human subjects research, algorithmic decision-making, or automated data collection were publicly identified.

https://www.emoryhenry.edu/research-compliance/human-subject-protection/
https://www.emoryhenry.edu/live/profiles/2439-student-research

VII. LIBRARY & INFORMATION LITERACY SIGNALS

The Kelly Library's "ChatGPT and Artificial Intelligence Resources" guide (libraryguides.emoryhenry.edu/AI) represents the most substantive public-facing AI educational resource at the institution. The guide warns users about ChatGPT's inaccuracy, hallucination tendencies, and privacy risks. It compiles external faculty-oriented resources on AI pedagogy, detection tools, and policy-making. Internal workshop presentations from October 2023 and January 2024 are documented, indicating that library staff actively convened faculty discussions on generative AI within the first year of ChatGPT's release.

The guide was last updated May 6, 2025, suggesting ongoing curation. However, it functions primarily as a link aggregator for external resources, not as a source of institutionally authored guidance.

No other library research guides addressing AI, digital literacy in the AI context, or information literacy with AI tools were publicly identified beyond this single guide.

https://libraryguides.emoryhenry.edu/AI
https://libraryguides.emoryhenry.edu/friendly.php?s=AI/faculty
https://libraryguides.emoryhenry.edu/AI/workshop-resources

VIII. INFRASTRUCTURE & STRATEGIC INVESTMENT SIGNALS

The 2023-2026 strategic plan "Elevate in Excellence," approved by the Board of Trustees in March 2023, established five strategic emphases supporting the transition from college to university status. The publicly described emphases focus on academic program expansion (including health sciences, business, and education graduate programs), regional economic development, brand positioning, enrollment growth, and community partnerships. No specific strategic emphasis on technology innovation, AI integration, or digital transformation was identified in publicly available summaries of the plan.

The Computer Science B.S. program (announced February 2024, SACSCOC-approved) includes "Artificial Intelligence and Machine Learning" as a listed course in its curriculum, alongside "Professional Ethics in Computer Science." The Applied Data Analysis program also exists. These represent the institution's curricular footprint in AI-adjacent fields.

The university operates on Moodle (hosted by eThink, a cloud-based system), uses Microsoft Office across campus, and provides campus-wide wireless access. The IT department is located in the lower level of Kelly Library. No public evidence of AI-specific infrastructure investments (e.g., GPU computing, institutional AI platform licenses, AI sandbox environments) was found.

https://www.emoryhenry.edu/live/news/2814-emory-henry-trustees-vote-to-approve

https://www.emoryhenry.edu/live/news/2979-eamph-sets-off-to-elevate-in-excellence
https://www.emoryhenry.edu/live/news/3348-emory-henry-announces-computer-science-program
https://www.emoryhenry.edu/information-technology/

IX. PUBLIC STATEMENTS & EXECUTIVE SIGNALING

Not publicly documented in available sources. President Lou Fincher (inaugurated November 7, 2025; appointed permanent president March 2025; interim since August 2024) has a background in healthcare education and has made public statements focused on the School of Health Sciences, regional healthcare workforce development, and university status transition. No public remarks, speeches, or written statements from the president's office addressing artificial intelligence, generative AI, or technology-driven pedagogy were found.

No AI-related public statements from the Provost's office, school deans, or other administrative leaders were identified. The Provost's office page lists general academic leadership responsibilities but no AI-related initiatives or announcements.

https://www.emoryhenry.edu/live/news/inauguration-of-lou-fincher
https://www.emoryhenry.edu/live/profiles/448-lou-fincher
https://www.emoryhenry.edu/provost-office/

X. EVIDENCE ARCHIVE

Section I (Governance Architecture):

https://catalog.ehc.edu/student-handbook/security-and-acceptable-use-of-the-campus-network-and-technology-policy

Section II (Policy Infrastructure):

https://catalog.ehc.edu/student-handbook/emory-henry-honor-code
https://catalog.ehc.edu/student-handbook/code-of-student-conduct
https://gradcatalog.ehc.edu/academic-code
https://catalog.ehc.edu/student-handbook/security-and-acceptable-use-of-the-campus-network-and-technology-policy
https://www.emoryhenry.edu/information-technology/policies/
https://catalog.ehc.edu/online-student-privacy-policy
https://libraryguides.emoryhenry.edu/AI
https://libraryguides.emoryhenry.edu/friendly.php?s=AI/faculty
https://libraryguides.emoryhenry.edu/AI/workshop-resources

Section III (Teaching & Learning):

https://gradcatalog.ehc.edu/academic-code
https://libraryguides.emoryhenry.edu/AI
https://www.emoryhenry.edu/academics/online/educational-technology/
https://www.emoryhenry.edu/live/profiles/2441-student-conduct-professionalism
https://catalog.ehc.edu/online-student-privacy-policy

Section IV (Tool Ecosystem):

https://www.emoryhenry.edu/academics/online/student-experience/technology-resources/
https://www.emoryhenry.edu/information-technology/policies/

Section V (Academic Integrity):

https://catalog.ehc.edu/student-handbook/emory-henry-honor-code
https://catalog.ehc.edu/sites/default/files/pdf/academic_page/emory-henry-honor-code.pdf
https://catalog.ehc.edu/student-handbook/code-of-student-conduct

Section VI (Research Governance):
https://www.emoryhenry.edu/research-compliance/
https://www.emoryhenry.edu/research-compliance/human-subject-protection/
https://www.emoryhenry.edu/live/profiles/2439-student-research
https://www.emoryhenry.edu/information-technology/policies/

Section VII (Library):
https://libraryguides.emoryhenry.edu/AI
https://libraryguides.emoryhenry.edu/friendly.php?s=AI/faculty
https://libraryguides.emoryhenry.edu/AI/workshop-resources

Section VIII (Strategic Investment):
https://www.emoryhenry.edu/live/news/2814-emory-henry-trustees-vote-to-approve
https://www.emoryhenry.edu/live/news/2979-eamph-sets-off-to-elevate-in-excellence
https://www.emoryhenry.edu/live/news/3348-emory-henry-announces-computer-science-program
https://www.emoryhenry.edu/information-technology/

Section IX (Executive Signaling):
https://www.emoryhenry.edu/live/news/inauguration-of-lou-fincher
https://www.emoryhenry.edu/live/profiles/448-lou-fincher
https://www.emoryhenry.edu/provost-office/
https://www.emoryhenry.edu/office-president/

Additional catalog/handbook references:
https://catalog.ehc.edu/ (2025-26 Undergraduate Academic Catalog)

https://gradcatalog.ehc.edu (2024-2025 Graduate Catalog)

https://catalog.ehc.edu/student-handbook (Student Handbook table of contents)

https://catalog.ehc.edu/academic-policies
https://catalog.ehc.edu/student-handbook/eh-library

HAMPDEN-SYDNEY COLLEGE

Comprehensive Public-Source AI Governance & Teaching Dossier

Evidence snapshot: March 22, 2026

I. INSTITUTIONAL AI GOVERNANCE ARCHITECTURE

A. Formal Governance Framework

Hampden-Sydney College does not maintain a publicly documented, standalone AI governance policy or framework. The institution's approach to AI is operationalized through its syllabus policy rather than through a centralized governance document. The Syllabus Policy, implemented July 1, 2024 (with an amendment December 11, 2024), mandates that all course syllabi include "Policies for use of AI on assignments" as one of four required institutional policy statements. Instructors are directed to copy and paste standardized language from an official syllabus template (most recently dated June 23, 2025) and may not edit the policy wording. This represents a distributed governance model: the Provost's Office sets the institutional baseline language, and every course must carry it.

The Provost and Dean of the Faculty's office also lists "Technology Use Policies" as a distinct policy category on its public-facing page, separate from the Computing Center's Acceptable Use policies. The content of that specific page is not fully accessible in public sources.

All syllabi must contain the following institutional policies, including policies for use of AI on assignments. The wording for these policies should be copied and pasted from the syllabus template. Instructors should not edit the policies. Hampden-Sydney College

https://www.hsc.edu/faculty-and-staff/dean-of-faculty/syllabus-policy
https://www.hsc.edu/Documents/academics/DeanFaculty/SyllabusTemplate6.23.25.docx

B. Governance Committees & Structure

No publicly documented AI-specific committee, task force, or working group exists. The Academic Affairs Committee (AAC), a standing faculty committee, holds responsibility for general educational policy, curriculum and course approval, and non-classroom educational resources including computer programs. Changes to academic policies flow through the AAC to the full Faculty and, when required, to the Board of Trustees. The Academic Affairs Committee's responsibilities include general educational policy, new academic programs and departments, curriculum and course approval, and non-classroom educational resources. Hampden-Sydney College The Student Affairs Committee reviews policies concerning disciplinary procedures. The catalogue management policy clarifies that academic policy revisions, including honor code changes, require Faculty approval.

Faculty development is coordinated by Dr. Ivo Gyurovski, Assistant Dean for Grants and Faculty Development. No publicly documented AI-focused faculty development programming was found under this office.

https://www.hsc.edu/Documents/academics/DeanFaculty/facHandbook/25-26FacultyHandbook/FacultyHandbookEntire2025-26.pdf
https://www.hsc.edu/faculty-and-staff/dean-of-faculty/academic-catalogue-management
https://www.hsc.edu/faculty-and-staff/dean-of-faculty

C. Stated Ethical Principles

The College's foundational ethical framework rests on its Honor Code and Code of Conduct, both predating the American Revolution. The Honor Code states: "The Hampden-Sydney student will not lie, cheat, or steal, nor tolerate those who do." Under the Code of Conduct, each man commits to behaving "as a gentleman at all times and in all places." Hampden-Sydney College The College characterizes these as guides to ethical behavior in every interaction, academic, professional, and social. No publicly documented statement extends these principles specifically to AI use, though the syllabus-level AI policy requirement establishes that instructors must define the AI-related boundaries within this ethical framework at the course level.

The College mission, drawn from its 1775 founding and rearticulated in its strategic plan (H-SC 20-20), commits to developing "clear thinking and expression," "moral discernment rooted in the Judeo-Christian tradition," and preparing students for "intelligent citizenship and responsible leadership." These broad commitments provide the ethical substrate within which AI policies operate but do not name AI specifically.

https://www.hsc.edu/student-life/honor-and-conduct

https://www.hsc.edu/about-h-sc/facts-and-figures/mission

II. POLICY INFRASTRUCTURE & INSTITUTIONAL ALIGNMENT

A. Policy Reviews or Gap Analyses

Not publicly documented in available sources. No evidence of a published AI policy review, gap analysis, or audit was found.

B. Policies Requiring Revision

The Syllabus Policy was implemented July 1, 2024, and amended December 11, 2024, indicating active policy development in this area. The syllabus template was updated as recently as June 23, 2025. The syllabus policy was implemented July 1, 2024, and its distribution to students section was amended December 11, 2024. Hampden-Sydney College No public documentation identifies other policies flagged for AI-related revision.

The Honor Code's enumerated infractions in both the Faculty Handbook (2025-2026) and The Key include "cheating (giving or receiving aid, without the specific consent of the professor, on tests, quizzes, examinations, or assignments)" and "plagiarism (presenting as one's own the writing or work of others)." Infractions of the Honor Code include cheating, which is defined as giving or receiving aid without the specific consent of the professor, and plagiarism, defined as presenting as one's own the writing or work of others. Hampden-Sydney College These formulations do not explicitly name AI-generated content. The phrase "unauthorized access to or use of College computer files" also appears among infractions but is framed around computer file access, not AI tool usage.

C. Supplemental Guidance Issued

The primary supplemental guidance mechanism is the mandatory syllabus template. The template contains standardized AI policy language that all instructors must include verbatim. The template (a .docx file hosted on the Dean of Faculty's site) was not renderable in this research sweep, so the exact text of the standardized AI policy could not be confirmed from public sources. However, the policy architecture is clear: the institution provides the language, and instructors are prohibited from editing it.

https://www.hsc.edu/faculty-and-staff/dean-of-faculty/syllabus-policy

https://www.hsc.edu/Documents/academics/DeanFaculty/facHandbook/25-26FacultyHandbook/StudentAffairs.pdf

III. TEACHING & LEARNING POSTURE

A. Faculty Guidance Model

Hampden-Sydney operates a hybrid centralized-distributed model. The institution mandates a uniform AI policy statement across all syllabi (centralized floor), but course-level implementation details appear to rest with individual instructors. The Faculty Handbook's Student Affairs section instructs professors that "whenever an assignment is made, the professor should make certain, even to the point of exaggeration, that the student understands the conditions under which the work is to be performed." The professor should make certain, even to the point of exaggeration, that the student understands the conditions under which the work is to be performed. On all work completed outside the classroom the student should understand whether the use of reference material or consultation with other students is permitted. Hampden-Sydney College This long-standing principle, predating the AI era, now extends to AI tool usage through the mandatory syllabus policy.

Syllabi are audited for compliance: during each term, a sample of syllabi from each department is reviewed to ensure alignment with the Syllabus Policy. Instructors whose syllabi do not meet expectations are asked to update them.

B. Graduate School Guidance

Not applicable. Hampden-Sydney College awards only baccalaureate degrees.

C. AI Detection Tools Policy

Not publicly documented in available sources. No evidence was found of an institutional position on Turnitin's AI detection module, GPTZero, or other detection tools. The Faculty Handbook's honor code section states that it is "considered inappropriate for faculty members to handle suspected Honor Code violations on their own" and that all suspected violations must be reported to the President of Student Government. This procedural requirement may bear on how AI detection findings are handled, but no AI-specific detection guidance is published.

D. Faculty Support Infrastructure

Hampden-Sydney does not operate a stand-alone Center for Teaching Excellence or Center for Teaching and Learning. Faculty development falls under the Assistant Dean for Grants and Faculty Development (Dr. Ivo Gyurovski) and the Committee on Professional Development, whose responsibilities include "planning and implementation of faculty development programs." The Offices of Academic Success and Instructional Technology are referenced as student-facing academic support services. No publicly documented AI-specific faculty workshops, training sessions, or resource hubs were found.

https://www.hsc.edu/faculty-and-staff/dean-of-faculty/syllabus-policy

https://www.hsc.edu/Documents/academics/DeanFaculty/facHandbook/25-26FacultyHandbook/FacultyHandbookEntire2025-26.pdf

https://www.hsc.edu/faculty-and-staff/dean-of-faculty

IV. TOOL ECOSYSTEM & PROCUREMENT GOVERNANCE

A. Approved AI Tools

Not publicly documented in available sources. No list of approved or licensed AI tools was found on the Computing Center, Dean of Faculty, or IT services pages.

B. Pilot Programs

Not publicly documented in available sources.

C. Procurement & Approval Pathways

Not publicly documented in available sources. The John B. Fuqua Computing Center, located on the first floor of Bortz Library, manages the campus data center and IT infrastructure, but no published AI tool evaluation or procurement process was found. The Appropriate Use of Electronic Resources policy applies to all computing systems owned, leased, or contracted by the College, which would encompass any institutionally provided AI tools, but the policy does not reference AI tools by name.

https://www.hsc.edu/computing-center

https://www.hsc.edu/computing-center/computing-policies/appropriate-use-of-electronics

V. ACADEMIC INTEGRITY INTEGRATION

A. Honor Code Language

The Honor Code is the foundational integrity instrument at Hampden-Sydney. Its core statement is: "The Hampden-Sydney student will not lie, cheat, or steal, nor tolerate those who do." Enumerated infractions in the 2025-2026 Faculty Handbook include: cheating; plagiarism; lying; stealing; forgery; intentionally passing a bad check; knowingly furnishing false information to the College; altering or using College or other documents or instruments of identification with intent to defraud; taking library materials without checking them out; removing sections of library materials; and unauthorized access to or use of College computer files. Infractions of the Honor Code include cheating, plagiarism, lying, stealing, forgery, and unauthorized access to or use of College computer files, including attempts to gain unauthorized access or use. Hampden-Sydney College

The term "artificial intelligence" or "AI" does not appear in the publicly accessible text of the honor code, the Faculty Handbook's Student Affairs section, or the publicly available portions of The Key. The cheating and plagiarism definitions are broad enough to encompass AI-assisted academic dishonesty but do not name it explicitly. The mandatory syllabus AI policy is the operative mechanism that connects AI use to honor code enforcement at the assignment level.

B. Enforcement Process

The honor system is student-governed. Suspected violations are reported to the President of Student Government. Faculty may not handle suspected honor code violations independently; doing so is "considered inappropriate." Trials are conducted by the Student Court. Penalties can include dishonorable suspension or dismissal. Students sign the honor pledge on quizzes, tests, examinations, and pledged work. A faculty Appeals Committee hears appeals, with a further appeal path to the Executive Committee of the Board of Trustees.

The Syllabus Policy provides the bridge between course-level AI expectations and the enforcement infrastructure: because AI policies are now required content in every syllabus, a student who violates the stated AI policy would be in violation of the conditions under which the work was to be performed, triggering the standard honor code process.

https://www.hsc.edu/Documents/academics/DeanFaculty/facHandbook/25-26FacultyHandbook/StudentAffairs.pdf

https://www.hsc.edu/student-life/honor-and-conduct

https://www.hsc.edu/the-key-student-handbook

VI. RESEARCH GOVERNANCE & ETHICS

A. Research Office AI Guidance

Not publicly documented in available sources. The Office of Sponsored Programs and the Institutional Review Board (IRB) maintain public pages describing human subjects research review processes. No AI-specific research guidance, data handling protocols for AI tools, or guidance on using generative AI in research was found.

B. Data Ownership & IP Position

Not publicly documented in available sources as it relates to AI-generated content.

C. Authorship & Disclosure Standards

Not publicly documented in available sources. No institutional guidance on AI disclosure in scholarly publications was found.

D. Human Subjects Considerations

The IRB operates under standard federal regulations (45 CFR 46), with a three-tiered review structure (Exempt, Expedited, Full Board). The role of the Hampden-Sydney College IRB is to protect the welfare, dignity, and safety of human subjects involved in research associated with the College. Hampden-Sydney College IRB policies and procedures were updated in August 2024. No AI-specific provisions (e.g., guidance on using AI to process participant data or on AI-assisted data analysis) appear in publicly accessible IRB documentation.

https://www.hsc.edu/faculty-and-staff/dean-of-faculty/sponsored-programs/institutional-review-board

https://www.hsc.edu/Documents/academics/DeanFaculty/Institutional%20Review%20Board/IRBGuidelinesRevAUG24.pdf

VII. LIBRARY & INFORMATION LITERACY SIGNALS

The Walter M. Bortz III Library operates a LibGuides platform with research guides organized by subject, type, and owner. No AI-specific research guide, digital literacy guide addressing generative AI, or information literacy module on AI tools was found in the public LibGuides directory. The library offers classroom instruction, interlibrary loan, course reserves, and a reference service (LibAnswers & LibChat). The library is a Federal Depository Library. The Bortz Library was ranked #2 by The Princeton Review in its 2025 Best College Library rankings.

The library houses the Fuqua Technology Commons, which appears to be a technology-equipped study and collaboration space, but no AI-related programming or resources were documented there.

https://libguides.hsc.edu/

https://libguides.hsc.edu/library

https://libguides.hsc.edu/FTC

VIII. INFRASTRUCTURE & STRATEGIC INVESTMENT SIGNALS

The most recent publicly referenced strategic plan is "H-SC 20-20," which focused on character, curriculum, and climate. No current or successor strategic plan with technology or AI-related goals was found in public sources. The College's 250th anniversary (2025-2026) has generated public communications emphasizing new facilities, financial strength, academic partnerships (e.g., a medical school pathway with Old Dominion University), and faculty achievements, but none of the published 250th-year highlights reference AI, technology strategy, or digital transformation.

The College uses Canvas as its learning management system (referenced in library quick links). Office 365 is the institutional email and productivity suite (referenced on the Computing Center page). The Computing Center manages campus networking, telecommunications, and a helpdesk. The Appropriate Use of Electronic Resources policy governs all computing and telecommunications, but makes no reference to AI tools, cloud-based AI services, or data governance specific to generative AI platforms.

A faculty position posting for a tenure-track security studies appointment (beginning Fall 2026) references "intelligence and cybersecurity" among desired teaching interests, but this refers to national security intelligence, not artificial intelligence.

https://www.hsc.edu/about-h-sc/facts-and-figures/mission
https://www.hsc.edu/news-index/highlights-2025
https://www.hsc.edu/computing-center
https://www.hsc.edu/computing-center/computing-policies/appropriate-use-of-electronics
https://www.hsc.edu/faculty-and-staff/dean-of-faculty/faculty-positions-available

IX. PUBLIC STATEMENTS & EXECUTIVE SIGNALING

No public speeches, published statements, or annual reports from President Larry Stimpert addressing artificial intelligence were found. The president's office page lists several published speeches (Honor Convocation, Opening Convocation, Financial Campaign Kick-off), none of which reference AI based on their titles and available descriptions.

The most direct institutional public engagement with AI as a topic is the College's participation in the 2025 Virginia Foundation for Independent Colleges (VFIC) Applied Ethics Bowl, whose theme was "Ethics and Artificial Intelligence." The Hampden-Sydney College team competed in the VFIC's 25th annual Ethics Bowl on February 7, 2025, deliberating case studies relating to this year's theme, "Ethics and Artificial Intelligence." Hsc The student team was coordinated by Dr. Patrick Wilson (professor of philosophy) and Dr. Michael Dale (assistant professor of philosophy). This represents curricular and co-curricular engagement with AI ethics but is a participation event, not an institutional policy statement.

The Provost and Dean of the Faculty, Dr. Timothy M. Diette, leads academic policy. The Dean of Faculty's office is the source of the syllabus policy, the syllabus template, and the Technology Use Policies category. No public statements from the Provost on AI were found.

https://www.hsc.edu/about-h-sc/administration/president
https://www7.hsc.edu/news-index/ethics-bowl-2025
https://www.hsc.edu/faculty-and-staff/dean-of-faculty

X. EVIDENCE ARCHIVE

Section I (Governance)

Syllabus Policy: https://www.hsc.edu/faculty-and-staff/dean-of-faculty/syllabus-policy

Syllabus Template (June 2025): https://www.hsc.edu/Documents/academics/DeanFaculty/SyllabusTemplate6.23.25.docx

Academic Catalogue Management Policy: https://www.hsc.edu/faculty-and-staff/dean-of-faculty/academic-catalogue-management

Faculty Handbook 2025-26 (full): https://www.hsc.edu/Documents/academics/DeanFaculty/facHandbook/25-26FacultyHandbook/FacultyHandbookEntire2025-26.pdf

Provost/Dean of Faculty Office: https://www.hsc.edu/faculty-and-staff/dean-of-faculty

Section II (Policy Infrastructure)

Faculty Handbook, Student Affairs: https://www.hsc.edu/Documents/academics/DeanFaculty/facHandbook/25-26FacultyHandbook/StudentAffairs.pdf

The Key (Student Handbook 2024-25): https://www.hsc.edu/documents/StudentLife/TheKey2024-25.pdf

The Key index page: https://www.hsc.edu/the-key-student-handbook

Section III (Teaching & Learning)

Faculty Handbook, Faculty Responsibilities: https://www.hsc.edu/Documents/academics/DeanFaculty/facHandbook/25-26FacultyHandbook/FacultyHandbookEntire2025-26.pdf

Academic Success Office: https://www.hsc.edu/academics/academic-services/academic-success

Distance Education Policy: https://www.hsc.edu/faculty-and-staff/dean-of-faculty/distance-education-policy

Section IV (Tool Ecosystem)

Computing Center: https://www.hsc.edu/computing-center

Appropriate Use of Electronic Resources: https://www.hsc.edu/computing-center/computing-policies/appropriate-use-of-electronics

Computing & Telecommunications Policy Statement: https://www.hsc.edu/computing-center/computing-policies/policy-statement-computing

Section V (Academic Integrity)

Honor and Conduct page: https://www.hsc.edu/student-life/honor-and-conduct

Academic Catalogue 2025-26 (PDF): https://www.hsc.edu/Documents/academics/AcademicCatalogue2025-26.pdf

Academic Catalogue on Issuu (2024-25): https://issuu.com/hampden-sydney_college/docs/academiccatalogue2024-25

Section VI (Research Governance)

IRB main page: https://www.hsc.edu/faculty-and-staff/dean-of-faculty/sponsored-programs/institutional-review-board

IRB Review Process: https://www.hsc.edu/faculty-and-staff/dean-of-faculty/sponsored-programs/institutional-review-board/irb-review-process

IRB Guidelines (Aug 2024 PDF): https://www.hsc.edu/Documents/academics/DeanFaculty/Institutional%20Review%20Board/IRBGuidelinesRevAUG24.pdf

IRB Application: https://www.hsc.edu/faculty-and-staff/dean-of-faculty/sponsored-programs/institutional-review-board/submit-to-irb

Section VII (Library)

Bortz Library home: https://libguides.hsc.edu/library

LibGuides directory: https://libguides.hsc.edu/

About Bortz Library: https://libguides.hsc.edu/about

Intelligence & Foreign Affairs Research Guide: https://libguides.hsc.edu/intelligence/opensource

Section VIII (Infrastructure & Strategy)

Mission/Strategic Plan: https://www.hsc.edu/about-h-sc/facts-and-figures/mission

250th Anniversary highlights: https://www.hsc.edu/news-index/highlights-2025

Factbook 2024-25: https://www.hsc.edu/Documents/Research/Fact%20Books%202017-/2024-25Factbook.pdf

Faculty Positions: https://www.hsc.edu/faculty-and-staff/dean-of-faculty/faculty-positions-available

Web Accessibility Policy: https://www.hsc.edu/computing-center/computing-policies/web-accessibility-policy

Section IX (Executive Signaling)

President's page: https://www.hsc.edu/about-h-sc/administration/president

Ethics Bowl 2025 news: https://www7.hsc.edu/news-index/ethics-bowl-2025

Administration page: https://www.hsc.edu/about-h-sc/administration

NAICU Board appointment: https://www.hsc.edu/news-index/naicu-board

Faculty Credentials Policy: https://www.hsc.edu/faculty-and-staff/dean-of-faculty/faculty-credentials

Employee Handbook: https://www.hsc.edu/documents/hr/employeehandbook/employeehandbook.pdf

Human Resources: https://www.hsc.edu/human-resources

HAMPTON UNIVERSITY

Comprehensive Public-Source AI Governance & Teaching Dossier

Evidence snapshot: March 22, 2026

I. INSTITUTIONAL AI GOVERNANCE ARCHITECTURE

A. Formal Governance Framework

Hampton University established a formal ChatGPT/Artificial Intelligence Task Force that convened during Fall 2023 and produced a midyear report presented on January 3, 2024. The Task Force was co-chaired by Stevie Watson (Marketing) and Thomasena Wicker (Nursing), and comprised fourteen faculty members drawn from Chemical Engineering, Computer Science, English & Foreign Languages, Electrical & Computer Engineering, Entrepreneurship, the Honors College, Atmospheric Sciences, Business Administration, Psychology, and Political Science. The Task Force met biweekly from September through December 2023 in Buckman Hall, with quorum rules and Robert's Rules of Order governing proceedings.

The Task Force's charge was fourfold: to review current literature on generative AI's impact on teaching and learning; to determine whether Hampton should allow AI tools in the classroom; to assess student readiness; and to recommend policies for ethical use. The Task Force conducted extensive literature review across dozens of external sources and surveyed member experiences with student AI use.

Source: AI Task Force Slidedeck PDF

B. Governance Committees & Structure

The Task Force issued several formal recommendations in its January 2024 midyear report. By unanimous vote, the Task Force concluded that generative AI should not be banned from the university. The group formally recommended guidelines for appropriate student and faculty use and called for academic integrity training related to evolving forms of plagiarism. The Task Force also recommended that each academic department, with dean approval, be permitted to determine discipline-specific AI policies — preserving academic freedom while ensuring some institutional floor.

At the state level, Hampton University Dean of the School of Science Dr. Isi Ero-Johnson was appointed to the Virginia Governor's Artificial Intelligence Task Force (under Executive Order 30) in November 2024, a ten-member body advising state policymakers on responsible AI use.

AI Task Force Slidedeck PDF

Ero-Johnson Appointment Announcement

C. Stated Ethical Principles

The Task Force midyear report stated that while AI's potential for unethical use and academic dishonesty remain major concerns, instructors should use every available tool provided instruction demonstrates appropriate and ethical use. The Task Force unanimously found that students are not yet ethically ready for generative AI but can be made ready through training. Two factors were identified as contributing to current misuse: lack of academic integrity and ignorance of plagiarism in the context of generative programs.

President Darrell K. Williams stated publicly in November 2024 that Hampton is committed to advancing HBCU participation in the global dialogue on AI and exploring how AI can be utilized

effectively and ethically on campus. The university described its stance as continuing to explore ethical and effective AI use.

AI Task Force Slidedeck PDF

Ero-Johnson Appointment Announcement

II. POLICY INFRASTRUCTURE & INSTITUTIONAL ALIGNMENT

A. Policy Reviews or Gap Analyses

The AI Task Force itself functioned as the university's primary gap analysis mechanism. Its midyear report noted that the existing Student Code of Conduct already covers academic dishonesty including plagiarism, but identified that specific language addressing generative AI's role in plagiarism was needed. The Task Force explicitly stated that while additional student-facing policies were not necessary, an addendum qualifying the use of generative AI to substitute or supplement student-authored assessments as plagiarism should be added. Some Task Force members further noted that the enforcement of the existing Code of Conduct needed to be re-evaluated for efficacy.

No publicly available document confirms whether the recommended addendum has been formally adopted into the Student Handbook. The 2025–2026 Student Handbook table of contents does not list AI- or generative-AI-specific entries.

AI Task Force Slidedeck PDF

2025–2026 Student Handbook

B. Policies Requiring Revision

The Task Force recommended that policies directed toward generative AI be aimed at instructional pedagogy rather than at student conduct per se. Specifically, the Task Force recommended creation of a repository of best practices, sample syllabus verbiage clarifying generative AI misuse and consequences, and discipline-specific guidance. A suggested syllabus statement offered in the report reads: "Any approved AI-generated content must be submitted in its entirety and cited in the student's work."

No public evidence confirms that this repository has been created or deployed.

Source: AI Task Force Slidedeck PDF

C. Supplemental Guidance Issued

Not publicly documented in available sources beyond the Task Force midyear report.

III. TEACHING & LEARNING POSTURE

A. Faculty Guidance Model

The Task Force recommended a decentralized, department-level model for AI policy adoption: each department, with dean approval, determines specific policies regarding generative AI use and misuse aligned to discipline-specific assessment needs. This approach was premised on the observation that the diverse needs of different disciplines preclude a single university-wide AI-in-teaching policy.

The Task Force further recommended that any additional AI-related policies should be directed toward instructors and instructional pedagogy — specifically, faculty re-evaluation of how learning is assessed in the presence of generative AI.

The Center for Teaching Excellence (CTE), a division of the Office of the Provost located in the Harvey Library, supports faculty development through workshops, orientation for new faculty, teaching strategies, and technology integration assistance. CTE's publicly stated goals include aiding faculty in integrating technology into classrooms and training them on software applications. However, no AI-specific workshop offerings, training schedules, or faculty guides are documented on the CTE website as of this evidence snapshot.

The Faculty Handbook (2025 edition) contains the university Code of Conduct requiring members to practice academic integrity and discourage dishonesty, plagiarism, deceit, and disloyalty. It requires faculty to prepare course syllabi that include learning facilities and information technologies related to the class. No AI-specific language appears in the publicly available Faculty Handbook.

AI Task Force Slidedeck PDF

Center for Teaching Excellence

Faculty Handbook 2025

CTE Research & Resources

B. Graduate School Guidance

The Graduate College publishes a Thesis and Dissertation Manual that governs formatting, committee composition, editorial standards, and submission requirements. The manual stipulates that intellectual property and patent rights arising from thesis/dissertation work are governed by Hampton University policies. Dissertations must be submitted to ProQuest and shelved in the University Library. No AI-specific guidance for graduate students — regarding the use of generative AI tools in research, writing, or data analysis — is publicly documented in available Graduate College materials.

Graduate College – Theses & Dissertations

Thesis and Dissertation Manual

C. AI Detection Tools Policy

Not publicly documented in available sources. The AI Task Force's literature review referenced external AI detection tools (Scribbr, Turnitin AI writing detection), but the midyear report did not recommend adoption of any specific detection tool. No university policy mandating or prohibiting AI detection tools has been identified in public sources.

D. Faculty Support Infrastructure

Hampton University maintains several support mechanisms for instructional technology. The Division of Information Technology (DoIT) manages the campus Learning Management System (Canvas, having transitioned from Blackboard), technical training workshops, and the Academic Technology Mall/Help Desk. Infobase, an online professional development tool with 60,000+ video tutorials, is available to faculty and staff covering software, Canvas, and topics including plagiarism. The Educational Technology / Faculty Support Services office (757-728-6574) is listed among campus departments.

No publicly available documentation shows AI-specific training modules, workshops, or faculty development sessions beyond the Task Force's literature-sharing activities.

DoIT Academic Technology Services

CTE Professional Development

Departments & Offices listing

IV. TOOL ECOSYSTEM & PROCUREMENT GOVERNANCE

A. Approved AI Tools

Not publicly documented in available sources. No publicly listed inventory of approved or licensed AI tools (ChatGPT, Copilot, Grammarly, etc.) has been identified on the DoIT, CIT, or CTE websites.

B. Pilot Programs

Not publicly documented in available sources. The AI Task Force recommended development of resources and a repository, but no formal AI pilot program announcements have been found in publicly available campus materials.

C. Procurement & Approval Pathways

Not publicly documented in available sources. The university's IT Appropriate Use of Technology Policy (March 2020) governs general technology use and reserves the right to monitor violations, but does not address AI-specific procurement, approval, or vetting of software tools. The policy states that only authorized persons may use Hampton's computing facilities for legitimate purposes relating to teaching, coursework, research, and administration.

Appropriate Use of Technology Policy (PDF)

CIT Technology Guide page

V. ACADEMIC INTEGRITY INTEGRATION

A. Honor Code Language

The Hampton University Code of Conduct, appearing in the Student Handbook, Faculty Handbook, and the university activities website, states that members of the Hampton Family embrace the core values of Exceptional Character: Respect, Professionalism, Integrity, and Community. The Code states that no member shall lie, cheat, or steal, and that individuals found in violation of policies against lying, cheating, plagiarism, or stealing are subject to disciplinary action that could include dismissal.

The Student Handbook and Hampton U Online define plagiarism as taking and using as one's own the written ideas of another. The online program's academic integrity provisions specify that students must not intentionally adopt or reproduce ideas, words, or statements of another person without acknowledgment, and lists specific forms requiring citation: quoting another person's actual words, using another person's ideas or theories, and borrowing facts, statistics, or other illustrative material not constituting common knowledge. The Hampton U Online framework also addresses fabrication.

The 2025–2026 Student Handbook contains sections on Cheating, Plagiarism, and Penalties for Academic Dishonesty. No AI-specific language is visible in the table of contents or publicly accessible portions of the handbook.

The AI Task Force recommended adding generative AI verbiage to the Student Code of Conduct as it relates to plagiarism — specifically, an addendum classifying the use of generative AI to substitute or supplement an assessment intended to be the sole work of a student as plagiarism. No public evidence confirms this addendum has been adopted.

Code of Conduct – Activities page

Hampton U Online – Current Students (plagiarism definition)

2025–2026 Student Handbook

AI Task Force Slidedeck PDF

B. Enforcement Process

The Student Handbook assigns enforcement of academic dishonesty to the Provost's office, with Administrative Action of the Provost as a documented pathway. A student caught cheating on an examination or plagiarizing is subject to penalties outlined in the handbook. The handbook states that the Office of the Provost makes the final decision regarding all academic matters, including disciplinary matters. The Faculty Handbook parallels this structure, making violations of dishonesty and plagiarism grounds for disciplinary action up to and including dismissal.

No AI-specific enforcement procedures (e.g., protocols for suspected AI-generated submissions) are publicly documented.

2025–2026 Student Handbook

Faculty Handbook 2025

VI. RESEARCH GOVERNANCE & ETHICS

A. Research Office AI Guidance

Not publicly documented in available sources. The Office of Sponsored Programs and the Office of the Vice President for Research manage grant administration, proposal support, and compliance, using the Cayuse system. No AI-specific guidance for researchers — regarding use of AI tools in funded research, data analysis, or proposal preparation — has been identified on public-facing research office pages.

Sponsored Programs

Research landing page

B. Data Ownership & IP Position

Hampton University maintains a formal Intellectual Property Rights Policy, excerpted on the Government Relations website from the Faculty Handbook (Fall 2010 version cited). The policy defines intellectual property broadly as any new and useful process, machine, composition, software, copyrighted work, or tangible property. The Vice President and General Counsel is designated as the final arbiter of IP disputes and interpretation. The policy's vision is twofold: facilitating technology transfer for public use, and providing unrestricted income to support research. Research priorities take precedence over technology development, and no grant or contract terms may be accepted that inhibit public utilization of research results.

The Thesis and Dissertation Manual notes that intellectual property rights arising from thesis/dissertation work are governed by Hampton University policies.

This IP framework does not include AI-specific provisions regarding ownership of AI-generated outputs or research conducted with AI tools.

Intellectual Property – Government Relations

Thesis and Dissertation Manual

C. Authorship & Disclosure Standards

Not publicly documented in available sources specific to AI. The AI Task Force recommended that any approved AI-generated content be submitted in its entirety and cited, but this was framed as a suggested syllabus statement rather than a university-wide authorship or disclosure standard for research.

D. Human Subjects Considerations

Hampton University maintains an Institutional Review Board (IRB) chaired by faculty from the Department of Physical Therapy, with members drawn from multiple departments including Political Science, Communicative Sciences, Nursing, Sociology, Marine and Environmental Science, Pharmacy, and the School of Religion. The IRB reviews projects involving human subjects and determines risk levels. The IRB process follows federal OPRR regulations with expedited, exempt, and full review pathways.

No AI-specific guidance for human subjects research — such as protocols for using AI in data collection, automated analysis of participant data, or synthetic data generation — is publicly documented.

Research Compliance – IRB

IRB Procedures (Government Relations)

VII. LIBRARY & INFORMATION LITERACY SIGNALS

The William R. and Norma B. Harvey Library supports the university's academic mission through information resources, instructional services, and research guides. The library offers course-integrated information literacy instruction via librarian-led sessions in the Harvey Library Classroom, covering research strategies, resource identification, and critical evaluation of information. Library research guides are published on the LibGuides platform.

No AI-specific research guide, digital literacy module addressing generative AI, or AI-focused instructional session is publicly documented on the library website or LibGuides. The library's instructional services focus on traditional information literacy skills: articulating information needs, locating resources, and evaluating accuracy and reliability.

Harvey Library – Services

Research Guides home

Library Instructional Services

Find & Research

VIII. INFRASTRUCTURE & STRATEGIC INVESTMENT SIGNALS

The "Elevating Hampton Excellence" Strategic Plan 2023–2033 explicitly calls for development of an HU Technology and Innovation Park on campus that focuses on interdisciplinary exploration and utilization of cutting-edge technologies including Artificial Intelligence. Goal 2 of the strategic plan aspires to R1 Carnegie classification and includes breaking ground on the Technology Research and Innovation Park. Goal 1 emphasizes technology-driven modernization of academic operations, including mobile technology-based systems and technology-based intrusive advising.

In June 2024, President Williams announced a campus-wide upgrade to 100G wireless infrastructure, described by VP for Information Technology Dr. Adebisi Oladipupo as essential for academic research, online learning, and future growth. The upgrade covered 13 buildings and was characterized as part of the broader strategy to prepare students for a digital landscape.

Hampton University achieved R2 (Research 2) Carnegie classification in February 2025, one of only 13 HBCUs with that designation, positioning the university for increased federal and private research funding.

Academic Programs in AI: The Department of Computer Science offers a B.S. in Artificial Intelligence and Machine Learning (curriculum launched Fall 2023, first courses offered Fall 2024), alongside degrees in Computer Science, Computer Information Systems, and Cyber Security. The M.S. in Computer Science includes Artificial Intelligence as a required core course area. An NSF HBCU-UP Targeted Infusion Project (Award #1912323, PI: Chutima Boonthum-Denecke) funded integration of AI modules across core CS courses, leading to the new BS degree approval in 2022 and first course offerings in Fall 2024.

Amazon Robotics Partnership: Amazon Robotics funded the establishment of a robotics program at Hampton, including a new research laboratory, a one-year faculty position in AI/ML, a senior capstone course with Amazon mentorship, and K-12 outreach including an annual drone camp. The Amazon Robotics Research Innovation lab is housed in the Harvey Library.

Faculty Position: Hampton recruited for an Associate Professor of Robotics and Artificial Intelligence (joint appointment in Electrical & Computer Engineering and Computer Science), supported by the Amazon partnership.

The Center for Atmospheric Sciences lists Artificial Intelligence and Machine Learning as a research area.

Strategic Plan – Our Future at a Glance

Strategic Plan – Priority One

Strategic Plan – Priority Two

Campus Upgrades Announcement (GlobeNewswire)

R2 Designation (PR Newswire)

B.S. in AI and Machine Learning

CS Curriculum page

NSF Award #1912323

Amazon Robotics Partnership (Amazon Science)

Associate Professor of Robotics and AI posting

CAS – AI and Machine Learning

IX. PUBLIC STATEMENTS & EXECUTIVE SIGNALING

President Darrell K. Williams (November 2024): "Hampton University stands at a pivotal moment in the evolution of science and technology. We are committed to leading the charge in advancing HBCU participation in the global dialogue on artificial intelligence."

Dr. Isi Ero-Johnson, Dean of the School of Science and Governor's AI Task Force appointee (November 2024): Stated she is honored to provide insights into the future and current roles of AI in higher education, with a focus on learning and research.

The university's public messaging around the Ero-Johnson appointment stated that when used appropriately and ethically, AI can enhance educational settings and strengthen operations and academic processes, and that Hampton will continue to explore ethical and effective AI use on campus.

HBCU Consortium Activity: Hampton participated in the Deloitte AI Institute's "Leading Conversations in AI" series (March 2021) alongside Morgan State University and Tougaloo College, addressing diversity in AI teams and racial/gender bias mitigation. Dr. Janett Walters-Williams, assistant professor of science and technology, represented Hampton. Hampton is also referenced as part of a consortium with the Deloitte AI Institute in HBCU AI education listings.

Ero-Johnson Appointment Announcement

Deloitte AI Institute – HBCU Perspective

Enrollment Growth Announcement (Nov 2025)

X. EVIDENCE ARCHIVE (All URLs grouped by section)

I. Governance Architecture

https://home.hamptonu.edu/gateways/wp-content/uploads/sites/6/2024/01/AI-Task-Force-Slidedeck-PDF.pdf

https://home.hamptonu.edu/blog/2024/11/26/hampton-universitys-dr-isi-ero-johnson-appointed-to-commonwealths-newly-created-artificial-intelligence-task-force/

HOLLINS UNIVERSITY

Comprehensive Public-Source AI Governance & Teaching Dossier

Evidence snapshot: March 22, 2026

I. INSTITUTIONAL AI GOVERNANCE ARCHITECTURE

A. Formal Governance Framework

No formal AI governance framework, AI task force, or AI steering committee is publicly documented on the Hollins University website or in any publicly accessible university document. The university's centralized policies page (hollins.edu/policies/) lists thirteen policies, none of which address AI, generative AI, or technology use in academic work. The site notes that "many additional policies are posted and available for members of the Hollins campus community on My.Hollins.edu," suggesting that internal (intranet-only) policies may exist but are not publicly accessible.

https://www.hollins.edu/policies/

B. Governance Committees & Structure

Not publicly documented in available sources. The strategic plan names three planning committees (Academic Excellence, Access, Wellness) and their members, but none are described as having an AI or technology governance portfolio.

https://www.hollins.edu/about-hollins/strategic-plan/

C. Stated Ethical Principles

No AI-specific ethical principles are publicly stated. President Mary Dana Hinton made a public comment in August 2023 noting that AI ethics were not keeping pace with the rollout of new AI technology and identifying this as a potential area of institutional leadership. The comment appeared in a Roanoke Times article covering challenges facing higher education.

https://roanoke.com/news/state-regional/education/hollins-university-mary-dana-hinton-higher-education-challenges/article_5037a396-436a-11ee-a467-1bc420004022.html

II. POLICY INFRASTRUCTURE & INSTITUTIONAL ALIGNMENT

A. Policy Reviews or Gap Analyses

Not publicly documented in available sources.

B. Policies Requiring Revision

Not publicly documented in available sources. The Honor Code page and academic catalog do not reference AI, generative AI, or technology-assisted academic misconduct in their publicly available text.

C. Supplemental Guidance Issued

Not publicly documented in available sources. The Hollins Faculty Resource Hub (docs.hollins.edu), maintained by the Digital Pedagogy & Scholarship Librarian, focuses on Moodle and instructional technology but does not include any publicly visible AI-specific guidance or resources.

https://docs.hollins.edu/docs/welcome-to-the-hollins-faculty-resource-hub

III. TEACHING & LEARNING POSTURE

A. Faculty Guidance Model

No publicly documented AI-specific faculty guidance. The Faculty Resource Hub is curated by Sara Sprague, Digital Pedagogy & Scholarship Librarian, and is described as covering Moodle and instructional technology resources. No AI syllabus language, AI assignment guidance, or AI integration resources are visible in the publicly accessible portions of this hub.

https://docs.hollins.edu/docs/welcome-to-the-hollins-faculty-resource-hub

B. Graduate School Guidance

Not publicly documented in available sources. The Graduate Catalogs (2021-22, 2022-23, 2023-24, 2024-25) available as PDFs through the Registrar's site contain standard academic integrity language but do not reference AI or generative AI.

https://registrar.press.hollins.edu/wp-content/uploads/sites/47/2024/12/Final-Graduate-Catalog-2024-25.pdf

https://registrar.press.hollins.edu/wp-content/uploads/sites/47/2024/01/Finalized-Graduate-Catalog-for-23-24.pdf

C. AI Detection Tools Policy

Not publicly documented in available sources.

D. Faculty Support Infrastructure

The Faculty Resource Hub represents the primary visible faculty technology support structure. The Digital Pedagogy & Scholarship Librarian role (housed in the Wyndham Robertson Library) serves as a contact point for instructional technology questions. No AI-focused workshops, training sessions, or faculty development programming are publicly documented.

https://docs.hollins.edu/docs/welcome-to-the-hollins-faculty-resource-hub

IV. TOOL ECOSYSTEM & PROCUREMENT GOVERNANCE

A. Approved AI Tools

Not publicly documented in available sources. The IT department's public-facing pages (it.press.hollins.edu) describe general computing infrastructure and Help Desk services but do not list approved AI tools or platforms.

https://it.press.hollins.edu/

B. Pilot Programs

Not publicly documented in available sources.

C. Procurement & Approval Pathways

Not publicly documented in available sources.

V. ACADEMIC INTEGRITY INTEGRATION

A. Honor Code Language

The Hollins Honor Code is publicly posted and states that all members of the community are bound by it. Violations include lying (any statement, action, or behavior intended to deceive or mislead), stealing (taking personal or institutional property without consent), cheating (giving or receiving unauthorized assistance on academic work, including plagiarism), and failure to report violations. Students sign an Honor Pledge during their first six weeks at Hollins. The Honor Code does not contain any language referencing AI, generative AI, technology-assisted work, or computational tools. The definition of cheating rests on "unauthorized assistance," which could theoretically encompass AI use if an instructor prohibits it, but this interpretation is not made explicit.

https://www.hollins.edu/academics/the-honor-code/

B. Enforcement Process

The publicly available Honor Code page does not detail an enforcement process. The student handbook (referenced on Scribd as a 2024-2025 document) likely contains procedural details but is not fully accessible through public Hollins sources. Academic FAQs reference the Honor Code in the context of exams, noting that students must not discuss exam content after completion, but do not describe the adjudication process publicly.

https://www.hollins.edu/academics/the-honor-code/

https://registrar.press.hollins.edu/wp-content/uploads/sites/47/2019/04/academicFAQs.pdf

VI. RESEARCH GOVERNANCE & ETHICS

A. Research Office AI Guidance

Not publicly documented in available sources. Hollins does not appear to maintain a publicly visible Office of Sponsored Programs or research office web presence with AI-specific policies.

B. Data Ownership & IP Position

Not publicly documented in available sources (at the institutional level for AI-generated work).

C. Authorship & Disclosure Standards

Not publicly documented in available sources.

D. Human Subjects Considerations

Not publicly documented in available sources with respect to AI.

VII. LIBRARY & INFORMATION LITERACY SIGNALS

The Wyndham Robertson Library maintains a "Course Guides" system through LibGuides (libguides.hollins.edu) with subject-specific guides organized by department. A comprehensive search of Hollins LibGuides does not surface a publicly accessible AI or generative AI research guide. The library lists subject librarians across approximately 30 departments and disciplines. The library's publicly visible programs include Open Educational Resources, a Library Undergraduate Research Award, internships, and a Student Advisory Board. The library does not publicly reference AI literacy or generative AI in its services, programs, or news pages.

The library does make a Ground News subscription available (as of early 2026, per the homepage), which is a media literacy tool, though not AI-specific.

https://library.hollins.edu/
https://libguides.hollins.edu/

VIII. INFRASTRUCTURE & STRATEGIC INVESTMENT SIGNALS

The Levavi Oculos Strategic Plan (approved unanimously by the Board of Trustees, fall 2023) is organized around three "gears": Academic Excellence, Access, and Wellness. The plan's seven-year horizon targets 2030 and emphasizes systemic transformation, integrative learning, equity-minded access, experiential learning, and holistic wellness. The Gear One (Academic Excellence) narrative references "an era of rapid transformation, accelerated by the pandemic and influenced by changing ideas and beliefs about gender, race, and class, as well as anxiety about climate change, technology, and the fate of democracy." The word "technology" appears in this contextual framing but AI is not named. No strategic initiative, goal, or sub-goal specifically addresses AI integration, AI literacy, or AI governance. Gear Two (Access) includes expanding online degree offerings but does not reference AI-assisted learning or AI tools. No technology infrastructure investment tied to AI is described.

https://www.hollins.edu/about-hollins/strategic-plan/

The undergraduate catalog (2025-26) and graduate catalogs reference the Moodle learning management system and IT infrastructure but contain no publicly visible language about AI tools or AI in teaching.

https://registrar.press.hollins.edu/wp-content/uploads/sites/47/2025/10/2025-26-Undergraduate-Catalog_v3.pdf

IX. PUBLIC STATEMENTS & EXECUTIVE SIGNALING

The sole publicly documented executive statement on AI is from President Mary Dana Hinton in August 2023, reported in the Roanoke Times. In the context of challenges facing higher education (alongside the SFFA affirmative action decision and declining public confidence), Hinton stated that AI ethics were not keeping pace with the rollout of new AI technology and identified this as a potential area of leadership for Hollins.

No subsequent public presidential statements, provost communications, or campus-wide announcements regarding AI governance, AI policy, or AI teaching strategy were located in publicly available sources.

An April 2026 event listed on the Hollins events calendar (scheduled for the Grandin CoLab in Roanoke) addresses AI in the workplace, describing how managers integrating AI tools face challenges at the intersection of artificial intelligence and human cognition. The event appears to be part of a speaker series rather than a formal curricular or policy initiative.

https://roanoke.com/news/state-regional/education/hollins-university-mary-dana-hinton-higher-education-challenges/article_5037a396-436a-11ee-a467-1bc420004022.html
https://www.hollins.edu/events/

X. EVIDENCE ARCHIVE

Honor Code & Academic Integrity

https://www.hollins.edu/academics/the-honor-code/
https://registrar.press.hollins.edu/wp-content/uploads/sites/47/2019/04/academicFAQs.pdf

Policies

https://www.hollins.edu/policies/

Strategic Plan

https://www.hollins.edu/about-hollins/strategic-plan/

Academic Catalogs

https://registrar.press.hollins.edu/academic-catalogs/

https://registrar.press.hollins.edu/wp-content/uploads/sites/47/2025/10/2025-26-Undergraduate-Catalog_v3.pdf

https://registrar.press.hollins.edu/wp-content/uploads/sites/47/2024/12/Final-Graduate-Catalog-2024-25.pdf

https://registrar.press.hollins.edu/wp-content/uploads/sites/47/2024/01/Finalized-Graduate-Catalog-for-23-24.pdf

Library

https://library.hollins.edu/

https://libguides.hollins.edu/

Faculty Resource Hub

https://docs.hollins.edu/docs/welcome-to-the-hollins-faculty-resource-hub

IT Services

https://it.press.hollins.edu/

https://it.press.hollins.edu/help-desk/

Digital Commons

https://digitalcommons.hollins.edu/

President's Office / Bio

https://www.hollins.edu/directory/mary-dana-hinton/

Executive AI Statement (August 2023)

https://roanoke.com/news/state-regional/education/hollins-university-mary-dana-hinton-higher-education-challenges/article_5037a396-436a-11ee-a467-1bc420004022.html

Events (AI-related)

https://www.hollins.edu/events/

General Institutional Information

https://www.hollins.edu/about-hollins/

https://www.hollins.edu/offices-and-services/information-technology-it/

LIBERTY UNIVERSITY

Comprehensive Public-Source AI Governance & Teaching Dossier

Evidence snapshot: March 22, 2026

I. INSTITUTIONAL AI GOVERNANCE ARCHITECTURE

A. Formal Governance Framework

Liberty University's AI governance is organized around three primary institutional nodes: the Dean of Students / Office of Academic Integrity (student-facing policy), Information Services (employee and operational guidance), and Academic Affairs / Office of the Provost (faculty innovation initiatives).

The foundational student policy change occurred on April 1, 2023, when the university updated The Liberty Way (Student Honor Code) to add AI to its academic dishonesty provisions. The update classified AI-generated content creation as an unauthorized aid, placing it alongside traditional forms of cheating and plagiarism within the existing honor code framework rather than creating a standalone AI policy document.

Information Services published an AI Usage Guidance page (updated January 2026) that extends AI considerations to employees. That page directs staff to consult the university's Data Storage and Data Classification policies, along with the Employee Handbook's provisions on confidentiality and quality, when using AI tools such as meeting transcription or content generation. It also notes that LU Legal has advised staff to be aware of Virginia's AI Executive Order, acknowledging it may not currently apply to the university but may in the future.

The AI Research Challenge, now in its second cycle as of August 2025, is administered through Academic Affairs with proposals evaluated by a Provost Office-led committee. This represents the primary structured faculty engagement mechanism for AI adoption.

https://www.liberty.edu/students/dean/academic-integrity/

https://www.liberty.edu/information-services/about/ai-usage-guidance/

https://www.liberty.edu/academic-affairs/ai-research-challenge/

https://www.liberty.edu/students/dean/wp-content/uploads/sites/91/Artificial-Intelligence-and-Academic-Integrity.pdf

B. Governance Committees & Structure

No publicly documented standing AI governance committee, task force, or cross-functional body is identified in available sources. The AI Research Challenge uses a Provost Office-led review committee for proposal evaluation, but this appears to be a program-specific function rather than a permanent governance body. The Information Services AI Usage Guidance page routes new AI use cases through IT's ServiceNow ticketing system, suggesting a case-by-case review process rather than a standing governance board.

C. Stated Ethical Principles

Liberty's AI posture is explicitly grounded in its Christian mission and two operational principles repeated across multiple documents: originality and authenticity. The faculty guidance document states that the policy is driven by these two principles and that a professor's decision to allege academic misconduct due to AI misuse should involve informed judgments on whether

the AI-involved conduct compromised assignment originality and/or authenticity beyond what is reasonably acceptable.

Alexander Mason, Associate Dean of the College of Arts & Sciences and the university's most visible public voice on AI ethics, has articulated a broader theological framework. In a February 2025 Liberty Journal article titled "Beyond the Algorithm," Mason argued that Christians must preserve human worth and dignity in the face of machines that mimic human capacities, and must guard moral clarity in a world increasingly guided by algorithmic decision-making. The argument is grounded in the concept of Imago Dei (humanity made in God's image), which Mason positions as the foundational distinction between human and artificial intelligence.

Mason also taught a pilot course, Ethics of Artificial Intelligence (PHIL 497), beginning in Spring 2024, which examines AI through the lens of a biblical worldview, covering topics including AI in art, healthcare, labor, education, and warfare. He served as an ethics panelist at the Liberty University Law Review's March 2025 symposium, "God, Man, & AI: The Christian Worldview of AI."

https://www.liberty.edu/students/dean/wp-content/uploads/sites/91/Artificial-Intelligence-and-Academic-Integrity.pdf

https://www.liberty.edu/journal/article/beyond-the-algorithm/

https://www.liberty.edu/news/2024/02/26/creator-vs-created-ethics-in-ai-course-applies-faith-to-rising-concerns-of-new-tech-tool/

https://www.liberty.edu/arts-sciences/faculty/alexander-mason/

II. POLICY INFRASTRUCTURE & INSTITUTIONAL ALIGNMENT

A. Policy Reviews or Gap Analyses

Not publicly documented in available sources. No evidence of a formal policy review cycle, gap analysis, or structured assessment of AI policy adequacy is found in public materials.

B. Policies Requiring Revision

Not publicly documented in available sources. The Information Services AI Usage Guidance page acknowledges that "the landscape for AI is ever-evolving," and the reference to Virginia's AI Executive Order suggests awareness that regulatory alignment may require future policy adjustment. But no specific internal policy revision agenda is publicly available.

C. Supplemental Guidance Issued

The university has issued several layers of supplemental guidance beyond the Liberty Way amendment:

The Faculty Guidance document ("Artificial Intelligence and Academic Integrity") provides detailed operational guidance, including: the distinction between prohibited generative text AI use and permitted basic spelling/grammar assistance; guidance on interpreting Turnitin AI detection results; identification of specific tools (Grammarly's generative features, Quillbot) that are likely to be flagged; visual indicators of AI use (e.g., Segoe UI font from direct ChatGPT copy/paste); and guidance that professors may set their own parameters allowing AI use if clearly delineated in written assignment instructions.

A student-facing document ("Using Artificial Intelligence Responsibly") was distributed via Canvas announcement, specifying that students should not accept AI-generated "improvements" to their work from Grammarly or similar tools and should turn off generative text AI features when possible.

A citation guide produced by the Online Writing Center (May 2024) provides instructions for citing generative AI when its use is expressly permitted by an instructor.

Information Services published an AI one-pager ("Utilizing Artificial Intelligence at Liberty University") listing categories of AI capabilities available in-house, including generative text, video classification, document processing, semantic segmentation, text embedding, sentiment analysis, speech recognition/transcription, and text classification (including PII detection). The document highlights cost effectiveness and enhanced data security (encryption, breach protection, compliance adherence) when using LU-credentialed AI tools.

https://www.liberty.edu/students/dean/wp-content/uploads/sites/91/Artificial-Intelligence-and-Academic-Integrity.pdf

https://www.liberty.edu/students/dean/wp-content/uploads/sites/91/Canvas-Announcement-for-Students.pdf

https://www.liberty.edu/casas/academic-success-center/wp-content/uploads/sites/28/AI-handout.pdf

https://www.liberty.edu/information-services/wp-content/uploads/AI-One-Pager-Final-Draft-with-Links-V1-1.pdf

III. TEACHING & LEARNING POSTURE

A. Faculty Guidance Model

Liberty operates a hybrid model. The university-wide default, codified in The Liberty Way, treats AI-generated content creation as academic dishonesty. However, individual faculty members may expressly permit defined AI use in written assignment instructions. The Faculty Guidance document states: "The Liberty Way does authorize professors to set parameters and allow students to use resources including AI. In those cases, the written assignment instructions will clearly delineate the permitted use and limitations of AI."

Permitted uses under the default university standard include brainstorming, inspiration, feedback, suggestions, and basic spelling/grammar correction. Prohibited uses include generating content submitted for credit, extensive paraphrasing via AI tools, and any use that compromises the originality or authenticity of coursework.

The standard of proof for alleging AI-related misconduct is described in the faculty guidance as based on the "preponderance of the evidence," where probability is at the heart of the determination. The guidance specifically states that AI detection results alone are not sufficient to establish misconduct and should always involve a thorough review of all available evidence.

Alexander Mason, in a September 2025 interview, described the approach succinctly: students can use AI for brainstorming, editing, and feedback, but not for generating their assignments entirely. He characterized AI as a support tool that is never a substitute for actual human work.

https://www.liberty.edu/students/dean/wp-content/uploads/sites/91/Artificial-Intelligence-and-Academic-Integrity.pdf

https://www.liberty.edu/casas/academic-success-center/wp-content/uploads/sites/28/AI-handout.pdf

https://www.govtech.com/education/higher-ed/virginia-colleges-take-varied-approach-to-ai-education

B. Graduate School Guidance

The Graduate School operates under the same Liberty Way provisions as the undergraduate program. The 2025-2026 Graduate Catalog references the same academic misconduct framework. The College of Osteopathic Medicine (LUCOM) catalog explicitly lists AI as an unauthorized aid in its Academic Conduct Standards, which supplement The Liberty Way for

medical students. The catalog states that unauthorized aids include "The use of Artificial Intelligence (AI) aids, chatbots, or other equivalent forms of AI to create content for coursework."

No graduate school-specific supplemental AI guidance document beyond the general university framework is publicly documented.

Liberty does offer an explicitly AI-focused graduate program: the MA in Composition with an AI-Integrated Writing specialization, which covers AI platforms, ethical issues, and integration of AI in the writing process from brainstorming through publishing. This represents a curriculum-level engagement with AI at the graduate level, distinct from policy governance.

https://catalog.liberty.edu/osteopathic-medicine/academic-conduct-standards/
https://catalog.liberty.edu/graduate/academic-support/academic-information-policies/
https://www.liberty.edu/online/arts-and-sciences/masters/composition/ai-integrated-writing/

C. AI Detection Tools Policy

Liberty uses Turnitin as its exclusive authorized AI detection tool. The faculty guidance document specifies that all text must meet a 0.8 threshold of probability to be flagged as "highly probable" AI-generated; anything below that threshold will not be flagged. The guidance states that Turnitin tested its AI detector for accuracy using 800,000 human-written papers, producing a less than 1% error rate.

No other AI detector may be used when investigating possible academic misconduct. The guidance states this restriction is based on Turnitin's high reliability and privacy concerns about submitting student work to external platforms outside the Canvas/Turnitin environment.

Turnitin is integrated into Canvas and enabled on nearly all Canvas assignments. The Information Services product page for Turnitin notes that faculty may upload assignments, discussion threads, discussion replies, and quiz essay responses for analysis.

The university has publicly acknowledged limitations of AI detection. The faculty guidance notes that students who write in a style that mirrors AI will likely be flagged, and that detection results should be treated as a starting point for investigation, not an automatic finding.

https://www.liberty.edu/students/dean/wp-content/uploads/sites/91/Artificial-Intelligence-and-Academic-Integrity.pdf
https://www.liberty.edu/information-services/products/turnitin/

D. Faculty Support Infrastructure

The Center for Teaching Excellence (CTE) is Liberty's primary faculty development unit, offering workshops, conferences, boot camps, and a podcast. The CTE's Spring/Summer 2025 newsletter contained a dedicated section on AI in higher education, providing faculty with ideas for integrating AI in the classroom, including personalized learning, differentiated instruction, and creating multiple versions of assignments at varying difficulty levels. The newsletter noted that "CTE offers various professional development opportunities for faculty interested in using AI in education."

The Fall 2025 Faculty Professional Development Guide listed workshops available through the CTE. The May 2025 Faculty Workdays included a session titled "Taking Teaching to New Heights with AI" led by Jake Byrd. The CTE podcast, "In Pursuit of Excellence: Teaching in Christian Higher Education," covered the ethics of artificial intelligence in its first season (2024).

The 2026 Conference on Teaching Excellence (January 14, 2026) featured 135 sessions. While the public program does not itemize individual workshop titles, the CTE's newsletter and faculty development infrastructure indicate ongoing AI-related programming. Alexander Mason

presented at the 2026 conference on "Connecting Christ & Curriculum: Biblical Worldview Integration in the Classroom."

The AI Research Challenge, administered through Academic Affairs, provides selected faculty with Microsoft 365 Copilot licenses. The challenge solicits proposals for AI use in teaching methods, administrative tasks, and mission alignment. Workshop recordings are publicly archived, including sessions on M365 Copilot and a "Public Roadmap Regarding Usage for Faculty."

https://www.liberty.edu/teaching-excellence/

https://www.liberty.edu/teaching-excellence/newsletter/spring-summer-2025-newsletter/

https://www.liberty.edu/teaching-excellence/newsletter/

https://www.liberty.edu/teaching-excellence/services/

https://www.liberty.edu/teaching-excellence/conferences/

https://www.liberty.edu/center-for-academic-development/faculty-workshops/

https://www.liberty.edu/academic-affairs/ai-research-challenge/

IV. TOOL ECOSYSTEM & PROCUREMENT GOVERNANCE

A. Approved AI Tools

Microsoft 365 Copilot is the primary AI tool identified in public sources. The AI Research Challenge awards Copilot licenses to faculty with selected proposals, and the AI Research Challenge page describes this version as "advanced" and "more secure than free options, as it is not used to train other open AI tools."

The Information Services page for Microsoft Copilot exists but requires login to view, indicating it is behind authentication for faculty/staff. The IS AI one-pager references in-house AI capabilities across multiple categories (generative text, video classification, document processing, semantic segmentation, text embedding, sentiment analysis, speech detection/recognition, text classification), suggesting an internal AI service layer managed by Information Services.

The university does not restrict access to AI platforms like ChatGPT on university servers. The faculty guidance document explicitly states that "the university does not ban the use of AI tools as a whole and does not restrict access to AI products/platforms like ChatGPT on university servers."

Turnitin is the designated AI detection tool.

Grammarly is addressed in guidance documents: the university does not ban Grammarly but warns students against using its generative text AI features and recommends turning those features off.

https://www.liberty.edu/academic-affairs/ai-research-challenge/

https://www.liberty.edu/information-services/products/microsoft-365/microsoft-copilot/

https://www.liberty.edu/information-services/wp-content/uploads/AI-One-Pager-Final-Draft-with-Links-V1-1.pdf

https://www.liberty.edu/students/dean/wp-content/uploads/sites/91/Artificial-Intelligence-and-Academic-Integrity.pdf

https://www.liberty.edu/students/dean/wp-content/uploads/sites/91/Canvas-Announcement-for-Students.pdf

B. Pilot Programs

The AI Research Challenge functions as a structured faculty pilot program. Now in its second cycle (applications open as of August 2025), it solicits proposals from residential faculty for AI use cases in teaching and administration. Selected participants receive Copilot licenses and their ideas are developed further. The challenge focuses on teaching methods, administrative task streamlining, and mission alignment.

C. Procurement & Approval Pathways

Information Services manages AI tool governance through its ServiceNow ticketing system. The AI Usage Guidance page instructs employees with an AI use case to "Submit a request here" (linking to ServiceNow). The IS Acceptable Use Policy prohibits users from installing third-party software on university Information Systems except as approved by the IS Accounts Management & Compliance Office.

IS policies are published through a Doctract document portal (https://libertyedu.public.na2.doctract.com/), which includes Data Storage and Data Classification policies that apply to AI tool usage.

https://www.liberty.edu/information-services/about/ai-usage-guidance/
https://wiki.os.liberty.edu/display/IE/Acceptable+Use+Policy

V. ACADEMIC INTEGRITY INTEGRATION

A. Honor Code Language

The Liberty Way (Student Honor Code, 2024-2025 edition) classifies AI-generated content under "Academic Dishonesty." The relevant provisions define unauthorized aids as including "Using unauthorized aids of any kind to generate coursework without permission from the instructor." The Liberty Way specifically identifies unauthorized aids to include AI aids, chatbots, and paraphrasing software.

The 2025-2026 Undergraduate Catalog and Graduate Catalog incorporate the same language. The LUCOM Academic Conduct Standards catalog section adds explicit language: "The use of Artificial Intelligence (AI) aids, chatbots, or other equivalent forms of AI to create content for coursework. The use of paraphrasing software to modify or alter materials the student did not create. Any other aid that compromises the originality or authenticity of coursework."

The Dean of Students Academic Integrity page provides a more nuanced framing than the honor code itself, stating: "Liberty University does not ban the use of AI, but we do have expectations that using any AI tool, like ChatGPT, be done in alignment with our values." This distinguishes between the formal prohibition on AI-generated content and the broader institutional stance of permitting AI as a support tool within defined boundaries.

https://ugc.production.linktr.ee/0e661509-0c1e-4fbe-b98b-feab740ac830_New-Liberty-Way--2024-2025-.pdf
https://catalog.liberty.edu/osteopathic-medicine/academic-conduct-standards/
https://www.liberty.edu/students/dean/academic-integrity/
https://www.liberty.edu/students/honor-code/

B. Enforcement Process

Academic misconduct reports are submitted by faculty through Beacon (the university's reporting system) or by any community member via email to academicintegrity@liberty.edu. The Office of Academic Integrity oversees all Liberty Way violations related to academic misconduct.

The process follows a multi-tier appeal structure: the instructor notifies the student of the finding; the student may appeal to the department chairperson or designee within seven days; further appeal options are available. The Liberty Way lists a range of sanctions for honor code violations, and in cases of severe or recurring misconduct, suspension or expulsion may be considered.

The faculty guidance specifies that Turnitin AI detection results are a starting point for faculty-student discussion, not a standalone basis for a misconduct finding. The guidance instructs faculty to consider whether the AI-involved conduct compromised originality and/or authenticity before alleging misconduct.

https://ugc.production.linktr.ee/0e661509-0c1e-4fbe-b98b-feab740ac830_New-Liberty-Way--2024-2025-.pdf

https://www.liberty.edu/students/dean/academic-integrity/

https://www.liberty.edu/students/dean/wp-content/uploads/sites/91/Artificial-Intelligence-and-Academic-Integrity.pdf

VI. RESEARCH GOVERNANCE & ETHICS

A. Research Office AI Guidance

No AI-specific guidance from the Research Ethics Office or Office of Sponsored Programs is publicly documented. The Research Ethics Office consists of the IRB (human subjects), IACUC (animal care), and IBC (biosafety). Public IRB pages address standard human subjects protections, CITI training requirements, data confidentiality, and review categories, but contain no publicly visible guidance on AI-specific considerations such as use of AI in data analysis, AI-generated survey instruments, or algorithmic decision-making in research.

https://www.liberty.edu/graduate/research-ethics/

https://www.liberty.edu/graduate/institutional-review-board/

B. Data Ownership & IP Position

The IS Acceptable Use Policy establishes that Liberty's information systems are the property of the university and that the university owns all email accounts and data transmitted or stored using university email. The Data Storage and Data Classification policies (referenced in the AI Usage Guidance but hosted behind a Doctract portal) govern data handling. Information at Liberty is categorized into four tiers: Restricted, Confidential/Sensitive, Internal Only, and Public.

No publicly documented IP policy specifically addressing AI-generated content or works produced with AI assistance is identified.

https://wiki.os.liberty.edu/display/IE/Acceptable+Use+Policy

https://www.liberty.edu/information-services/about/ai-usage-guidance/

https://www.liberty.edu/information-services/products/microsoft-365/faq/

C. Authorship & Disclosure Standards

No publicly documented institutional guidance on AI disclosure requirements in faculty research publications or on authorship standards for AI-assisted scholarship is identified. The citation guide from the Online Writing Center (May 2024) addresses student use of AI as a source requiring citation when faculty have authorized it, but this is scoped to coursework rather than faculty research outputs.

https://www.liberty.edu/casas/academic-success-center/wp-content/uploads/sites/28/AI-handout.pdf

D. Human Subjects Considerations

The IRB Handbook and publicly available IRB pages do not address AI-specific considerations for human subjects research, such as the use of AI in participant interactions, AI-driven data collection, or algorithmic analysis of human subjects data. The IRB's guidance on data protection and confidentiality is general, covering anonymization, coding systems, and consent requirements but not specifically AI-related scenarios.

The IRB offers faculty workshops and guest lectures, which could potentially include AI-related topics, but no public documentation of such sessions is available.

https://www.liberty.edu/graduate/institutional-review-board/

https://www.liberty.edu/graduate/institutional-review-board/faculty-research-and-considerations/

https://www.liberty.edu/graduate/institutional-review-board/avoiding-pitfalls/

https://www.liberty.edu/graduate/institutional-review-board/wp-content/uploads/sites/77/2019/07/IRB_Handbook.pdf

VII. LIBRARY & INFORMATION LITERACY SIGNALS

The Jerry Falwell Library maintains LibGuides covering plagiarism and source use. The "What is Plagiarism?" research guide references The Liberty Way's definitions and academic dishonesty standards. A Faculty & Staff Resources guide includes a curated reading list on generative AI in higher education, featuring books such as "Using Generative AI Effectively in Higher Education," "The Evolution of Artificial Intelligence in Higher Education," and "Generative AI in Higher Education: The ChatGPT Effect."

No standalone AI literacy research guide from the library is publicly documented. The AI-related library content appears embedded within existing guides (plagiarism, faculty resources) rather than constituting a dedicated AI or digital literacy resource. The Online Writing Center's AI citation handout is the most AI-specific library-adjacent resource publicly available.

https://libguides.liberty.edu/c.php?g=749313&p=5480729

https://libguides.liberty.edu/c.php?g=1441635&p=10742705

https://www.liberty.edu/casas/academic-success-center/wp-content/uploads/sites/28/AI-handout.pdf

https://www.liberty.edu/casas/academic-success-center/wp-content/uploads/sites/28/Writing-With-Integrity.pdf

VIII. INFRASTRUCTURE & STRATEGIC INVESTMENT SIGNALS

The 2024-2029 Strategic Plan, unanimously approved by the Board of Trustees in September 2024, is organized around the FLAMES acronym (Faith First, Lifelong Learning, Authentic Christian Culture, Mission-Driven Excellence, Engaged Community, Stewardship and Service). The plan emphasizes "academic excellence, further opportunities for innovation," and references "the rapidly changing cultural and higher education landscapes." The plan does not appear to contain publicly documented explicit references to artificial intelligence or technology-specific investment commitments in its available summaries and descriptions.

The implementation phase has produced over 1,300 key performance indicators tracked through a purpose-built platform developed by the Analytics and Decision Support (ADS) team, described as an innovative platform enabling leadership to monitor progress and align efforts. The strategic plan's Lifelong Learning pillar and Mission-Driven Excellence pillar both reference standards in teaching, research, and service but do not specifically name AI in available public materials.

The School of Engineering conducts machine learning research, including work on NP-hard problems, DNA sequencing via AI/ML, and an interdisciplinary AIoT (AI over Internet of Things) training platform developed in collaboration with Illinois State University. The School of Business houses the B.S. in Computer Science with a Data Science cognate, which includes coursework in AI and machine learning. Liberty's continuing education arm offers an Artificial Intelligence and Machine Learning Suite through ed2go.

https://www.liberty.edu/about/strategic-plan/

https://www.liberty.edu/news/2024/09/26/liberty-university-board-of-trustees-enacts-2024-29-strategic-plan/

https://www.liberty.edu/journal/article/on-mission/

https://www.liberty.edu/engineering/research/machine-learning/

https://www.liberty.edu/engineering/research/internet-of-things-research/

https://www.liberty.edu/residential/business/bachelors/computer-science/data-science/

https://www.ed2go.com/liberty/online-courses/artificial-intelligence-machine-learning-suite/

IX. PUBLIC STATEMENTS & EXECUTIVE SIGNALING

The most prominent public signaling on AI has come from Alexander Mason (Associate Dean, College of Arts & Sciences), who has emerged as Liberty's primary public intellectual voice on AI ethics. His visible activities include:

Teaching the Ethics of Artificial Intelligence pilot course (PHIL 497, Spring 2024), receiving the 2024 President's Award for Excellence in Teaching, publishing "Beyond the Algorithm: Preserving Human Worth and Moral Compass in the AI Era" in the Liberty Journal (Winter/Spring 2025), serving as ethics panelist at the Law Review's "God, Man, & AI" symposium (March 2025), co-presenting "Why AI Will Never Be 'I'" at the Evangelical Philosophical Society National Conference (November 2024), and serving as the public spokesperson on AI policy in media coverage (GovTech/News & Advance, September 2025).

The Liberty University Law Review hosted its annual spring symposium on March 1, 2025, titled "Artificial Intelligence, Authentic Conversations," featuring speakers from OpenAI, the CATO Institute, Harvard Law School, and multiple law firms. Harvard Law Professor Ruth Okediji, delivering the keynote, called it the first faith-focused AI conference she had attended and urged that the work of "thinking theologically about technology must be done with vigor."

The Liberty Champion student newspaper has published multiple opinion pieces on AI, including a March 2026 piece arguing that generative AI reduces brain interconnectivity and that Christians should limit their reliance on AI tools, and a May 2023 piece exploring both the promise and ethical concerns of ChatGPT.

The Helms School of Government's 2024 conference included a paper on "Ethical Considerations in Implementing AI Technologies in Higher Education," published through Scholars Crossing.

Scholars Crossing, Liberty's institutional repository, hosts multiple AI-related dissertations and theses, including work on AI in cybersecurity (DBA, 2024), artificial general intelligence and the mind-body problem (Honors thesis, 2024), AI in religious education (doctoral dissertation, 2024), AI in graphic design (master's thesis, 2024), and AI's influence on teaching strategies (doctoral dissertations, 2025).

No publicly available statements from President Dondi Costin or Provost Scott Hicks specifically addressing AI were identified, though both are quoted extensively on the strategic plan, which frames innovation and the changing higher education landscape as priorities.

https://www.liberty.edu/arts-sciences/faculty/alexander-mason/

https://www.liberty.edu/journal/article/beyond-the-algorithm/

https://www.liberty.edu/news/2024/02/26/creator-vs-created-ethics-in-ai-course-applies-faith-to-rising-concerns-of-new-tech-tool/

https://www.liberty.edu/news/2025/03/05/liberty-law-review-symposium-addresses-impacts-of-ai-on-legal-field/

https://www.liberty.edu/law/news/liberty-university-law-review-to-host-symposium-with-leading-experts-in-artificial-intelligence/

https://www.liberty.edu/champion/2026/03/02/machines-undermine-creativity/

https://www.liberty.edu/champion/2023/05/02/student-opinion-i-dont-fear-ai-but-we-need-to-talk-about-chatgpt/

https://digitalcommons.liberty.edu/hsgconference/2024/liberty_justice/7/

https://digitalcommons.liberty.edu/honors/1415/

https://digitalcommons.liberty.edu/doctoral/5311/

https://digitalcommons.liberty.edu/doctoral/7801/

https://digitalcommons.liberty.edu/doctoral/7615/

https://www.govtech.com/education/higher-ed/virginia-colleges-take-varied-approach-to-ai-education

X. EVIDENCE ARCHIVE

Section I — Governance Architecture

https://www.liberty.edu/students/dean/academic-integrity/

https://www.liberty.edu/information-services/about/ai-usage-guidance/

https://www.liberty.edu/academic-affairs/ai-research-challenge/

https://www.liberty.edu/students/dean/wp-content/uploads/sites/91/Artificial-Intelligence-and-Academic-Integrity.pdf

https://www.liberty.edu/journal/article/beyond-the-algorithm/

https://www.liberty.edu/news/2024/02/26/creator-vs-created-ethics-in-ai-course-applies-faith-to-rising-concerns-of-new-tech-tool/

https://www.liberty.edu/arts-sciences/faculty/alexander-mason/

Section II — Policy Infrastructure

https://www.liberty.edu/students/dean/wp-content/uploads/sites/91/Artificial-Intelligence-and-Academic-Integrity.pdf

https://www.liberty.edu/students/dean/wp-content/uploads/sites/91/Canvas-Announcement-for-Students.pdf

https://www.liberty.edu/casas/academic-success-center/wp-content/uploads/sites/28/AI-handout.pdf

https://www.liberty.edu/information-services/wp-content/uploads/AI-One-Pager-Final-Draft-with-Links-V1-1.pdf

https://www.liberty.edu/information-services/about/ai-usage-guidance/

Section III — Teaching & Learning

https://www.liberty.edu/students/dean/wp-content/uploads/sites/91/Artificial-Intelligence-and-Academic-Integrity.pdf

https://www.liberty.edu/casas/academic-success-center/wp-content/uploads/sites/28/AI-handout.pdf

https://www.govtech.com/education/higher-ed/virginia-colleges-take-varied-approach-to-ai-education

https://catalog.liberty.edu/osteopathic-medicine/academic-conduct-standards/

https://catalog.liberty.edu/graduate/academic-support/academic-information-policies/

https://www.liberty.edu/online/arts-and-sciences/masters/composition/ai-integrated-writing/
https://www.liberty.edu/information-services/products/turnitin/
https://www.liberty.edu/teaching-excellence/
https://www.liberty.edu/teaching-excellence/newsletter/spring-summer-2025-newsletter/
https://www.liberty.edu/teaching-excellence/newsletter/
https://www.liberty.edu/teaching-excellence/services/
https://www.liberty.edu/teaching-excellence/conferences/
https://www.liberty.edu/center-for-academic-development/faculty-workshops/
https://www.liberty.edu/academic-affairs/ai-research-challenge/
https://www.liberty.edu/academic-affairs/wp-content/uploads/sites/107/LU-AI-Research-Challenge-Guidelines-and-FAQs-Update-8.5.2025.pdf

Section IV — Tool Ecosystem

https://www.liberty.edu/academic-affairs/ai-research-challenge/
https://www.liberty.edu/information-services/products/microsoft-365/microsoft-copilot/
https://www.liberty.edu/information-services/wp-content/uploads/AI-One-Pager-Final-Draft-with-Links-V1-1.pdf
https://www.liberty.edu/information-services/about/ai-usage-guidance/
https://wiki.os.liberty.edu/display/IE/Acceptable+Use+Policy

Section V — Academic Integrity

https://ugc.production.linktr.ee/0e661509-0c1e-4fbe-b98b-feab740ac830_New-Liberty-Way--2024-2025-.pdf
https://catalog.liberty.edu/osteopathic-medicine/academic-conduct-standards/
https://www.liberty.edu/students/dean/academic-integrity/
https://www.liberty.edu/students/honor-code/
https://watch.liberty.edu/media/t/1_xw682pyr

Section VI — Research Governance

https://www.liberty.edu/graduate/research-ethics/
https://www.liberty.edu/graduate/institutional-review-board/
https://www.liberty.edu/graduate/institutional-review-board/faculty-research-and-considerations/
https://www.liberty.edu/graduate/institutional-review-board/avoiding-pitfalls/
https://www.liberty.edu/graduate/institutional-review-board/wp-content/uploads/sites/77/2019/07/IRB_Handbook.pdf

Section VII — Library & Information Literacy

https://libguides.liberty.edu/c.php?g=749313&p=5480729
https://libguides.liberty.edu/c.php?g=1441635&p=10742705
https://www.liberty.edu/casas/academic-success-center/wp-content/uploads/sites/28/AI-handout.pdf
https://www.liberty.edu/casas/academic-success-center/wp-content/uploads/sites/28/Writing-With-Integrity.pdf

Section VIII — Infrastructure & Strategic Investment

https://www.liberty.edu/about/strategic-plan/
https://www.liberty.edu/news/2024/09/26/liberty-university-board-of-trustees-enacts-2024-29-strategic-plan/
https://www.liberty.edu/journal/article/on-mission/
https://www.liberty.edu/engineering/research/machine-learning/

https://www.liberty.edu/engineering/research/internet-of-things-research/

https://www.liberty.edu/residential/business/bachelors/computer-science/data-science/

https://www.ed2go.com/liberty/online-courses/artificial-intelligence-machine-learning-suite/

Section IX — Public Statements & Executive Signaling

https://www.liberty.edu/arts-sciences/faculty/alexander-mason/

https://www.liberty.edu/journal/article/beyond-the-algorithm/

https://www.liberty.edu/news/2024/02/26/creator-vs-created-ethics-in-ai-course-applies-faith-to-rising-concerns-of-new-tech-tool/

https://www.liberty.edu/news/2025/03/05/liberty-law-review-symposium-addresses-impacts-of-ai-on-legal-field/

https://www.liberty.edu/law/news/liberty-university-law-review-to-host-symposium-with-leading-experts-in-artificial-intelligence/

https://www.liberty.edu/champion/2026/03/02/machines-undermine-creativity/

https://www.liberty.edu/champion/2023/05/02/student-opinion-i-dont-fear-ai-but-we-need-to-talk-about-chatgpt/

https://digitalcommons.liberty.edu/hsgconference/2024/liberty_justice/7/

https://digitalcommons.liberty.edu/honors/1415/

https://digitalcommons.liberty.edu/doctoral/5311/

https://digitalcommons.liberty.edu/doctoral/7801/

https://digitalcommons.liberty.edu/doctoral/7615/

https://www.govtech.com/education/higher-ed/virginia-colleges-take-varied-approach-to-ai-education

https://www.liberty.edu/information-services/products/microsoft-365/faq/

https://www.liberty.edu/academic-affairs/provost/

https://www.liberty.edu/academic-affairs/

https://watch.liberty.edu/media/t/1_taznj0og/347978742

External News & Media Coverage

https://wset.com/news/local/adapting-to-ai-schools-new-policy-essay-writing-tech-grows-popularity-chatgpt-artificial-intelligence-amherst-county-nelson-university-of-lynchburg-liberty-education-plagiarism-college-virginia-june-2023

https://dailydot.com/grammarly-turnitin-ai-detection-warning

https://wiki.os.liberty.edu/display/OPO/Plagiarism+Guidelines

MARYMOUNT UNIVERSITY

Comprehensive Public-Source AI Governance & Teaching Dossier

Evidence snapshot: March 22, 2026

I. INSTITUTIONAL AI GOVERNANCE ARCHITECTURE

A. Formal Governance Framework

Marymount University does not publish a standalone, centralized AI governance policy document. Its governance posture toward AI is expressed instead through a combination of academic integrity code language, presidential signaling, federal grant-funded initiatives, and curriculum development.

President Irma Becerra, writing in Forbes, has publicly advocated that institutions establish "a presidential AI task force" as "a crucial initial step" and called for conducting campus-wide surveys and audits of AI use across enrollment, fundraising, procurement, and operations. Marymount University Whether Marymount itself has formally constituted such a body under that name is not confirmed in publicly available sources. The first-pass research identified references to an AI Task Force, but no publicly posted charter, membership roster, or formal report from such a body was located in this sweep.

The 2025-2026 University Catalog, in its Academic Integrity Policy Summary, lists "unauthorized uses of artificial intelligence" among the enumerated violations of the Academic Integrity Code, Smartcatalogiq alongside cheating, plagiarism, falsification, text-recycling, and facilitating academic dishonesty. This represents a formal policy-level integration of AI into the integrity framework.

B. Governance Committees & Structure

The governance architecture around AI touches several institutional bodies:

The Office of Student Conduct and Conflict Resolution administers the Academic Integrity Code and manages incident reporting and hearings. The office has prepared a "Quick Guide for instructors" and references the "Academic Integrity Code 2024-2025" as the operative document. Marymount University

The University Technology Committee is referenced in the strategic plan as responsible for Initiative 31 (Expanding academic and operational technology). This committee absorbed the strategic plan action group on technology expansion. Marymount University

The Intellectual Property Committee ("IPC"), appointed by the Provost, oversees the university's IP policy. The IPC makes recommendations on licensing and handles disputes about invention ownership, including for sponsored research. Marymount University

No publicly posted committee roster or charter for a dedicated AI governance body was found.

C. Stated Ethical Principles

President Becerra has stated: "At Marymount, we are dedicated to providing a high-quality education that provides students with technical expertise while also fostering a commitment to ethical practice and social responsibility." Marymount University

The B.S. in Artificial Intelligence curriculum includes a required course titled "AI Trust, Bias and Social Impact." Marymount University Faculty research profiles in the School of Technology and

Innovation identify active work on trustworthy AI, bias detection and minimization, and the governance and accountability of AI-based systems.

Dr. Michelle Liu's research focuses in part on "the impact, governance, ethics, and accountability of AI-based systems." Marymount University Dr. Donna Schaeffer's research agenda includes "the ethical and social implications of artificial intelligence and machine learning." Marymount University

II. POLICY INFRASTRUCTURE & INSTITUTIONAL ALIGNMENT

A. Policy Reviews or Gap Analyses

Not publicly documented in available sources. President Becerra has publicly recommended that institutions conduct "an audit of how AI is currently being used across the organization" to set strategic goals, Marymount University but no public report of such an audit at Marymount was located.

B. Policies Requiring Revision

Not publicly documented in available sources. The Academic Integrity Code has been updated to include AI-specific violation language (the 2025-2026 catalog includes "unauthorized uses of artificial intelligence"), suggesting at least one policy revision cycle has occurred, but no public documentation of the revision process or identification of additional policies needing revision was found.

C. Supplemental Guidance Issued

No publicly posted supplemental AI guidance documents (e.g., AI syllabus statement templates, faculty quick-reference cards, or provost memos) were located beyond the Academic Integrity Code itself and the resources for international students page, which provides context-specific guidance. The international students resource page defines cheating to include "use of substantive translation services that aid in more than just spelling and grammar," Marymount University language that could encompass some AI tools.

III. TEACHING & LEARNING POSTURE

A. Faculty Guidance Model

Marymount operates under a syllabus-level authority model: the Academic Integrity Code establishes "unauthorized uses of artificial intelligence" as a violation category, and individual faculty determine what constitutes authorized versus unauthorized use in their courses.

The Marymount Library's APA7 Citation Guide includes a dedicated "Citing AI and AI Tools" page and links to "MU Student Academic Integrity Code: Artificial Intelligence," described as defining "appropriate uses of generative AI tools for students." Libguides The library guides direct students to consult their teaching faculty for course-specific expectations.

The Chicago/Turabian citation guide similarly includes a section on citing generative AI, with a table listing available AI research tools and links to Georgetown's generative AI resources guide. Libguides

No publicly posted institution-wide faculty guide, rubric, or template for AI syllabus statements was located.

B. Graduate School Guidance

The 2025-2026 catalog's Academic Integrity Policy Summary applies to both undergraduate and graduate students. It states the code "is in effect during all phases of a student's academic career" and applies to "any academically related experience involving Marymount University students whether occurring on campus, in a distance-learning situation, at host institutions or sites, or at internships." Smartcatalogiq

No graduate-school-specific AI guidance beyond the catalog's general integrity policy was found. No health sciences or nursing-specific AI use policies were located in public sources.

C. AI Detection Tools Policy

Marymount provides access to Turnitin.com, which is integrated into Canvas. The institution states that "Turnitin.com detects matches. Those matches indicate that the text in the student's paper is not original. It is up to the instructor to assess if plagiarism has occurred." Marymount University

No public statement was found regarding institutional use of Turnitin's AI writing detection feature specifically, or any other AI-specific detection tool. No policy restricting or endorsing AI detection tools was located.

D. Faculty Support Infrastructure

Office of Teaching Excellence and Assessment (OTEA): OTEA serves as a "nexus of support where all faculty can explore innovations that inspire learning" through "workshops, tutoring, collaboration, and coaching." Marymount University OTEA Media "monitors academic trends, identifying those that may impact Marymount, and prepares the faculty for teaching in the future" and creates "a culture of ongoing educational experimentation." Marymount University No publicly posted OTEA workshop specifically on AI pedagogy was located, though the office's mandate clearly encompasses this territory.

Faculty teaching resources link to Dr. Joe Provenzano, Director of Teaching, and include sections on instructional technology, scholarly teaching, and SOTL. Marymount University The CyberTeach NSF grant specifically provided time for OTEA staff (Dr. Provenzano and Dr. Michelle Steiner) to create and evaluate teaching workshops.

NSF Faculty Development Grant: Marymount received a nearly $400,000 NSF grant for "Accelerating AI Workforce Development: Preparing Faculty for Teaching AI Across Domains and Pathways." Marymount University This grant is specifically aimed at building faculty capacity to teach AI across disciplines.

Faculty with AI-in-Education Expertise: Dr. Elizabeth Langran (Professor of Education) was selected for ISTE's inaugural AI Explorations Faculty Fellowship, participating in over 50 hours of specialized professional learning on AI in education. Marymount University Dr. Paula Cristina R. Azevedo (Assistant Professor in Education) specializes in AI applications in PK-12, preservice teacher education, and higher education, and leads the EdD program's Write Up! Institute. SITE

IV. TOOL ECOSYSTEM & PROCUREMENT GOVERNANCE

A. Approved AI Tools

No publicly posted list of approved AI tools for institutional use was found. The ITS pages document general technology services (Workday, Canvas, Panopto) but do not address AI tool availability or restrictions.

B. Pilot Programs

The "AI for All" program, launched in 2024 in partnership with DC Public Schools, is a six-week dual enrollment summer program teaching high school students AI tools. To date, 35 students have participated. Marymount University

The Applied AI Graduate Certificate, launched in fall 2024, is designed for working professionals in both technical and non-technical fields. Marymount University

Marymount was one of only 15 universities nationwide to receive the NIH AIM-AHEAD Program for AI Readiness grant, establishing an AI Health Equity Lab led by Nathan Green. Marymount University

These are programmatic rather than tool-pilot initiatives. No specific AI tool pilot programs (e.g., institutional ChatGPT licenses, Copilot deployments) were documented in public sources.

C. Procurement & Approval Pathways

The Technology Resource Use Policy states that "Information Technology Services may restrict access to certain programs, sites, or services for security or administrative purposes." Marymount University A separate "Technology Purchases" page exists on the ITS site but its content was not publicly accessible in this search.

No publicly documented AI-specific procurement or vetting process was located.

V. ACADEMIC INTEGRITY INTEGRATION

A. Honor Code Language

The 2025-2026 University Catalog Academic Integrity Policy Summary explicitly enumerates "unauthorized uses of artificial intelligence" among the violations of the code, alongside cheating, plagiarism, falsification, text-recycling/self-plagiarism, facilitating or soliciting academic dishonesty, fraud or misrepresentation, and other forms of academic misconduct. Smartcatalogiq

The code applies "during all phases of a student's academic career" and "may even be applied to claims of academic honors made to individuals outside the university." The complete Academic Integrity Code resides on the Office of Student Conduct and Conflict Resolution website and "supersedes all other documents, descriptions, or summaries." Smartcatalogiq

The phrase "unauthorized uses of artificial intelligence" creates a framework where AI use is neither blanket-prohibited nor blanket-permitted; authorization is determined at the course or assignment level by faculty.

B. Enforcement Process

First violations: The instructor conferences with the student; the student completes the RAISE Academic Integrity Tutorial ($20 fee) and meets with the Academic Integrity Coordinator. Second violations require a hearing panel; suspension is the standard sanction. Third violations carry a standard sanction of expulsion. Marymount University

Faculty report incidents through the Academic Integrity Incident Report and are urged to complete the process within two weeks of discovery. Marymount University

Turnitin is available through Canvas to help determine originality. The institution emphasizes that Turnitin detects matches and that assessment of whether plagiarism has occurred rests with the instructor. Marymount University

VI. RESEARCH GOVERNANCE & ETHICS

A. Research Office AI Guidance

No AI-specific research guidance from the Office of Research or Office of Sponsored Programs was found in public sources. Sponsored programs policies and procedures are located behind the myMarymount portal and comply with OMB Uniform Administrative Requirements. Marymount University

Dr. Osei Hyiamang is leading research on "the application of generative AI models in health care," examining "the responsible, ethical and fair integration of generative AI into health care systems." Marymount University

B. Data Ownership & IP Position

Marymount has a formal Intellectual Property Policy. Scholarly Works generally belong to faculty creators. Works produced at the express direction of a supervisor or pursuant to specific provisions in a position description belong to the University. For externally funded or sponsored research, ownership is determined by the written collaboration agreement. Marymount University

Faculty are urged to retain rights for the University to use Scholarly Works for internal instructional, educational, and administrative purposes when transferring IP to publishers. Marymount University

Faculty, staff, and students must promptly disclose inventions to the Provost. Net royalties are shared between the University and inventor under a defined distribution framework. Marymount University

The IP policy does not contain AI-specific provisions in its publicly available text, but its framework would apply to AI-generated or AI-assisted research outputs.

C. Authorship & Disclosure Standards

Not publicly documented in available sources as a standalone AI-authorship policy. The Academic Integrity Code's "unauthorized uses of artificial intelligence" language would apply to student research. No faculty-facing guidance on AI disclosure in publications was located.

D. Human Subjects Considerations

The IRB reviews and approves all Marymount research involving human subjects. It maintains federal registrations (FWA #00019383, IORG #0003273). Marymount University

The IRB Policy & Procedure Manual was approved by the Provost on January 15, 2020, reflecting the Revised Common Rule. Marymount University

The IRB distinguishes between research with human participants (always requires review), classroom projects (require instructor CITI Training and a Faculty Assurance Form), and non-research activities. Marymount University

No AI-specific IRB guidance or supplemental protocol for AI-involved research was found in public sources. Standard human subjects protections would apply to AI research involving human participants.

VII. LIBRARY & INFORMATION LITERACY SIGNALS

The Marymount University Library (Reinsch Library) has integrated AI citation guidance into its existing research guides:

The APA 7th Edition Citation Style Guide includes a dedicated "Citing AI and AI Tools" page with links to APA Style Blog guidance on AI citation, Georgetown University's AI citation guide, and McMaster University's generative AI citation guide. It also links to the MU Academic Integrity Code's AI provisions and includes a comparative table of AI research tools. Libguides

The Chicago/Turabian Style Guide similarly includes a "Citing Media and AI Tools" page with citation formats for generative AI, links to CMOS interim guidance on AI citation, and the same comparative table of AI research tools. Libguides

No standalone "AI and Information Literacy" research guide was found. The AI content is embedded within existing citation style guides rather than presented as a separate resource.

VIII. INFRASTRUCTURE & STRATEGIC INVESTMENT SIGNALS

Academic Programs: Marymount has built a substantial AI curriculum footprint:

B.S. in Artificial Intelligence (launched Summer 2024; Virginia's first)

Minor in Artificial Intelligence and Robotics

Applied AI Graduate Certificate (launched Fall 2024)

Required coursework includes "Concepts of AI," "Applications of AI," and "AI Trust, Bias and Social Impact"

Federal Research Funding:

NIH AIM-AHEAD Program for AI Readiness grant (2023) establishing the AI Health Equity Lab, focused on cross-disciplinary AI-driven health research including falls prevention Marymount University

NSF grant (~$400,000, 2024) for "Accelerating AI Workforce Development: Preparing Faculty for Teaching AI Across Domains and Pathways" Marymount University

Total research portfolio reached $21 million in 2024, with $6 million in new grants, supporting projects in health care, artificial intelligence, ethics, and workforce development Marymount University

Institutional Designations:

Carnegie Foundation/ACE Research University designation (2025), based on $2.6 million in annual research expenditures Marymount University

NSA/DHS Center of Academic Excellence in Cyber Defense Education

Strategic Plan: "Momentum: The Marymount Strategic Plan 2019-2026" organizes around four pillars: Distinctive Identity, Transformative Experience, Vibrant Community, and Sustainable Future. Marymount University Initiative 31 (Expanding academic and operational technology) is assigned to the University Technology Committee. Marymount University The strategic plan predates the generative AI era; AI is not explicitly referenced in the publicly available plan summary, though the university's AI investments clearly align with the Transformative Experience pillar.

Enterprise Systems: Marymount completed full rollout of the Workday suite (Human Capital, Finance, Student modules) and offers a Workday College certification program for students. Marymount University

IX. PUBLIC STATEMENTS & EXECUTIVE SIGNALING

Executive signaling on AI at Marymount is notably active and concentrated in the president's office.

President Irma Becerra (Forbes Business Council contributor; background in electrical engineering and knowledge management):

In Forbes (2025), Becerra argued for presidential AI task forces, campus AI surveys, and organizational AI audits, framing AI as "a remarkable opportunity in higher education" while acknowledging tensions between disciplines. Marymount University

In a second Forbes piece, Becerra wrote that to be competitive, young professionals must combine "technical literacy with distinctly human capabilities that machines cannot replicate," including judgment, creativity, and adaptability. Marymount University

At Inside Higher Ed's 2025 U.S. Universities Summit, Becerra stated: "The speed of AI adoption is unprecedented, and the question for higher education is, 'can we keep up?'" She called for structured opportunities for faculty, staff, and students to learn AI and urged leaders to "model adaptability." Marymount University

Becerra has also stated: "Artificial intelligence is a transformative force that will reshape every industry, and higher education must take the lead." Marymount University

In ARLnow, Becerra framed AI as "the eyeglasses for our brain" and emphasized the university's intention to help students understand practical AI uses in an ethical way. ARLnow

Provost Pamela Slaven-Lee: Slaven-Lee stated: "Our recognition as a Research University positions us to further expand our research enterprise, engage our students in transformative inquiry and meaningfully contribute to the global body of knowledge." Marymount University

Provost Hesham El-Rewini (prior provost): On the Future U. podcast (2023), El-Rewini described cross-disciplinary AI integration, noting that "Philosophy faculty can teach the ethics of AI within the [AI] program, and team up with faculty from Computer Science and Psychology." Marymount University

Dr. Diane Murphy (Director, Center for the Innovative Workforce): Murphy has emphasized experiential AI learning, stating the university is "increasing student participation in lab work and research projects where they can explore AI tools and applications" and teaching students to use AI "responsibly—not as a shortcut." Marymount University

X. EVIDENCE ARCHIVE

Section I — Governance Architecture

Academic Integrity Policy Summary (2025-2026 Catalog): https://marymount.smartcatalogiq.com/en/2025-2026/catalog/marymount-university-catalog-2025-26/academic-information-and-policies/graduate-academic-information-and-policies/academic-integrity-policy-summary

Forbes: The value of AI for higher education: https://marymount.edu/blog/forbes-the-value-of-ai-for-higher-education-turning-tension-into-transformation/

AI Research Area (faculty profiles): https://marymount.edu/academics/college-of-business-innovation-leadership-and-technology/school-of-technology-and-innovation/school-of-technology-and-innovation-research/artificial-intelligence-research-area/

Technology Workforce Research Area: https://marymount.edu/academics/college-of-business-innovation-leadership-and-technology/school-of-technology-and-innovation/school-of-technology-and-innovation-research/technology-workforce-research-area/

Section II — Policy Infrastructure

Academic Integrity main page: https://marymount.edu/student-life/health-wellness/student-conduct/academic-integrity/

Student Conduct Policies page: https://marymount.edu/Student-Life/Student-Affairs-Administration/Student-Conduct/Policies/

Section III — Teaching & Learning

Academic Integrity Overview (faculty): https://marymount.edu/student-life/health-wellness/student-conduct/academic-integrity/information-for-faculty/academic-integrity-overview/

Information for Students: https://marymount.edu/student-life/health-wellness/student-conduct/academic-integrity/information-for-students/resources-for-international-students/

Library: Citing AI (APA7): https://marymount.libguides.com/apa7/citingAI

Library: Citing AI (Chicago/Turabian): https://marymount.libguides.com/c.php?g=708721&p=5035779

OTEA main page: https://marymount.edu/academics/services-resources/teaching-assessment

OTEA Media: https://marymount.edu/academics/services-resources/center-for-teaching-learning/ctl-media/

Teaching Resources for Faculty: https://marymount.edu/academics/services-resources/center-for-teaching-learning/faculty-services-resources/

Dr. Langran ISTE AI Fellowship: https://marymount.edu/blog/education-professor-dr-elizabeth-langran-chosen-for-ai-fellowship/

ISTE announcement: https://iste.org/news/iste-announces-first-ai-explorations-program-for-educator-prep-faculty

NSF grant "Accelerating AI Workforce": https://marymount.edu/blog/marymounts-ai-programs-help-pave-the-way-for-a-future-ready-virginia/

Section IV — Tool Ecosystem & Procurement

ITS main page: https://marymount.edu/academics/services-resources/technology-services/

Technology Resource Use Policy: https://marymount.edu/academics/services-resources/technology-services/technology-resource-use-policy/

ITS Policies: https://marymount.edu/academics/services-resources/technology-services/its-policies/

AI for All / DCPS Partnership: https://marymount.edu/blog/marymounts-ai-programs-help-pave-the-way-for-a-future-ready-virginia/

Applied AI Graduate Certificate: https://marymount.edu/academics/college-of-business-innovation-leadership-and-technology/school-of-technology-and-innovation/graduate-programs/applied-ai-graduate-certificate-program/

Section V — Academic Integrity

Academic Integrity Code page: https://marymount.edu/student-life/health-wellness/student-conduct/academic-integrity/

Academic Integrity FAQs: https://marymount.edu/student-life/health-wellness/student-conduct/academic-integrity/faqs/

Information for Faculty: https://marymount.edu/student-life/health-wellness/student-conduct/academic-integrity/information-for-faculty/

Section VI — Research Governance

IRB main page: https://marymount.edu/academics/office-of-research/institutional-review-board/

IRB Policy & Procedure Manual: https://marymount.edu/academics/programs-of-study/discover-research-program/institutional-review-board/irb-policy-procedure-manual/

Is it Research?: https://marymount.edu/academics/programs-of-study/discover-research-program/institutional-review-board/is-it-research/

IRB Submission Process: https://marymount.edu/academics/programs-of-study/discover-research-program/institutional-review-board/submission-process-and-timeline/

Intellectual Property Policy: https://marymount.edu/faculty-and-staff/human-resource-services/human-resources-policies/intellectual-property-policy/

Office of Sponsored Programs: https://marymount.edu/faculty-and-staff/office-of-sponsored-programs/

OSP Policies: https://marymount.edu/faculty-and-staff/office-of-sponsored-programs/policies-and-procedures/

OSP/IRB compliance: https://marymount.edu/faculty-and-staff/office-of-sponsored-programs/compliance-policies-procedures/irb/

Section VII — Library & Information Literacy

LibGuides home: https://marymount.libguides.com/

APA7 Citing AI page: https://marymount.libguides.com/apa7/citingAI

Chicago/Turabian Citing AI page: https://marymount.libguides.com/c.php?g=708721&p=5035779

Section VIII — Infrastructure & Strategic Investment

B.S. in Artificial Intelligence: https://marymount.edu/academics/college-of-business-innovation-leadership-and-technology/school-of-technology-and-innovation/undergraduate-programs/artificial-intelligence-bs/

School of Technology and Innovation: https://marymount.edu/academics/college-of-business-innovation-leadership-and-technology/school-of-technology-and-innovation

Strategic Plan: https://marymount.edu/faculty-and-staff/office-of-planning-institutional-effectiveness/strategic-planning/

Strategic Plan Initiatives: https://marymount.edu/faculty-and-staff/office-of-planning-institutional-effectiveness/strategic-planning/volunteer/

Research University Designation: https://marymount.edu/blog/marymount-achieves-research-university-designation-as-it-expands-research-footprint/

Infrastructure investments: https://marymount.edu/blog/marymount-invests-in-foundational-infrastructure-to-enhance-student-success/

Section IX — Public Statements & Executive Signaling

Forbes: AI value for higher education (Becerra): https://marymount.edu/blog/forbes-the-value-of-ai-for-higher-education-turning-tension-into-transformation/

Forbes: Preparing young professionals for AI economy (Becerra): https://marymount.edu/blog/forbes-how-universities-can-prepare-young-professionals-for-the-ai-economy/

Forbes: Cross-sector collaboration (Becerra): https://marymount.edu/blog/forbes-why-cross-sector-collaboration-is-key-to-solving-societal-challenges/

Inside Higher Ed Summit: https://marymount.edu/blog/president-becerra-shares-insights-on-ai-and-the-future-of-work-at-2025-u-s-universities-summit/

ARLnow: AI degree profile: https://marymount.edu/blog/arlnow-com-with-bachelors-degree-in-ai-marymount-seeks-to-equip-students-for-a-changing-world/

Future U. podcast visit: https://marymount.edu/blog/future-u-podcast-visits-mu-to-learn-about-higher-educations-future/

B.S. in AI launch: https://marymount.edu/blog/marymount-offers-expanded-knowledge-of-artificial-intelligence-in-new-bachelors-program/

Virginia Future Ready: https://marymount.edu/blog/marymounts-ai-programs-help-pave-the-way-for-a-future-ready-virginia/

Cyber Saints WiCyS conference: https://marymount.edu/blog/student-led-conference-at-marymounts-ballston-center-explores-ai-cybersecurity/

Blog tag — artificial intelligence: https://marymount.edu/blog/tag/artificial-intelligence/

Supplementary Findings

1. 2025-2026 Catalog language — The current catalog explicitly lists "unauthorized uses of artificial intelligence" as an enumerated Academic Integrity Code violation. This is the single most important policy-level finding. It confirms Marymount has formally integrated AI into its integrity framework, not just through ad hoc faculty guidance but through the governing code itself.

2. Intellectual Property Policy — Full public text located at the HR policies page. Covers faculty scholarly works, university-directed works, sponsored research IP, invention disclosure obligations, royalty-sharing framework, and the Intellectual Property Committee structure. Not AI-specific, but directly relevant to any AI-generated research outputs or tools developed with university resources.

3. IRB infrastructure detail — Located the full submission process, the 2020 Policy & Procedure Manual (Revised Common Rule), the "Is It Research?" decision framework, federal registration numbers, and the committee reporting line (to the Associate VP for Academic Affairs). No AI-specific IRB guidance exists publicly, but the infrastructure is documented.

4. OTEA (Office of Teaching Excellence and Assessment) — Confirmed as Marymount's faculty development center, with its media arm explicitly tasked with monitoring academic trends and preparing faculty for future teaching challenges. Dr. Joe Provenzano identified as Director of Teaching. No AI-specific workshop archives were found publicly, but the OTEA's mandate clearly covers this space, and OTEA staff were funded through the CyberTeach NSF grant to build faculty training.

5. Library AI citation integration — Both the APA7 and Chicago/Turabian LibGuides have dedicated AI citation pages with links to the MU Academic Integrity Code's AI provisions, comparative tables of AI research tools, and external citation guidance.

6. Technology Resource Use Policy full text — Located and reviewed. General-purpose acceptable use policy covering all university technology. Does not mention AI specifically but establishes that ITS may restrict access to programs or services for security purposes, that the university monitors use, and that no user should expect privacy on university technology resources.

7. NSF "Accelerating AI Workforce" grant detail — Confirmed as a ~$400,000 award specifically for "Preparing Faculty for Teaching AI Across Domains and Pathways." This is not just a research grant; it's a faculty development grant aimed at cross-disciplinary AI teaching capacity, which is directly relevant to the teaching and learning posture.

8. Faculty expertise mapping — Identified specific faculty with AI governance and ethics research portfolios: Dr. Michelle Liu (AI governance, ethics, accountability), Dr. Donna Schaeffer (ethical and social implications of AI/ML), Dr. Nathan Green (NLP, machine learning), Dr. Natalia Bell (AI curriculum development), Dr. Elizabeth Langran (AI in teacher education, ISTE fellow), and Dr. Paula Cristina Azevedo (AI applications in PK-12 and higher education).

9. Becerra's Inside Higher Ed Summit remarks — Captured her public call that "the speed of AI adoption is unprecedented" and her framing of structured AI learning opportunities as a leadership obligation. Also captured her acknowledgment of academic integrity concerns alongside her endorsement of AI integration.

RANDOLPH-MACON COLLEGE

Comprehensive Public-Source AI Governance & Teaching Dossier

Evidence snapshot: March 22, 2026

I. INSTITUTIONAL AI GOVERNANCE ARCHITECTURE

A. Formal Governance Framework

Randolph-Macon College does not operate under a standalone, college-wide AI policy. As stated by Provost Alisa Rosenthal in the Summer 2024 issue of the RMC Alumni Magazine, the college has relied on its existing Code of Academic Integrity to govern AI use, specifically its provisions prohibiting the use of unauthorized tools and violating express stipulations applied to assignments. This approach delegates AI-related boundary-setting to individual faculty members at the course level. Provost Rosenthal acknowledged that the institution had not yet published a dedicated AI policy, noting that four out of five provosts surveyed by Inside Higher Ed reported the same status at their own institutions, and that the college would need to evolve as the technology does.

Source: https://www.rmc.edu/wp-content/uploads/2025/02/508-RMC-Magazine-Summer-2024.pdf (pp. 20–23)

B. Governance Committees & Structure

No publicly documented AI-specific governance committee, task force, or working group has been identified. The Code of Academic Integrity is overseen by the Office of the Provost (last revised Spring 2022). The Academic Integrity Council, which adjudicates violations, consists of six students, two faculty members, and one administrator.

Sources: https://handbook.rmc.edu/student/academics/academic-integrity-code/ https://catalog.rmc.edu/academic-regulations/academic-integrity/

C. Stated Ethical Principles

No standalone institutional statement on AI ethics has been published. The Code of Academic Integrity frames integrity as an ethical commitment to acknowledging scholarly debts, crediting information sources, and maintaining responsibility for the independence of one's own work. The RMC Magazine article by English Professor Jen Cadwallader raised ethical concerns on both sides of the AI-in-the-classroom debate, including the risk that AI overreliance weakens critical thinking and the argument that ignoring AI fails to prepare students for AI-fluent workplaces.

Sources: https://catalog.rmc.edu/academic-regulations/academic-integrity/ https://www.rmc.edu/wp-content/uploads/2025/02/508-RMC-Magazine-Summer-2024.pdf

II. POLICY INFRASTRUCTURE & INSTITUTIONAL ALIGNMENT

A. Policy Reviews or Gap Analyses

Not publicly documented in available sources. Provost Rosenthal's Summer 2024 statement acknowledged the absence of a published AI policy and framed this as an evolving matter, but no formal gap analysis has been released.

B. Policies Requiring Revision

Not publicly documented. The Code of Academic Integrity was last revised in Spring 2022, prior to the launch of ChatGPT. It does not mention AI, generative AI, or automated tools by name. The Provost's statement implicitly acknowledges this gap.

https://handbook.rmc.edu/student/academics/academic-integrity-code/

C. Supplemental Guidance Issued

Beyond the Provost's published remarks in the alumni magazine and the library's AI in Education research guide, no supplemental policy memos, Provost's letters, or faculty advisories specifically addressing AI have been identified in public sources.

III. TEACHING & LEARNING POSTURE

A. Faculty Guidance Model

RMC operates a faculty-discretion model. Individual instructors set the boundaries of AI use in their courses via syllabi. The Provost has stated this explicitly: the existing Code of Academic Integrity allows individual faculty to articulate boundaries as appropriate for their learning objectives.

The college has hosted at least two faculty forums on AI. In Fall 2023, Professor Jen Cadwallader and Associate Director of Faculty Development Laurie Massery led a forum titled "Integrating AI? Exploring Faculty Use of Generative AI." In Spring 2024, Asian Studies faculty members Todd Munson, Laura Wen, Yoshiko Paris, and Yixuan Cai led a session titled "ChatGPT-Proofing Academic Assignments."

Within these forums, specific pedagogical models were shared. Professor Massery described a three-step process in which students submit original writing to a generative AI program, receive grammar and diction corrections, revise based on those suggestions, and submit reflections. Professor Erin McDowell-Jones described education students using ChatGPT to generate individualized lesson plans for students with IEPs. Professor Yixuan Cai designed a J-Term assignment in which students expanded a ChatGPT-generated film review from roughly 400–600 words to 1,000 words with original interpretations.

Source: https://www.rmc.edu/wp-content/uploads/2025/02/508-RMC-Magazine-Summer-2024.pdf (pp. 20–23)

B. Graduate School Guidance

Randolph-Macon offers one graduate program: the Master of Science in Physician Assistant Studies (admitted first cohort 2023). No publicly available AI-specific guidance for this program has been identified.

C. AI Detection Tools Policy

Not publicly documented. No references to Turnitin AI detection, GPTZero, or other AI detection platforms appear in public-facing RMC documents.

D. Faculty Support Infrastructure

Faculty Development, housed under the Office of the Provost, is led by Associate Director Laurie Massery. The office provides workshops, writing support groups, peer observation, and internal research and pedagogy grants. The AI faculty forums described above were organized through this office.

The McGraw-Page Library maintains a multi-tab "AI in Education" research guide (maintained by Lily Zhang, Head of Instructional Technology) providing curated external resources for faculty, including links to the UCF "AI Hacks for Educators" OER, EDUCAUSE AI literacy framework, Georgetown and UNC Chapel Hill faculty guides, U.S. Department of Education AI report, Michigan and Cornell case studies, Elon University's Student Guide to AI, and employer perspectives from Deloitte. The library also hosts a Credo Courseware "Faculty Guide to AI" and "Teaching Resources: AI Literacy" module. A separate "Understanding Generative AI" tab links to CMU's generative AI modules for learners and Chronicle of Higher Education coverage.

Sources: https://www.rmc.edu/about-rmc/college-leadership/offices-departments/provosts-office/faculty-development/ https://library.rmc.edu/aiineducation https://library.rmc.edu/ai-in-education/understandingai

IV. TOOL ECOSYSTEM & PROCUREMENT GOVERNANCE

A. Approved AI Tools

Not publicly documented. No institutional list of approved or recommended AI tools has been identified. The library guide references external tools and resources broadly but does not constitute an institutional endorsement or procurement decision.

B. Pilot Programs

Not publicly documented. The faculty use cases described in the RMC Magazine article (Massery's Spanish writing exercises, Cai's film review expansion, McDowell-Jones's IEP-based lesson plan generation) represent individual pedagogical experiments, not formally designated institutional pilot programs.

C. Procurement & Approval Pathways

Not publicly documented. The Acceptable Use Policy for Computer Resources (in the Student Handbook) addresses general computing resource use, software piracy, and network conduct but does not address AI tool procurement, vetting, or approval processes.

https://www.rmc.edu/about-rmc/college-leadership/offices-departments/dean-of-students-student-affairs/student-conduct/student-handbook/computer-resources/

V. ACADEMIC INTEGRITY INTEGRATION

A. Honor Code Language

The Code of Academic Integrity (Spring 2022) requires all enrolling students to sign a Pledge of Academic Integrity. It establishes the Academic Integrity Council (six students, two faculty, one administrator) to adjudicate violations. The code defines violations including: using unauthorized materials, assistance, or tools in the performance of academic work; violating any express stipulation applied to an assignment; and representing another's work as one's own. The code does not mention AI, generative AI, ChatGPT, or automated tools by name.

The Provost has confirmed that these existing provisions — particularly the prohibition on unauthorized tools and the requirement to comply with instructor stipulations — are the operative mechanisms for governing AI use in academic work.

Sources: https://handbook.rmc.edu/student/academics/academic-integrity-code/ https://catalog.rmc.edu/academic-regulations/academic-integrity/ https://www.rmc.edu/wp-content/uploads/2025/02/508-RMC-Magazine-Summer-2024.pdf

B. Enforcement Process

Reporting and adjudication are detailed in the code. Observers (students, faculty, or administrators) report suspected violations. The instructor may resolve minor cases informally or refer to the Academic Integrity Council for formal hearing. The Council can impose sanctions including failure on the assignment, failure in the course, suspension, or expulsion. The code was revised and approved by majority vote of both faculty and students in Spring 2022.

https://handbook.rmc.edu/student/academics/academic-integrity-code/

VI. RESEARCH GOVERNANCE & ETHICS

A. Research Office AI Guidance

Not publicly documented. The Institutional Review Board page discusses human subjects protections grounded in the Belmont Report (Respect for Persons, Beneficence, Justice) and federal regulations (45 CFR Part 46), but contains no AI-specific research guidance.

https://www.rmc.edu/about-rmc/college-leadership/offices-departments/institutional-review-board/

B. Data Ownership & IP Position

The Student Handbook includes an Intellectual Property Rights Policy. The policy text was not fully retrievable in this sweep; no AI-specific IP provisions were evident from the available portion.

https://handbook.rmc.edu/student/academics/intellectual-property-rights-policy/

C. Authorship & Disclosure Standards

Not publicly documented in available sources. No institutional statement on AI disclosure in scholarly or student work has been identified beyond the Provost's general stance that individual instructors set course-level expectations.

D. Human Subjects Considerations

The IRB follows standard federal protocols with three levels of review (exempt, expedited, full board). No AI-specific guidance for IRB review of research using AI tools has been publicly posted.

https://www.rmc.edu/about-rmc/college-leadership/offices-departments/institutional-review-board/

VII. LIBRARY & INFORMATION LITERACY SIGNALS

McGraw-Page Library maintains two versions or editions of the AI in Education guide (the older version at /AIinEducation and a current version at /ai-in-education), both curated by Lily Zhang, Head of Instructional Technology. The guide is organized into tabs covering: an overview of generative AI, faculty resources (including the Credo Courseware modules customized for RMC), books on AI in education and AI generally, resources from government and higher education institutions, employer perspectives, and student-facing guidance (Elon University's Student Guide to AI, UNC Chapel Hill resources for learners).

The library's broader research guides page lists "AI in Education" as a distinct subject guide alongside traditional disciplinary guides. This positions AI literacy as a cross-cutting instructional concern rather than a departmental silo.

Sources: https://library.rmc.edu/aiineducation https://library.rmc.edu/ai-in-education/understandingai https://library.rmc.edu/research/guides

VIII. INFRASTRUCTURE & STRATEGIC INVESTMENT SIGNALS

The college's adaptive strategic plan (launched 2023) focuses on post-graduate outcomes, retention, and new academic programs. Key technology-relevant elements include:

The approval of a new Data Science major (November 2024 faculty vote, accepting declarations for 2025–2026). The program, housed in the Department of Mathematics, combines statistics, computer science, and programming (including Python), with attention to data visualization and ethical dimensions of data. Provost Rosenthal and the strategic plan page both reference this as a significant curricular addition.

A data governance initiative co-led by Executive Assistant to the President John McManus '84 (Associate Professor of Computer Science) and CIO Angus McQueen, aimed at organizing siloed institutional data for strategic use.

Investment in digital pedagogy training for expanded summer online course offerings.

The Education department catalog includes EDUC 110 ("Technology & Education in the Modern Age"), a first-year course covering productivity software, digital design, video editing, artificial intelligence, and emerging technologies, with hands-on applications.

Sources: https://www.rmc.edu/about-rmc/rmcs-strategic-plan/ https://www.rmc.edu/news/data-science-major-to-begin-in-fall-2025/ https://catalog.rmc.edu/courses-az/educ/

Computer science offerings include CSCI 339 (Artificial Intelligence) and CSCI 349 (Machine Learning), both upper-level electives within the CS major.

https://catalog.rmc.edu/courses-az/csci/

IX. PUBLIC STATEMENTS & EXECUTIVE SIGNALING

Provost Alisa Rosenthal provided the only on-record institutional executive statement on AI, published in the Summer 2024 RMC Alumni Magazine sidebar. She stated that the college has looked to its existing Academic Integrity Code to govern AI use and acknowledged that as the technology evolves, the institution will need to do the same. She noted the absence of a formal published policy while framing RMC's approach as consistent with the national norm.

Professor Jen Cadwallader (A.G. Ingram Professor of English) authored the main magazine feature article, offering a substantive faculty perspective on the tensions between integration and resistance. She highlighted the quality gap between AI-generated prose and student writing, the loss of creative process, and the pedagogical risks for underprepared students.

President Robert R. Lindgren retired in 2025 after nearly 19 years. Michael E. Hill was named 16th president effective August 1, 2025. No public AI-specific statements from either president have been identified.

RMC political science faculty member Rich Meagher participated in an academic research project assessing ChatGPT's coverage of U.S. state politics (published 2025 in Political Studies Review), and Professor Lauren Bell co-authored a peer-reviewed study on generative AI and the nationalization of U.S. politics (published 2025 in Journal of American Studies). These represent faculty engagement with AI as a research subject.

Sources: https://www.rmc.edu/wp-content/uploads/2025/02/508-RMC-Magazine-Summer-2024.pdf https://www.rmc.edu/news/after-19-years-of-transformational-leadership-president-

lindgren-announces-plans-to-retire-in-2025/ https://virginiabusiness.com/randolph-macon-college-names-next-president/ https://journals.sagepub.com/doi/10.1177/14789299241268652 https://www.cambridge.org/core/journals/journal-of-american-studies/article/generative-ai-and-the-nationalization-of-us-politics/72E0B7CEE1644E35FFA120BBD3F380DB

X. EVIDENCE ARCHIVE

Governance & Policy

Code of Academic Integrity (handbook): https://handbook.rmc.edu/student/academics/academic-integrity-code/

Code of Academic Integrity (catalog): https://catalog.rmc.edu/academic-regulations/academic-integrity/

RMC Magazine Summer 2024 (Provost statement, Cadwallader feature, student voices, faculty use cases): https://www.rmc.edu/wp-content/uploads/2025/02/508-RMC-Magazine-Summer-2024.pdf

Student Handbook home: https://handbook.rmc.edu/student/

Intellectual Property Rights Policy: https://handbook.rmc.edu/student/academics/intellectual-property-rights-policy/

IT & Acceptable Use

Computer Resources / Acceptable Use Policy: https://www.rmc.edu/about-rmc/college-leadership/offices-departments/dean-of-students-student-affairs/student-conduct/student-handbook/computer-resources/

ITS main page: https://www.rmc.edu/about-rmc/college-leadership/offices-departments/information-technology-services/

Library & AI Literacy

AI in Education guide (older version): https://library.rmc.edu/aiineducation

Understanding Generative AI tab: https://library.rmc.edu/ai-in-education/understandingai

Library research guides index: https://library.rmc.edu/research/guides

Faculty Development

Faculty Development page: https://www.rmc.edu/about-rmc/college-leadership/offices-departments/provosts-office/faculty-development/

Research & IRB

IRB page: https://www.rmc.edu/about-rmc/college-leadership/offices-departments/institutional-review-board/

Curriculum & Strategic Plan

Strategic plan: https://www.rmc.edu/about-rmc/rmcs-strategic-plan/

Data Science major announcement: https://www.rmc.edu/news/data-science-major-to-begin-in-fall-2025/

Data Science major (catalog): https://catalog.rmc.edu/programs/data-science/data-science-major/

Computer Science courses (CSCI 339, 349): https://catalog.rmc.edu/courses-az/csci/

Education courses (EDUC 110): https://catalog.rmc.edu/courses-az/educ/

Computer Science degree page: https://www.rmc.edu/academics/degrees-and-programs/computer-science/

Leadership & Public Statements

President/Cabinet (catalog, 2025–2026): https://catalog.rmc.edu/president-cabinet/

Lindgren retirement announcement: https://www.rmc.edu/news/after-19-years-of-transformational-leadership-president-lindgren-announces-plans-to-retire-in-2025/

Hill named president (Virginia Business): https://virginiabusiness.com/randolph-macon-college-names-next-president/

Faculty Research on AI

Bell et al., "Assessing ChatGPT" (Political Studies Review, 2025): https://journals.sagepub.com/doi/10.1177/14789299241268652

Bell et al., "Generative AI and the Nationalization of US Politics" (Journal of American Studies, 2025): https://www.cambridge.org/core/journals/journal-of-american-studies/article/generative-ai-and-the-nationalization-of-us-politics/72E0B7CEE1644E35FFA120BBD3F380DB

Student Conduct

Student Conduct Code: https://handbook.rmc.edu/student/standards-conduct-and-safety/student-conduct-code/

General Institutional

About the College (catalog): https://catalog.rmc.edu/about/

Academic Regulations: https://rmc-public.courseleaf.com/academic-regulations/

Board of Trustees: https://catalog.rmc.edu/board-trustees/

REGENT UNIVERSITY

Comprehensive Public-Source AI Governance & Teaching Dossier

Evidence snapshot: March 22, 2026

I. INSTITUTIONAL AI GOVERNANCE ARCHITECTURE

A. Formal Governance Framework

Regent University does not publish a standalone AI governance policy or framework document. Its AI governance posture is instead distributed across three publicly identifiable instruments: (1) a dedicated Artificial Intelligence section within the university's Acceptable Use Policy (AUP Version 1.3, effective August 6, 2024), managed by the Chief Information Security Officer within Information Technology; (2) a library-published AI citation and academic dishonesty standard maintained through the university library's AI research guide; and (3) the AI Nexus newsletter, published through the Office of Academic Affairs and authored by Jason D. Baker, Ph.D., who holds the combined titles of Associate Provost, Senior Technology Strategist, Professor, and Director of the Institute for Technology Innovation (ITI).

No publicly available document establishes a university-wide AI governance committee, AI task force, or formal AI strategy document. The governance posture is functionally housed within the IT security apparatus (for data and systems), Academic Affairs (for teaching and learning), and the library (for citation and information literacy).

B. Governance Committees & Structure

No AI-specific committee or working group is documented in public sources. The Acceptable Use Policy is owned by the Chief Information Security Officer and reviewed annually. The AUP explicitly states it complements and takes precedence over the Student Handbook, Employee Handbook, and Faculty and Academic Policy Handbook on matters of computing resource use.

The Institutional Review Board (IRB), chaired by Dr. Daniel Hitchcock, operates under the Office of Research and Sponsored Programs (ORSP) and reviews human subjects research. The IRB uses the Cayuse system for submissions and requires CITI training for all researchers. No publicly available IRB document addresses AI-specific research protocols.

C. Stated Ethical Principles

The AUP's AI section articulates the following principles: AI systems must be used for lawful, ethical, and responsible purposes only; users must respect privacy and data protection laws; users must strive to ensure fairness and prevent bias; AI systems should be transparent and decision-making processes explainable where feasible; users must prioritize safety and security; users must be accountable for outcomes from AI use; users must consider ethical implications including societal impact; and users must respect intellectual property rights, noting that using third-party materials to train AI can have copyright implications.

These are framed as user obligations rather than institutional commitments. The AUP further states that Regent is "continuously working to identify areas of Artificial Intelligence (AI) usage related to confidentiality, integrity, availability, processing, storing, and transmitting confidential data" and reserves the right to temporarily disable AI components while verifying security to prevent data exfiltration.

The university's core institutional values are stated as Excellence, Innovation, and Integrity. The Vision & Mission page states that Regent "recognizes the significant role of technology in

education and will provide apt resources to promote the highest quality in every aspect of the university administration and program delivery."

II. POLICY INFRASTRUCTURE & INSTITUTIONAL ALIGNMENT

A. Policy Reviews or Gap Analyses

Not publicly documented in available sources. No published audit, gap analysis, or policy review of AI governance is found in public-facing Regent materials.

B. Policies Requiring Revision

Not publicly documented in available sources. The AUP was updated to Version 1.3 as of August 6, 2024, which included the AI section. It is unclear from public sources whether the Student Handbook, Faculty and Academic Policy Handbook, or graduate/undergraduate catalogs have been similarly updated to reflect AI-specific guidance. The Student Handbook (effective August 1, 2023, the most recent publicly accessible version) does not appear to contain AI-specific language. The academic integrity sections of the graduate and undergraduate catalogs (Spring/Summer 2025 and Fall 2024 respectively) address dishonesty, plagiarism, and cheating in general terms but do not explicitly reference AI or generative AI tools.

C. Supplemental Guidance Issued

The university library's AI research guide contains a Regent-specific policy statement: "Regent University states that when generated content from AI/artificial intelligence is allowed in submitted work, it must be cited, otherwise, use is considered academic dishonesty." This language delegates the permission decision to individual faculty or courses ("when allowed") while establishing a universal citation and disclosure requirement.

The AI Nexus newsletter, published by the Office of Academic Affairs starting in late 2023, has served as the primary channel for supplemental AI guidance. Documented newsletter topics include: faculty ChatGPT orientation, AI detection tools (Turnitin), Biden administration and Youngkin administration AI policy initiatives, AI ethics in education (from the Intellect Horizon conference), AI speech technologies, multimodal AI capabilities, and AI peer review applications.

III. TEACHING & LEARNING POSTURE

A. Faculty Guidance Model

Regent's faculty guidance on AI operates primarily through informal and distributed channels rather than a centralized faculty AI policy:

The AI Nexus newsletter, authored by Jason Baker from the Office of Academic Affairs, serves as a recurring faculty-facing communication covering AI developments, tools, and pedagogical considerations.

Drs. Katie Goldman and Mitzi Fehl-Seward from the School of Education produced a faculty-focused video titled "How ChatGPT Can Help You," demonstrating how faculty can use generative AI to summarize articles, create quizzes, draft feedback, and support instruction.

Dr. Bill Brown of the School of Communication & the Arts delivered a presentation at the Intellect Horizon conference titled "Navigating the Treacherous Waters of AI Ethics in

Education," proposing ethical principles for AI use in education within a human flourishing framework.

No publicly accessible centralized faculty AI policy manual, required faculty training module, or standardized syllabus language template for AI is documented.

B. Graduate School Guidance

The graduate catalog (Spring/Summer 2025) contains a general academic integrity section stating that the university community "affirms that the biblical principles of truth and honesty are absolutely essential." Conduct violating academic integrity includes dishonesty (lying, cheating, defrauding, deceiving, including copying from examinations and allowing copying) and plagiarism. No AI-specific language is present in the publicly available graduate catalog text.

The 2025-26 Human Services/Pastoral Counseling program handbook references Section 5.2.7 of the Student Handbook on Dishonesty and outlines a three-offense academic integrity process (first offense: zero on assignment; second: Academic Integrity Workshop from the University Writing Lab; third: referral to Dean, who may dismiss the student). No AI-specific language appears in this program handbook.

The 2025 Research Roundtables call for papers (School of Business & Leadership) states: "We also encourage creative and critical inclusion of APA-cited AI tools in all aspects of submissions, including literature review, research design and discussion." This represents an explicit endorsement of AI tool use in scholarly research submissions, with a citation requirement.

C. AI Detection Tools Policy

Regent adopted Turnitin as its plagiarism detection platform as part of the university's transition to Canvas as its learning management system. The AI Nexus newsletter notes: "As part of our transition to Canvas, Regent adopted Turnitin as our plagiarism checker, which includes AI writing detection. If you enable plagiarism detection in a Canvas assignment, and the submission is at least 300 words long, Turnitin will generate an AI writing detection report alongside the traditional plagiarism review."

Activation is faculty-discretionary ("if you enable"). The newsletter also includes a caveat: "At present, there is no definitive way of identifying AI-written content; however, there are tools that estimate the probability that the content was generated by AI."

D. Faculty Support Infrastructure

The Institute for Technology Innovation (ITI), directed by Jason Baker, Ph.D., is the primary organizational structure supporting technology and AI engagement at Regent. Baker's ELS presentation in February 2026, "Riding the AI Wave: Turning Disruption Into Distinction," addressed how organizations can harness AI for competitive advantage.

The Office of Academic Affairs publishes the AI Nexus newsletter as a faculty and community resource. The University Writing Lab administers the Academic Integrity Workshop as an intervention tool.

No dedicated Center for Teaching Excellence, teaching and learning center, or faculty AI fellowship program is documented in public sources.

IV. TOOL ECOSYSTEM & PROCUREMENT GOVERNANCE

A. Approved AI Tools

The AUP's AI section does not enumerate approved AI tools. The policy framework is principles-based rather than tool-specific. The IT department page lists Canvas (LMS), Google Workspace (student email and collaboration), Turnitin (plagiarism and AI detection), Genisys (student information system), DegreeWorks (degree audit), and Duo Security (two-factor authentication) as supported university platforms. The AI Nexus newsletter has mentioned specific external tools (ElevenLabs, OpenAI Whisper, Microsoft Custom Neural Voice, GPT-4) as illustrative, with the explicit disclaimer: "Please note that this is not a university-supported product."

The AUP states that Regent "is continuously working to identify areas of Artificial Intelligence (AI) usage" and "there may be instances where the AI component is temporarily disabled while Regent verifies its security to prevent any data exfiltration." This indicates an active vetting posture for AI features embedded in existing platforms.

B. Pilot Programs

Not publicly documented in available sources.

C. Procurement & Approval Pathways

No public-facing AI procurement process, approval workflow, or software evaluation rubric is documented. The AUP references an Information Classification Policy and Bring Your Own Device (BYOD) policy that govern data handling. The Hardware and Software section of the AUP states all software must be appropriately licensed. The AUP's AI section directs users to report concerns and suspected violations to the IT Help Desk, establishing it as the first point of contact for compliance issues.

V. ACADEMIC INTEGRITY INTEGRATION

A. Honor Code Language

The Regent University Honor Code states: "An honorable life reflects the core values of Regent: Excellence, Integrity, and Innovation. A community of honor relies on each student's self-governance and accountability among peers. Students must strive to be above reproach, inside and outside the classroom. Students are expected to complete their studies honestly, exhorting their peers to do so as well. Trust is violated and honor is lost when lying, cheating, and stealing occur. Students are required to report violations of the Honor Code to the appropriate University officials. Failure to report a known incident of dishonesty is considered misconduct and will be treated as a violation of the Honor Code."

The Honor Code applies "across all aspects of University life — on campus, off campus, and online."

The graduate catalog's academic integrity section frames integrity as a biblical imperative, stating that "the Bible contains numerous admonitions against false witness, dishonesty and cheating." The catalog defines dishonesty and plagiarism as violations but does not explicitly name AI-generated content in the catalog text itself. The library's AI guide supplements this by establishing that uncited AI-generated content, when used in submitted work, constitutes academic dishonesty.

B. Enforcement Process

The Human Services/Pastoral Counseling program handbook documents a three-tier process: first offense results in a zero on the assignment; second offense triggers the Academic Integrity Workshop administered by the University Writing Lab; third offense results in referral to the Dean's Office, where dismissal is the normal outcome. The graduate catalog refers students to

the Student Handbook for detailed adjudication and appeal procedures. The Student Handbook includes Appendix B (Academic Dishonesty Notice) and Appendix C (Academic Dishonesty Student Appeal Form).

VI. RESEARCH GOVERNANCE & ETHICS

A. Research Office AI Guidance

The Office of Research and Sponsored Programs (ORSP) publishes information about its role in developing, administering, and coordinating policy for sponsored academic programs and funded research. The office hosts monthly "Research Conversations" at the Regent University Library. No AI-specific research guidance, data management plan templates addressing AI, or AI-in-research policy documents are publicly available through ORSP's pages.

The 2025 Research Roundtables (School of Business & Leadership) explicitly encouraged APA-cited AI tool use in scholarly submissions, but this reflects a school-level research norm rather than a university-wide ORSP policy.

B. Data Ownership & IP Position

The AUP's AI section states: "Users must respect intellectual property rights when using AI systems. Using third party materials to train AI can have copyright law implications." The AUP also states: "All messages, in any format, are the property of Regent University" and that the university reserves rights to inspect electronic messages and files.

No publicly available policy document addresses ownership of AI-generated outputs created using university resources, student or faculty IP rights related to AI-assisted work, or institutional positions on training data or model use.

C. Authorship & Disclosure Standards

The library AI guide establishes a citation-when-used standard for AI-generated content in academic submissions. The guide provides detailed APA and Chicago Manual of Style citation formats for ChatGPT and other AI tools. The APA citation guidance includes placing the AI tool prompt and relevant output text in the paper's Method section or comparable section, citing the algorithm's author with a reference list entry, and potentially including full ChatGPT response text in appendices.

No published institutional policy on AI co-authorship in faculty research, dissertations, or university publications was found.

D. Human Subjects Considerations

The IRB operates under federal 45 CFR 46 standards with the following publicly documented features: mandatory CITI training for all researchers employing human subjects; Cayuse-based submission system; review categories including exempt, expedited, and full board review; required IRB approval before any research publication or presentation involving human subjects; and monthly meetings (fourth Friday, except December, June, and July).

The IRB FAQ states that "all research conducted at Regent University must follow ethical guidelines for the protection of human subjects" and that "human subjects data collected in non-IRB research may not be used in future publications or presentations." CITI modules include HSR (Social-Behavioral-Educational and Biomedical tracks), Responsible Conduct of Research, and HIPAA compliance modules.

No publicly available IRB guidance addresses AI-specific considerations such as: use of AI tools in human subjects data analysis, informed consent language for AI-augmented research, algorithmic bias in research design, or AI-generated synthetic data.

VII. LIBRARY & INFORMATION LITERACY SIGNALS

The Regent University Library maintains a comprehensive AI research guide (LibGuides) with the following sections:

An Overview page covering AI definitions, types, history, and citation standards (APA and Chicago) for AI-generated content; a Regent-specific statement establishing the citation requirement.

An "AI and Regent University" page hosting the AI Nexus newsletter archive, faculty development resources, Turnitin/AI detection guidance, and links to policy developments (federal and state executive orders on AI).

The library offers information literacy instruction through UNIV LIB coursework for graduate students, General Education courses for undergraduates, research consultations, workshops, and course-specific instruction sessions. No AI-specific information literacy module or digital literacy workshop focused on AI tools was documented as a standalone offering.

The Dean of the Library is Dr. Esther Gillie, who is positioned as a contact for faculty research support through the library.

VIII. INFRASTRUCTURE & STRATEGIC INVESTMENT SIGNALS

Regent's AI-related academic investment is substantial and accelerating:

Already operational programs include M.Ed. in Educational Technology & Artificial Intelligence; Certificate of Graduate Studies in AI for Education; and M.S. in Cybersecurity (with an AI concentration launching Fall 2026).

Fall 2026 launches announced in January 2026 include: MBA – Artificial Intelligence for Business Leaders; M.A. in Organizational Leadership – Artificial Intelligence & Organizational Leadership; and M.S. in Cybersecurity – Artificial Intelligence. The MBA-AI program emphasizes "responsible adoption, data stewardship, and virtue-based governance."

The Institute for Technology Innovation (ITI), directed by Jason Baker, Ph.D., serves as the institutional hub for technology strategy and AI engagement. Baker's background spans electrical engineering (Bucknell), educational technology (GWU), computer & information technology with data science (Penn), and communication (Regent).

The Research Roundtables (School of Business & Leadership) have published AI-focused proceedings. The 2024 proceedings include "AI Facilitates or Impedes Human Flourishing" by Lam, engaging with Stanford HAI, WHO, EU, and UNESCO frameworks. The 2025 proceedings include a study on employee resistance to large language model adoption using the Organizational Change Recipients' Belief Scale.

The university operates a "multimillion-dollar cyber range" for its NSA-designated Center of Academic Excellence in Cyber Defense (CAE-CD) program. Regent enrolled nearly 14,000 students in the 2024-25 academic year, its largest enrollment in university history.

No publicly available strategic plan document was found. The Vision & Mission page acknowledges the role of technology but does not specifically address AI strategy.

IX. PUBLIC STATEMENTS & EXECUTIVE SIGNALING

Provost William L. Hathaway, Ph.D., is quoted in the January 2026 new program announcement: "Regent University is constantly strengthening its proven academic legacy by introducing forward-thinking programs that are transforming industries and reshaping professional landscapes." He referenced the university's commitment to "equipping students with the tools necessary to excel in their chosen fields with innovation, integrity, and excellence." In the 2024 year-in-review: "As we look to the future, we remain faithful to our core values — excellence, innovation, and integrity."

Jason Baker, Ph.D., in the February 2026 Executive Leadership Series presentation "Riding the AI Wave: Turning Disruption Into Distinction," stated: "Throughout history, transformational technologies take something scarce and make it abundant. When something becomes abundant, value doesn't disappear. It migrates." He also said: "The question isn't whether AI will transform your industry, it's whether you'll be the one leading the transformation" and "Inaction comes at a cost — failed innovation is less costly than failure to innovate."

Chancellor Gordon Robertson's standard message in university catalogs focuses on Christian leadership and serving society. No public AI-specific statement from the Chancellor's office was found.

The AI Nexus newsletter has tracked and highlighted both the Biden administration Executive Order on AI (October 2023) and the Youngkin administration Executive Directive on AI for Virginia, including its education provisions on personalized tutoring and embedding AI topics in higher education. This suggests institutional awareness of the regulatory environment.

X. EVIDENCE ARCHIVE

Section I — Governance Architecture

AUP with AI section: https://cdn.regent.edu/it/infosec/policies/aup.pdf

AI research guide (Regent-specific): https://libguides.regent.edu/AI/regent

AI overview guide: https://libguides.regent.edu/AI

ITI reference: https://www.regent.edu/news/regent-university-continues-executive-leadership-series-with-artificial-intelligence-presentation-by-jason-baker-ph-d/

Jason Baker faculty profile: https://www.regent.edu/faculty/ph-d-jason-baker/

Vision & Mission: https://www.regent.edu/about-regent/vision-mission/

Section II — Policy Infrastructure

AUP (AI section and cross-references): https://cdn.regent.edu/it/infosec/policies/aup.pdf

Graduate catalog 2025 SPSU: https://www.regent.edu/academics/catalogs/GRAD_catalog_2025_SPSU.pdf

Undergraduate catalog Fall 2024: https://www.regent.edu/academics/catalogs/UNDERGRAD_catalog_2024_FA.pdf

Course catalogs index: https://www.regent.edu/resources/course-catalogs/

Library AI citation standard: https://libguides.regent.edu/AI

Section III — Teaching & Learning

AI Nexus newsletter archive: https://libguides.regent.edu/AI/regent

Honor Code: https://cdn.regent.edu/student-life/honor-code/

M.Ed. Ed Tech & AI: https://www.regent.edu/program/med-in-educational-technology-artificial-intelligence/

Certificate AI for Education: https://www.regent.edu/program/certificate-of-graduate-studies-in-artificial-intelligence-for-education/

2025 Research Roundtables call (AI tools encouraged): https://www.regent.edu/school-of-business-and-leadership/news/annual-research-roundtables/

HSC/PAC program handbook: https://www.regent.edu/acad/schcou/forms_downloads/ma/Program-Handbook-HS-PAC.pdf

Section IV — Tool Ecosystem

IT Department & Help Desk: https://www.regent.edu/information-technology/

Information Security: https://www.regent.edu/information-technology/information-security/

Network Connectivity Policy: https://www.regent.edu/it/infosec/policies/network.pdf

IT Quick Start Guide: https://cdn.regent.edu/wp-content/uploads/2025/08/Regent-University-Information-Technology-Quick-Start-Guide.pdf

Section V — Academic Integrity

Honor Code: https://cdn.regent.edu/student-life/honor-code/

Student Handbook: https://www.regent.edu/rustudenthandbook (behind authentication)

Library AI guide (citation requirement): https://libguides.regent.edu/AI

Graduate catalog academic integrity: https://www.regent.edu/academics/catalogs/GRAD_catalog_2025_SPSU.pdf

Section VI — Research Governance

IRB page: https://www.regent.edu/academic-affairs/office-of-research-and-sponsored-program/institutional-review-board/

ORSP page: https://www.regent.edu/academic-affairs/office-of-research-and-sponsored-program/

IRB training presentation: https://www.regent.edu/wp-content/uploads/2025/09/Faculty-Student-Training-Fall-2025-Regent-Institutional-Review-Board-IRB.pdf

Cayuse user guide: https://www.regent.edu/wp-content/uploads/2024/08/regent-university-cayuse-user-guide.pdf

2024 Research Roundtables (AI Flourishing paper): https://www.regent.edu/wp-content/uploads/2024/03/Regent-Research-Roundtables-2024-Full-Issue.pdf

2025 Research Roundtables: https://www.regent.edu/wp-content/uploads/2025/01/Regent-Research-Roundtables-2025-Full-Issue.pdf

Research Roundtables proceedings page: https://www.regent.edu/research-dissertations/regent-research-roundtables/

Section VII — Library & Information Literacy

AI LibGuide overview: https://libguides.regent.edu/AI

AI and Regent page: https://libguides.regent.edu/AI/regent

Library computer/tech help: https://libguides.regent.edu/Start_Here/Computer_Issues

Section VIII — Infrastructure & Investment

Fall 2026 new programs (3 AI concentrations): https://www.regent.edu/news/regent-introduces-seven-new-areas-of-study-for-fall-2026/

Fall 2025 new programs (M.Ed. Ed Tech & AI): https://www.regent.edu/news/regent-university-introducing-seven-new-degree-programs-in-fall-2025/

MBA – AI for Business Leaders: https://www.regent.edu/program/mba-artificial-intelligence-for-business-leaders/

B.S. Cybersecurity (NSA CAE-CD): https://www.regent.edu/program/bs-in-cybersecurity/

M.S. Cybersecurity: https://www.regent.edu/program/ms-in-cybersecurity/

Privacy Policy: https://www.regent.edu/disclosures/privacy-policy/

Section IX — Public Statements & Executive Signaling

ELS AI presentation (Baker, Feb 2026): https://www.regent.edu/news/regent-university-continues-executive-leadership-series-with-artificial-intelligence-presentation-by-jason-baker-phd/

2025 Year in Review: https://www.regent.edu/news/regent-university-celebrates-the-2025-year-in-review/

2024 Year in Review: https://www.regent.edu/news/regent-university-celebrates-the-2024-year-in-review/

University leadership page: https://www.regent.edu/about-regent/leadership/

2024 AI Research Roundtable paper (Lam): https://www.regent.edu/wp-content/uploads/2024/03/Regent-Research-Roundtables-2024-AI-and-Machine-Learning-Lam.

ROANOKE COLLEGE

Comprehensive Public-Source AI Governance & Teaching Dossier

Evidence snapshot: March 22, 2026

I. INSTITUTIONAL AI GOVERNANCE ARCHITECTURE

A. Formal Governance Framework

Roanoke College does not publish a standalone, institution-wide AI policy document. AI governance is distributed across several existing institutional structures: the Academic Integrity Handbook, IT Best Practices policy, the Teaching Collaborative, and a multi-institutional SCHEV-funded collaboration. Gwen Nuss, assistant director of institutional research, effectiveness and planning, is working on developing a college-wide policy on AI, building guardrails that ensure Roanoke stays current with technological advances while upholding integrity of learning and protecting privacy. Roanoke College As of available sources, that policy development is in process, not yet published.

The operative approach is faculty-level discretion within an institutional framework. At the beginning of each course, faculty members will distribute a syllabus, one section of which should address the college's academic integrity policy, and that statement should also outline specific expectations for integrity in that particular course, including explicit expectations regarding the usage of generative artificial intelligence. Roanoke College Department chairs are responsible for ensuring that faculty members in their departments appropriately address academic integrity issues and concerns in their syllabi. Roanoke College The Assistant Vice President of Academic Operations reviews syllabi to confirm each contains an appropriate academic integrity statement.

B. Governance Committees & Structure

The Academic Integrity Council is the primary adjudicatory body. The Council consists of the Associate Dean for Academic Affairs and Administration, members of the faculty and professional staff appointed by the President, and student members elected annually by the student body. Roanoke College Professor Sarah Hord serves as AI Council Chair for 2025-2026. Roanoke College

The Roanoke College Teaching Collaborative serves as the primary faculty development structure addressing AI pedagogy. The Collaborative seeks to develop an institutional culture that is collaborative, forward-thinking, and responsive to the needs of a life lived on purpose, engaging faculty, staff, and administration in continuous and productive dialogue. Roanoke College It is co-directed by Melanie Trexler, Associate Professor of Religion. The Collaborative includes a Pedagogy Fellows program with stipended positions for faculty researching topics pertinent to faculty development.

The Imagine Roanoke Leadership Council, appointed by the president, monitors the strategic plan's progress. Its membership includes Lisa Stoneman, RC-RV Executive Director for Curricular Innovation and Digital Learning, and Brandon Wolfe, Director of Institutional Research, Effectiveness and Planning.

C. Stated Ethical Principles

The college frames AI within its existing ethical commitments to academic integrity and human-centered education. Dean Kathy Wolfe stated that liberal arts colleges, and the humanities and

arts specifically, are positioned to help students investigate what it means to be human in a world where generative AI exists. Roanoke College History Professor Ivonne Wallace Fuentes emphasized using AI in a way that is productive and that still highlights and centers human agency and human meaning. Roanoke College

The SCHEV grant collaboration is explicitly framed around ethical integration. The five institutions will work together to develop guidelines and teaching strategies to enable student success and a culture of ethics around the use of AI. Roanoke College

II. POLICY INFRASTRUCTURE & INSTITUTIONAL ALIGNMENT

A. Policy Reviews or Gap Analyses

No public evidence of a completed institutional policy review or gap analysis. Nuss acknowledged that the institution is currently focused on basic ethics questions around plagiarism and cheating, but that future questions remain: the college needs to lay groundwork before it can start to address what the future will look like. Roanoke College The SCHEV grant project, which has a two-and-a-half-year timeline from 2024, is the primary vehicle through which policy development resources are being directed.

B. Policies Requiring Revision

Not publicly documented in available sources as a formal review output. However, the Academic Integrity Handbook has already been revised to incorporate generative AI language in its definitions of cheating and plagiarism (see Section V below), indicating at least one completed policy update cycle.

C. Supplemental Guidance Issued

The IT Best Practices policy includes a direct, explicit restriction: Institutional data should not be uploaded into generative AI applications. Roanoke College This same policy also states that IT must approve any cloud services used for College data Roanoke College and that users should only use approved systems like Qualtrics, StarRez, Colleague, etc. Roanoke College

III. TEACHING & LEARNING POSTURE

A. Faculty Guidance Model

Roanoke College operates a decentralized, syllabus-level model. The institution requires faculty to address generative AI in their syllabi but does not mandate a uniform policy position (e.g., ban, permit, conditional use). Currently, Roanoke asks that teachers include a clear AI policy in their syllabi, but it does not mandate what that policy should be. Roanoke College

Faculty examples cited in public sources range across the spectrum. Wallace Fuentes created a custom ChatGPT-based virtual teaching assistant that provides structured feedback on student writing. Associate Professor Melanie Trexler used AI to generate an exam question and then assigned students to identify its errors. Professor Shannon Anderson developed a specific AI policy she explains before assignments after encountering AI-generated submissions. Economics Professor Edward Nik-Khah takes a more critical stance, questioning whether AI tools genuinely support learning.

The college offers a specific course: "Artificial Intelligence Versus Human Cognition," listed as a May Term Intensive Learning course. The course involves hands-on experimentation using artificial intelligence models as a means of understanding the differences between machine and

human performance, focusing on visual object recognition, natural language processing, and creativity, and discussing how AI software is prone to reflect social stereotypes present in its programmers and training datasets. Roanoke College It is taught by Assistant Professor of Psychology Anthony Cate.

B. Graduate School Guidance

Roanoke College offers three graduate programs: MBA, M.Ed., and M.S. in Psychology. The 2025-2026 Graduate Academic Catalog references academic integrity and directs students to the Academic Integrity Handbook. The graduate catalog states the College seeks to maintain the highest standards of intellectual scholarship and works to promote honesty, integrity, and responsibility in all academic work. Roanoke College No graduate-program-specific AI guidance beyond the college-wide syllabus requirement and integrity handbook was found in public sources.

C. AI Detection Tools Policy

No standalone institutional policy on AI detection tools was found. Turnitin is referenced in the Academic Integrity Handbook as a tool available to faculty for verifying plagiarism. A professor might be able to verify that a paper was plagiarized by submitting the paper to Turnitin. Roanoke College No public statement was found regarding whether Turnitin's AI writing detection feature is enabled institution-wide, or what weight AI detection scores carry in integrity proceedings.

D. Faculty Support Infrastructure

Multiple overlapping structures support faculty AI engagement:

Teaching Collaborative. The Teaching Collaborative took the lead in generative AI discussions in 2023-24 by hosting monthly programs that involved about 15 participants who worked to integrate AI on campus. Roanoke College

Auburn University AI Training. 73 Roanoke faculty, staff, administration and trustees signed up for AI training through online courses from Auburn University. Some participants are working toward a "badge," which is a type of AI certification. Roanoke College The Auburn course ("Teaching with AI") is a self-paced, eight-module online program developed by Auburn's Biggio Center, with AUAI Explorer digital badge certification.

SCHEV Grant Collaboration. George Mason University received $75,000 from SCHEV's Fund for Excellence and Innovation grant program, and Roanoke joins George Mason, Bridgewater College, James Madison University and the University of Virginia to develop cross-disciplinary research and resources, as well as workshops, aimed at helping faculty integrate AI into the classroom. Roanoke College The educational resources will be evidence-based and informed by research, and outcomes will be assessed in three separate phases over two and a half years. Roanoke College Meghan Jester and Gwen Nuss co-lead Roanoke's participation.

Deloitte Future of Work Institute. Students participated in two supplemental modules focused on artificial intelligence and cybersecurity Roanoke College as part of the Deloitte workshop hosted in October 2023.

Pedagogy Fellows Program. The Teaching Collaborative's Pedagogy Fellows program provides stipended positions (up to $1,500/summer) for faculty researching pedagogy topics. Current fellows include Christine Stanley, an Instructor of Spanish who works on using coding with comprehensible input and real-time feedback. No Pedagogy Fellow position specifically designated for AI was found, though the program's focus areas rotate.

IV. TOOL ECOSYSTEM & PROCUREMENT GOVERNANCE

A. Approved AI Tools

No public list of approved AI tools for instructional use was found. The IT Best Practices page restricts the use of unapproved cloud services for institutional data and explicitly bars uploading institutional data into generative AI applications. Faculty members appear to exercise individual judgment on classroom AI tool use (e.g., Wallace Fuentes using a customized ChatGPT for student feedback).

The IT department lists approved institutional systems including Qualtrics (surveys), StarRez (housing), Colleague (student information), and OneDrive (file storage). The college provides Microsoft 365 accounts.

B. Pilot Programs

The SCHEV-funded multi-institutional project is the most visible structured initiative. Individual faculty experiments described in the "A Wild World" article function as informal pilots. No formal institutional AI pilot program with defined parameters, timeline, and assessment criteria was found in public sources.

C. Procurement & Approval Pathways

IT must approve any cloud services used for College data. Roanoke College This is the only publicly documented approval gateway relevant to AI tool procurement. No AI-specific procurement review process or committee was identified.

V. ACADEMIC INTEGRITY INTEGRATION

A. Honor Code Language

Generative AI is explicitly addressed in two sections of the Academic Integrity Handbook.

Under "Cheating": Using generative artificial intelligence to produce part or all of an assignment presented as one's own beyond the guidelines established by the course instructor or without the express consent of the instructor Roanoke College constitutes a violation.

Under "Plagiarizing": Using generative artificial intelligence to produce part or all of an assignment presented as one's own beyond the guidelines established by the course instructor Roanoke College is listed as a form of plagiarism.

The critical phrase is "beyond the guidelines established by the course instructor." This places the boundary-setting responsibility on individual faculty, consistent with the decentralized syllabus-level model. There is no blanket prohibition or blanket permission at the institutional level.

Violations are defined broadly to also include unauthorized use of an electronic device during a testing period, impeding an investigation, denying access to academic materials, or other actions that violate student regulations or public statutes for the purpose of leading to or supporting an academic integrity violation. Roanoke College

B. Enforcement Process

The process is well-documented and structured. When faculty believe a violation has occurred, they report it in writing to the AI Council Chair within 48 hours. Students have 48 hours to respond. Cases go to either an Academic Integrity Panel (less serious: 2 faculty/staff + 1

student) or an Academic Integrity Board (more serious: 3 faculty/staff + 3 students). Penalties include the grade F in the course as the usual minimum penalty, the grade XF (academic integrity failure), and Academic Integrity Probation, Suspension, and Expulsion. Roanoke College Education or reflection penalties may also be assigned. Students may appeal within 48 hours of a hearing.

All first-year students must attend an Academic Integrity session and complete an Academic Integrity Module before registering for their second semester.

VI. RESEARCH GOVERNANCE & ETHICS

A. Research Office AI Guidance

Not publicly documented in available sources. The IRB pages describe standard human subjects research review procedures with CITI training requirements. No AI-specific research guidance, data policy amendments, or supplemental protocols were found on the IRB or research pages.

B. Data Ownership & IP Position

Not publicly documented as it pertains to AI. The IT Best Practices policy's prohibition on uploading institutional data into generative AI applications constitutes the closest public statement on data governance relevant to AI.

C. Authorship & Disclosure Standards

Not publicly documented in available sources.

D. Human Subjects Considerations

The IRB requires all human subjects research to undergo review before data collection begins. The IRB is charged with reviewing all research involving human subjects conducted at Roanoke College by faculty, staff, students, or outside researchers. Roanoke College Approved survey software is Qualtrics. No AI-specific amendment to IRB protocols was found.

VII. LIBRARY & INFORMATION LITERACY SIGNALS

Fintel Library operates a librarian liaison model with subject-specific research guides and instruction sessions. The information literacy program provides scaffolded instruction in source evaluation, database searching, and website evaluation. No AI-specific research guide, digital literacy page, or AI-focused instruction module was found on the Fintel Library or LibGuides site. Fintel Library is a partner in the Digital Tools Advisory Group (DTAG), which provides consulting and management services for digitally-imagined projects. Roanoke

VIII. INFRASTRUCTURE & STRATEGIC INVESTMENT SIGNALS

The "Imagine Roanoke" strategic plan (approved August 2024, six-year horizon through 2031) does not explicitly name artificial intelligence as a strategic priority. Its language addresses technology broadly. The future demands learners, employees, and citizens with the skills to navigate this vast sea of information and the imagination to leverage it for innovation. Roanoke College The planning process includes a commitment to deploy a technology-enhanced and data-driven environment designed for agility. Roanoke College

The college's restructuring into four schools (effective fall 2025) includes the School of Business, Economics, and Analytics, and the School of Health, Science, and Sustainability. RC-RV (Roanoke College-Roanoke Valley) was established with a $1 million Treiber Center for Curricular Innovation gift, with Lisa Stoneman serving as Executive Director for Curricular Innovation and Digital Learning. RC-RV is explicitly positioned to respond to regional workforce needs, though it does not specifically name AI in its published descriptions.

The Goode-Pasfield Center for Learning and Teaching (located in Fintel Library) is undergoing expansion and renaming as the Goode-Pasfield Center for Student Success, with expanded services including an IT help desk presence.

IX. PUBLIC STATEMENTS & EXECUTIVE SIGNALING

President Frank Shushok Jr. has framed the institutional direction around preparation for a changing world. Shushok stated that learners of today and tomorrow must be exposed to multiple forms of knowledge, the skill to work with individuals from many different backgrounds, and the capacity to pivot and adapt as the world changes. WFXRtv The "Imagine Roanoke" introduction discusses a technology-driven, information-rich century. No public presidential statement directly addressing AI policy was found.

Dean Kathy Wolfe has made the most direct public statements on AI's significance for the institution. She described a nightmare scenario in which AI-generated tests are given to students who submit AI-generated answers graded by AI, and nobody learns, and asked how to stop the puck from going there. Roanoke College

Meghan Jester, Director of Career Exploration: AI is not going away. What can we be doing to make sure our students are using it ethically and appropriately in a way that's going to support them in the workforce? Roanoke College

Gwen Nuss, Assistant Director of Institutional Research: We're going to see good things and bad things come out of AI. All the more reason why we can't ignore our responsibility to train as educators. Roanoke College

The October 2024 Roanoke College Magazine feature article "A Wild World: Surviving and Thriving with AI" is the most substantive public document on the institution's AI posture. It was authored by Ralph Berrier Jr. and profiles multiple faculty, students, and administrators.

X. EVIDENCE ARCHIVE

Section I: Governance Architecture

Academic Integrity Handbook (main page): https://www.roanoke.edu/aihandbook

Responsibility for Academic Integrity (syllabus AI requirement): https://www.roanoke.edu/inside/academic_affairs/academic_integrity/the_ai_handbook/responsibility_for_academic_integrity

Academic Integrity Council structure: https://www.roanoke.edu/inside/academic_affairs/academic_integrity/the_ai_handbook/academic_integrity_council_x50017

Academic Integrity main page (2025-2026 chair): https://www.roanoke.edu/inside/a-z_inside_roanoke/academic_affairs/academic_integrity

Teaching Collaborative vision: https://www.roanoke.edu/inside/academic_affairs/faculty_information/teaching_collaborative/vision_and_goals

Teaching Collaborative contact: https://www.roanoke.edu/teaching

Teaching Collaborative staff: https://www.roanoke.edu/inside/academic_affairs/faculty_information/the_collaborative/meet_the_staff

Section II: Policy Infrastructure

IT Best Practices (generative AI data restriction): https://www.roanoke.edu/inside/information_technology/best_practices

IT policies index: https://www.roanoke.edu/inside/a-z_index/information_technology/policies

Computer Use Policy for Students: https://www.roanoke.edu/inside/information_technology/policies/policy_computer_facilities_use_for_students

Email Use Policy: https://roanoke.edu/inside/a-z_index/information_technology/policies/e-mail_appropriate_use_policy

IT Services overview: https://www.roanoke.edu/itservices

IT About page: https://www.roanoke.edu/inside/information_technology/about

Computer Use and File Sharing / FERPA: https://www.roanoke.edu/itpolicy

Section III: Teaching & Learning

"A Wild World: Surviving and Thriving with AI" (magazine feature): https://www.roanoke.edu/news/a_wild_world

SCHEV grant announcement: https://www.roanoke.edu/news/schev_grant_for_ai

Pedagogy Fellows program: https://www.roanoke.edu/inside/academic_affairs/faculty_information/teaching_collaborative/teaching_scholar_program

Support for Teaching & Scholarship: https://www.roanoke.edu/inside/academic_affairs/faculty_information/support_for_teaching_and_scholarship

"AI Versus Human Cognition" course (May 2026): https://www.roanoke.edu/inside/intensive_learning/2026_may_on_campus_and_field_trip_courses

May Term course listings: https://generaleducation.roanoke.edu/pages/IL-On-Campus

Deloitte Future of Work Institute results: https://www.roanoke.edu/news/deloitte_future_of_work

Deloitte announcement: https://www.roanoke.edu/news/deloitte_announcement

Auburn "Teaching with AI" course (used by RC faculty): https://biggio.auburn.edu/programs/artificial-intelligence/teaching-with-ai-auburn

Faculty main page (curated links, Collaborative reference): https://www.roanoke.edu/faculty

Section IV: Tool Ecosystem

IT Best Practices (approved systems, cloud approval requirement): https://www.roanoke.edu/inside/information_technology/best_practices

Section V: Academic Integrity

Violations definitions (generative AI language): https://www.roanoke.edu/inside/academic_affairs/academic_integrity/the_ai_handbook/violations_x34240

Penalties: https://www.roanoke.edu/inside/academic_affairs/academic_integrity/the_ai_handbook/academic_integrity_penalties

Academic Integrity System (letter from the Dean): https://www.roanoke.edu/inside/academic_affairs/academic_integrity/the_ai_handbook/the_academic_integrity_system_x34239

Letter from the Dean: https://www.roanoke.edu/inside/academic_affairs/academic_integrity/the_ai_handbook/letter_from_the_dean

Info for faculty aware of violations: https://www.roanoke.edu/inside/academic_affairs/academic_integrity/resources_for_faculty/information_for_faculty_aware_of_an_ai_violation

Info for students charged: https://www.roanoke.edu/inside/academic_affairs/academic_integrity/resources_for_students/information_for_students_charged_with_an_ai_violation

Info for students aware of violations: https://www.roanoke.edu/inside/academic_affairs/academic_integrity/resources_for_students/information_for_students_aware_of_an_ai_violation

Student Handbook academics section: https://www.roanoke.edu/inside/student_handbook/academics

Section VI: Research Governance

IRB main page: https://www.roanoke.edu/irb

IRB application procedures: https://www.roanoke.edu/inside/a-z_index/institutional_review_board/application_procedures

IRB policies and terminology: https://www.roanoke.edu/inside/a-z_index/institutional_review_board/policies

IRB training: https://www.roanoke.edu/inside/a-z_index/institutional_review_board/irb_training

Survey policies: https://www.roanoke.edu/inside/a-z_index/institutional_research/survey_policies

Section VII: Library

Library home: https://libguides.roanoke.edu/library

Information Literacy & Instruction: https://libguides.roanoke.edu/libraryinstruction

Liaisons and LibGuides: https://libguides.roanoke.edu/libraryinstruction/liaisons

Library services: https://libguides.roanoke.edu/services

About Fintel Library: https://libguides.roanoke.edu/aboutfintel

Digital collections: https://libguides.roanoke.edu/digital_collections

Goode-Pasfield Center (CLT) syllabi info: https://www.roanoke.edu/inside/a-z_index/center_for_learning_and_teaching/clt_information_for_faculty_syllabi

CLT staff: https://www.roanoke.edu/inside/center_for_learning_and_teaching/clt_staff

Section VIII: Strategic & Infrastructure

Imagine Roanoke strategic plan: https://www.roanoke.edu/about/office_of_the_president/strategic_plan

Imagine Roanoke announcement: https://www.roanoke.edu/news/imagineroanoke

Imagine Roanoke Leadership Council: https://www.roanoke.edu/about/office_of_the_president/strategic_plan/imagine_roanoke_leadership_council

College Planning page: https://www.roanoke.edu/planning

New schools structure: https://www.roanoke.edu/news/schools

RC-RV/Lisa Stoneman: https://www.roanoke.edu/news/rc-rv_lisa_stoneman

Treiber Center for Curricular Innovation: https://www.roanoke.edu/news/treiber_rc-rv

Goode-Pasfield expansion: https://www.roanoke.edu/news/student_success_gifts

Ryan King chief of staff: https://www.roanoke.edu/news/ryan_king_announcement

CLEI (Center for Leadership and Entrepreneurial Innovation): https://www.roanoke.edu/clei

Section IX: Executive Signaling

Annual Report 2023-2024: https://www.roanoke.edu/a-z/annual_report_2023-2024

Roanoke College Magazine: https://www.roanoke.edu/magazine

Academic catalog index: https://www.roanoke.edu/inside/registrar/academic_catalog

2025-2026 Graduate Catalog PDF: https://www.roanoke.edu/documents/registrar/Graduate%20Academic%20Catalog%20-%202025-2026_final.081925.pdf

Faculty Handbook 2023-2024 PDF: https://www.roanoke.edu/documents/AcademicAffairs/FacultyHandbook_2023-2024.pdf

Faculty information page: https://www.roanoke.edu/inside/academic_affairs/faculty_information

External coverage:

WFXR (new academic programs): https://www.wfxrtv.com/news/education/roanoke-college-expands-education-coming-in-the-fall-of-2025/

SHENANDOAH UNIVERSITY

Comprehensive Public-Source AI Governance & Teaching Dossier

Evidence snapshot: March 22, 2026

I. INSTITUTIONAL AI GOVERNANCE ARCHITECTURE

A. Formal Governance Framework

Shenandoah University does not publish a standalone, institution-wide AI governance policy or framework document. The primary formal instrument addressing AI is a dedicated section within the Academic Integrity Code, published identically in the undergraduate and graduate catalogs. That section names specific tools (ChatGPT, GPT-4, GrammarlyGO, DALL-E 3, Google Translate, My AI by Snapchat, and other large language models) and establishes that faculty control the threshold for permissible AI use at the course level.

As of September 2025, the university announced its selection for the AAC&U Institute on AI, Pedagogy, and the Curriculum. The team plans to "develop a values-driven vision for AI, invest in faculty and student AI literacy, and build an infrastructure for responsible, scalable AI use in teaching and learning." Shenandoah University The stated aim is to unify ongoing innovation under a coordinated institutional strategy, indicating that a formal governance architecture is under active development rather than currently in place.

The provost's office organizational chart lists an Assistant Provost for Academic Innovation (Jessica Peacock, through August 2026), a position with potential relevance to AI governance, though no public documentation ties this role specifically to AI policy.

Academic Integrity Code (catalog): https://catalog.su.edu/content.php?catoid=28&navoid=1808

AAC&U announcement: https://www.su.edu/blog/2025/09/17/shenandoah-university-selected-for-aacu-institute-on-ai-pedagogy-and-the-curriculum/

Academic Affairs org chart: https://www.su.edu/departments-offices/academic-affairs/academic-affairs-organization/

B. Governance Committees & Structure

No publicly documented AI-specific governance committee exists. The AAC&U Institute team — led by Jeff Coker (Dean, College of Arts & Sciences / Interim Dean, School of Business) and co-led by Jess Clawson (Director, Center for Transformative Teaching and Learning) — functions as the closest identifiable AI leadership body. Additional members include the Chief Information Officer (Devon Taylor, Ed.D.), the Associate Dean for Faculty Affairs in the School of Business (Michael Magro, Ph.D.), and faculty from Communication and Biopharmaceutical Science. Shenandoah University This team spans academic affairs, IT, and multiple disciplines, suggesting an intentionally cross-functional composition.

The University Cabinet, composed of vice presidents and school deans, is the body authorized to recommend non-editorial changes to the Academic Integrity Code (including the AI section) to the Board of Trustees, with input from the Faculty Senate and Student Government Association.

Sources: Same as I.A above.

C. Stated Ethical Principles

The AAC&U team seeks guidance from the institute on "the values and ethics around AI use" and on "building inclusive frameworks for institutional AI integration" and "addressing access-related and ethical challenges at a mid-sized institution with limited centralized funding for AI tools." No separate institutional AI ethics statement or principles document has been published.

The Academic Integrity Code's AI section states that generative AI tools "rely on predictive models to generate content that may appear correct, but may be incomplete, inaccurate, taken without attribution from other sources, and may also be considered biased." This functions as a factual caution rather than a statement of institutional values.

II. POLICY INFRASTRUCTURE & INSTITUTIONAL ALIGNMENT

A. Policy Reviews or Gap Analyses

Not publicly documented in available sources. The AAC&U application language acknowledges the need for "policy development and academic integrity guidance" as a topic the team hopes to explore with peer institutions, which implies the university recognizes existing policy gaps without documenting a formal gap analysis.

B. Policies Requiring Revision

Not publicly documented. The Academic Integrity Code's AI section appears to have been added to the existing integrity framework (likely during the 2023-2024 or 2024-2025 catalog cycle) as a supplementary subsection rather than a revision of the violation definitions themselves. The violation categories (cheating, plagiarism, falsification, etc.) predate AI language and do not reference generative AI directly — only the standalone AI subsection does.

C. Supplemental Guidance Issued

Not publicly documented in available sources. No provost memos, faculty-facing AI guidance documents, or supplemental policy bulletins appear on the provost's office, academic affairs, or TTL public pages.

III. TEACHING & LEARNING POSTURE

A. Faculty Guidance Model

The Academic Integrity Code establishes a faculty-discretion model. The key operative language: "Faculty may find ways to utilize AI in class activities or assignments. In these cases, faculty will clearly specify when and for what purposes AI and writing assistance tools may be used as an aspect of the learning. The threshold for how much AI should be allowed will be determined by course faculty. When AI usage is allowed, this information shall be found in the course syllabus or in the instructions for the particular assignment."

This places the burden of AI boundary-setting at the individual course level. No centralized syllabus template or required AI-use statement template has been found in public sources.

The Code also establishes a bright-line rule: "any work written, developed (edited/revised), paraphrased from, or created by AI and submitted or presented for a grade or credit as the student's own work constitutes plagiarism and is a violation of the Academic Integrity Code. In all cases, use of AI must be acknowledged in students' work and AI-generated material must be clearly referenced."

https://catalog.su.edu/content.php?catoid=28&navoid=1808

B. Graduate School Guidance

Shenandoah does not operate a standalone graduate school. Graduate programs are housed within individual schools (Pharmacy, Nursing, Health Professions, Education & Leadership, Business, Conservatory). The Academic Integrity Code applies identically to undergraduate and graduate students — the Code is published in both catalogs, and the AI section does not differentiate between student levels.

No school-specific or program-specific AI policies for graduate programs were found in publicly available sources.

C. AI Detection Tools Policy

Not publicly documented. The Academic Integrity Code does not reference AI detection tools (e.g., Turnitin's AI detection module). No institutional position on the use or prohibition of detection software appears on the provost's, IT, or TTL pages.

D. Faculty Support Infrastructure

The Center for Transformative Teaching and Learning (TTL), directed by Jess Clawson, Ph.D., is the primary faculty development unit. TTL sits within the broader Center for Teaching, Learning & Technology (CTLT), which also includes Academic Computing Technology (ACT). TTL operates through Shared Interest Groups (SIGs), a TTL Fellows program, an Advisory Board with representatives from every school, and year-round workshops and "lunch and learns" delivered through a Corsizio-based event registration system.

No publicly archived AI-specific TTL workshop or SIG is documented in available sources. However, the TTL director co-leads the AAC&U Institute team, suggesting that AI-related faculty development programming is either in development or has been delivered through channels not visible on public-facing pages.

TTL main page: https://www.su.edu/academics/academic-resources-information/transformative-teaching-and-learning-2/

CTLT about: https://www.su.edu/academics/academic-resources-information/center-for-teaching-and-learning-2/about-us/

TTL events (Corsizio): https://suttl.corsizio.com/

IV. TOOL ECOSYSTEM & PROCUREMENT GOVERNANCE

A. Approved AI Tools

No publicly documented list of approved or provisioned AI tools (e.g., ChatGPT Edu, Copilot, or other enterprise AI platforms) was found. The Academic Integrity Code names specific tools — ChatGPT, GPT-4, GrammarlyGO, DALL-E 3, Google Translate, My AI by Snapchat — but in the context of defining risks, not endorsement.

Shenandoah is an Apple Distinguished School (2024-2027) and provisions all full-time undergraduates with MacBook Air and iPad through the iMLearning program. The IT infrastructure is Apple-centric. The CIO, Devon Taylor, Ed.D., is a member of the AAC&U AI Institute team, suggesting IT-academic coordination on AI tool decisions.

iMLearning: https://www.su.edu/information-technology/imlearning-excellence/

Apple Distinguished School designation: same page.

B. Pilot Programs

Not publicly documented in available sources. The AAC&U announcement references plans to "accelerate its engagement with AI" and build "infrastructure for responsible, scalable AI use in teaching and learning," but no specific pilot programs (tool trials, course-level experiments, etc.) are described in public sources.

C. Procurement & Approval Pathways

The IT Acceptable Use Policy states: "All new software requests must be reviewed and approved by the software evaluation committee. Faculty software requests should be submitted to the Information and Technology Committee for review and approval. In accordance with university policy, IT should be notified prior to contacting vendors or scheduling demos with new or existing software vendors."

This establishes a centralized software approval pathway that would apply to AI tools, though the policy does not mention AI specifically.

https://sites.google.com/a/su.edu/itpolicy/home

V. ACADEMIC INTEGRITY INTEGRATION

A. Honor Code Language

Shenandoah's Academic Integrity Code is a detailed, multi-article document published in the catalog. Its core prohibition: "The Academic Integrity Code prohibits lying, stealing and cheating." It governs both undergraduate and graduate students.

The AI-specific subsection defines seven categories of violations (cheating, plagiarism, falsification, tampering with records, forgery, withholding information, breach of confidence, and academic theft). AI use that is undisclosed or submitted as the student's own work is classified as plagiarism under the Code.

The Code requires that "use of AI must be acknowledged in students' work and AI-generated material must be clearly referenced" in all cases, even when AI use is authorized by the instructor.

A recommended minimum sanctions chart is referenced (linked in the catalog navigation as "Academic Integrity: Recommended Minimum Sanctions"), and the catalog sidebar links to four AI-related images (labeled AI 1 through AI 4), suggesting possible visual aids or infographics about AI policy, though their content is not retrievable as text.

https://catalog.su.edu/content.php?catoid=28&navoid=1808

B. Enforcement Process

The Code establishes a three-tier process: (1) Accused Student–Faculty Reporter Meeting (initial resolution at the course level); (2) Academic Integrity Meeting (mediated by an Academic Integrity Representative); (3) Academic Integrity Hearing Board (five-member body with faculty and student representation, chaired by the Academic Integrity Director). Students with prior violations are automatically escalated to the Hearing Board.

Sanctions range from loss of academic credit on an assignment to dismissal from the university and revocation of a degree. All students found responsible are placed on Academic Integrity Probation for the remainder of their enrollment and receive a Letter of Reprimand from the Office of the Provost. Transcript notation is possible.

The Academic Integrity Director is a full-time faculty member appointed by the Provost for a two-year term. Each College/School/Division must have at least two Academic Integrity Representatives appointed by the Dean or Director for three-year terms.

Source: Same as V.A.

VI. RESEARCH GOVERNANCE & ETHICS

A. Research Office AI Guidance

Not publicly documented. The university's IRB page describes standard human-subjects protections and CITI certification requirements but does not address AI-specific research protocols, AI-generated data, or the use of AI tools in the research process.

A Director of Grants & Research (Kelly Nemzek) is listed in the Academic Affairs organizational chart, and the university maintains an Institutional Animal Care and Use Committee (IACUC) alongside the IRB.

IRB: https://www.su.edu/academics/academic-resources-information/irb/

Academic Affairs org chart: https://www.su.edu/departments-offices/academic-affairs/academic-affairs-organization/

B. Data Ownership & IP Position

Not publicly documented in available sources for AI-specific contexts.

C. Authorship & Disclosure Standards

Not publicly documented beyond the Academic Integrity Code's student-facing requirement that "use of AI must be acknowledged in students' work and AI-generated material must be clearly referenced." No faculty- or researcher-facing authorship or disclosure policy addressing AI in publications or grant applications was found.

D. Human Subjects Considerations

The IRB requires CITI certification for all investigators and uses the Sitero Mentor platform for protocol submission. No specific guidance on AI-related human subjects considerations (e.g., use of AI in data collection, AI-generated stimuli, AI analysis of identifiable data) appears in publicly available IRB documentation.

https://www.su.edu/academics/academic-resources-information/irb/

VII. LIBRARY & INFORMATION LITERACY SIGNALS

Shenandoah University Libraries (Smith Library) operates a LibGuides platform with subject-specific research guides. No AI-specific research guide or digital literacy guide addressing AI tools was identified in available sources. The library's faculty resources page promotes database access, LibKey Nomad, streaming media, New York Times access, and Chronicle of Higher Education access, but does not include AI tool guidance or AI literacy resources.

The library co-sponsors events with TTL (e.g., "SU Scholar Series" celebrating faculty scholarship) but no AI-specific programming was identified.

Library home: https://libguides.su.edu/UniversityLibraries

Library guides index: https://libguides.su.edu/

Faculty resources: https://libguides.su.edu/faculty

VIII. INFRASTRUCTURE & STRATEGIC INVESTMENT SIGNALS

Strategic Plan (Shenandoah 2025): The existing strategic plan, adopted in 2015, does not reference AI. It calls for "emerging technologies to support programs at multiple locations" under the Transformative Learning pillar and the creation of a "higher education innovation lab to identify the educational and financial model of the future" under the Financial and Educational Model pillar. The plan predates the generative AI era.

HIVE and SCiL: The Hub for Innovators, Veterans and Entrepreneurs (HIVE) and the Shenandoah Center for Immersive Learning (SCiL) represent significant technology infrastructure investments, focused on immersive learning (AR/VR), esports, and tech entrepreneurship. These are physical spaces and programs housed in the renovated Hazel-Pruitt Armory on the main campus. SCiL's work focuses on simulation, augmented reality, and virtual reality rather than generative AI.

Division of Advanced Technology (formerly Applied Technology): Offers programs in computing, data science, information technology, cybersecurity, engineering, and esports. This division would be the likely academic home for AI-related coursework, though no specific AI courses or concentrations are named in the catalog.

Apple Distinguished School (2024-2027): Shenandoah's institutional commitment to Apple technology through iMLearning establishes a common platform but does not in itself constitute AI investment.

Strategic plan: https://www.su.edu/strategic-planning/

HIVE/SCiL: https://www.su.edu/about-us/whats-new-su/

DAT: https://www.su.edu/blog/2023/01/17/shenandoah-adding-undergraduate-engineering-program-in-fall-2023/

IX. PUBLIC STATEMENTS & EXECUTIVE SIGNALING

President Tracy Fitzsimmons, Ph.D., provided a public statement on AI in the Virginia Business "Virginia 500" profile (November 29, 2024): "AI is coming either for our jobs OR how we do our jobs. But with it will come new jobs, new efficiencies and new opportunities. Yes, there are ethical challenges, but that shouldn't stop us from embracing and harnessing the future." Virginia Business

AAC&U team co-leader Jeff Coker, Ph.D. (Dean, College of Arts & Sciences): Quoted in the September 2025 AAC&U announcement that the institute opportunity "positions Shenandoah to thoughtfully prepare our students and faculty for that future."

AAC&U team co-leader Jess Clawson, Ph.D. (TTL Director): Stated the institute provides "the chance to consider the values and ethics around AI use, in addition to staying apprised of ongoing developments."

AI Mural Controversy (April 2025): An off-campus but institution-related event generated public attention when more than 300 students, alumni, and community members signed a petition objecting to a campus mural project's suspected use of AI-generated imagery. Students in art classes identified evidence of AI in the design. The incident reflects student sensitivity to AI use in creative and community contexts at Shenandoah.

Fitzsimmons statement: https://virginiabusiness.com/virginia-500-spotlight-tracy-fitzsimmons/

AAC&U announcement: https://www.su.edu/blog/2025/09/17/shenandoah-university-selected-for-aacu-institute-on-ai-pedagogy-and-the-curriculum/

Mural controversy: https://augustafreepress.com/news/shenandoah-university-students-alumni-unhappy-with-murals-use-of-ai/

X. EVIDENCE ARCHIVE

Section I — Governance Architecture:

Academic Integrity Code (2024-25 UG catalog): https://catalog.su.edu/content.php?catoid=28&navoid=1808

AAC&U Institute announcement (Sept. 2025): https://www.su.edu/blog/2025/09/17/shenandoah-university-selected-for-aacu-institute-on-ai-pedagogy-and-the-curriculum/

Academic Affairs org chart: https://www.su.edu/departments-offices/academic-affairs/academic-affairs-organization/

Academic Integrity office page: https://www.su.edu/departments-offices/academic-affairs/academic-integrity/

Section II — Policy Infrastructure:

Same catalog and AAC&U sources as above.

Section III — Teaching & Learning:

TTL main page: https://www.su.edu/academics/academic-resources-information/transformative-teaching-and-learning-2/

TTL Advisory Board: https://www.su.edu/academics/academic-resources-information/center-for-teaching-and-learning-2/transformative-teaching-and-learning-2/faculty-advisory-board/

CTLT About: https://www.su.edu/academics/academic-resources-information/center-for-teaching-and-learning-2/about-us/

TTL events (Corsizio): https://suttl.corsizio.com/

Section IV — Tool Ecosystem & Procurement:

IT Policy (acceptable use): https://sites.google.com/a/su.edu/itpolicy/home

iMLearning / OIT: https://www.su.edu/information-technology/imlearning-excellence/

OIT main: https://www.su.edu/information-technology/

Section V — Academic Integrity:

Academic Integrity Code (full text): https://catalog.su.edu/content.php?catoid=28&navoid=1808

Student handbook (redirect to catalog): https://www.su.edu/campus-life/division-of-student-life/student-handbook/

Code of Conduct: https://www.su.edu/campus-life/code-of-conduct/

Section VI — Research Governance:

IRB page: https://www.su.edu/academics/academic-resources-information/irb/

Institutional Research: https://www.su.edu/departments-offices/institutional-research/

Section VII — Library:

Library home: https://libguides.su.edu/UniversityLibraries

Research guides index: https://libguides.su.edu/

Faculty library resources: https://libguides.su.edu/faculty

Section VIII — Strategic Investment:

Strategic Plan (Shenandoah 2025): https://www.su.edu/strategic-planning/

Transformative Learning pillar: https://www.su.edu/strategic-planning/transformative-learning/

What's New / HIVE: https://www.su.edu/about-us/whats-new-su/

DAT/engineering announcement: https://www.su.edu/blog/2023/01/17/shenandoah-adding-undergraduate-engineering-program-in-fall-2023/

Academic resources & centers (SCiL): https://www.su.edu/academics/academic-resources-information/

SCiL magazine feature: https://www.su.edu/magazine/beyond-digital-frontier/

Section IX — Executive Signaling:

Fitzsimmons AI statement (Virginia Business): https://virginiabusiness.com/virginia-500-spotlight-tracy-fitzsimmons/

Fitzsimmons bio: https://www.su.edu/departments-offices/office-of-the-president/presidents-biography/

AI mural controversy: https://augustafreepress.com/news/shenandoah-university-students-alumni-unhappy-with-murals-use-of-ai/

Provost office: https://www.su.edu/departments-offices/academic-affairs/

Faculty Handbook (catalog system, Fall 2025): https://catalog.su.edu/index.php?catoid=32

All Policies (Faculty Handbook): https://catalog.su.edu/content.php?catoid=32&navoid=1937

The following items were searched exhaustively and remain not publicly documented:

Standalone institutional AI policy or guidelines document (beyond the Academic Integrity Code subsection)

Supplemental faculty guidance on AI (provost memos, syllabus templates)

Graduate-school-specific AI guidance (single code applies to all levels)

AI detection tools institutional policy

Named AI pilot programs

AI-specific procurement pathway (general software approval process exists)

Research office AI guidance (IRB does not address AI)

Data ownership or IP position on AI

Library AI research guide or AI literacy programming

School-specific or department-specific AI policies (nursing, pharmacy, business, education)

Faculty handbook AI references (handbook is hosted in catalog system; rate limits prevented full text retrieval, but the Academic Integrity Code — which the handbook incorporates by reference — is the primary instrument)

TTL workshop archives specifically documenting AI sessions

Post-AAC&U Institute outputs or reports (institute participation began fall 2025; outcomes may not yet be public)

Supplementary Findings

Additional Findings for Section III.D — Faculty Support Infrastructure

The TTL events registration system (Corsizio) shows ongoing programming including "Lunch & Learn Workshops," "SU Scholar Series" events, "Teaching Garden" sessions, and "Writers' Retreats." None of the publicly visible event titles from fall 2025 through spring 2026 specifically reference AI, generative AI, or ChatGPT. This does not foreclose the possibility that AI content was delivered under general titles (e.g., "Lunch & Learn Workshop"), but no AI-labeled programming is publicly documented.

The catalog sidebar also links to "Faculty Training Calendar" at su.edu/events/category/faculty-training/, though this redirects to the general events calendar and does not archive past sessions.

TTL Corsizio: https://suttl.corsizio.com/

Library/TTL joint event (Scholar Series, March 2026): https://su.libcal.com/

Additional Findings for Section II — ShenEd (General Education) Connection

"ShenEd" is Shenandoah's general education program, not an AI initiative. However, at least one First-Year Seminar course description references artificial intelligence as a topic of exploration. A science fiction–themed FYS course states it will "explore specific examples and multiple perspectives of where our fictions and our science intersect in our global reality, such as artificial intelligence, genetic engineering, climate change, or space exploration." This is a curricular signal that AI appears as a subject-matter topic in at least some general education offerings, even if not as an AI-use or AI-literacy course.

https://www.su.edu/shened/first-year-seminar/

Additional Findings for Section IV — IT & Technology Infrastructure

The IT Acceptable Use Policy provides additional detail relevant to AI procurement governance. The policy states that "IT maintains and supports software that is licensed for campus-wide use" and that "individual specialized departmental software must be budgeted, purchased and maintained by the individual department." This two-tier model means that centrally supported AI tools would go through the software evaluation committee, while department-level AI tool adoption could theoretically proceed through departmental budgets with IT notification.

The policy also states: "Configuring a computer to provide SUnet access to anyone who is not a Shenandoah University faculty, staff member or student is prohibited" and requires users to "keep their computer applications updated with all security patches/fixes." These provisions would apply to any locally installed AI applications.

The Google Apps Acceptable Use policy (separate from the main IT policy) governs the use of Google accounts provided to faculty, staff, and students. It addresses "appropriate use of private and sensitive data" in the context of university Google Workspace accounts. This would be relevant to Google's integrated AI features (Gemini in Workspace), though the policy predates generative AI and does not address it.

IT Policy: https://sites.google.com/a/su.edu/itpolicy/home

Google Acceptable Use: https://sites.google.com/a/su.edu/google/acceptable-use

Additional Findings for Section V — Faculty Handbook

The Faculty Handbook is hosted in Shenandoah's Modern Campus Catalog system (Fall 2025 edition, catoid=32). The handbook's navigation includes sections on governance, academic policies, promotion and tenure, and administrative/financial policies. The Academic Integrity Code is published in the Faculty Handbook and posted on the provost's community Canvas site (per the Code's own text: "This Academic Integrity Code will be printed in the Faculty Handbook and posted on the Office of the Provost community Canvas website"). Faculty are instructed to "have a statement regarding academic integrity and the Academic Integrity Code in their course syllabi" and "may insert a statement into course tests and assessments by which students can attest to their observance of the code."

No additional AI-specific language was found in the publicly accessible sections of the Faculty Handbook beyond what appears in the Academic Integrity Code. The handbook's "All Policies" page (catoid=32, navoid=1937) serves as a table of contents; individual policy sections on technology, academic affairs, or intellectual property did not surface AI-specific provisions in publicly accessible pages.

https://catalog.su.edu/index.php?catoid=32

Additional Findings for Section VIII — Advanced Technology Investment

A March 2026 campus news item reports a gift from the Ferrari family supporting Shenandoah's advanced technology programs, specifically the Emerging Media Lab and Makerspace. While the full article body did not render in the fetch, the headline and metadata confirm continued investment in technology infrastructure within the Division of Advanced Technology.

Separately, the university debuted six new academic programs in fall 2025. The specific programs are not enumerated in the search snippet, but the announcement confirms continuing program development activity.

The "Shenandoah Top 10 for 2025" year-end review and the spring 2026 preview both notably omit AI as a highlighted initiative or accomplishment, which itself is a data point — the AAC&U selection (September 2025) does not appear to have generated follow-on institutional communication about AI strategy beyond the original announcement.

Ferrari gift (March 2026): https://www.su.edu/blog/2026/03/03/shenandoah-universitys-advanced-technology-programs-benefit-from-ferrari-familys-support/

New programs (October 2025): https://www.su.edu/blog/2025/10/16/shenandoah-university-debuts-new-academic-programs-in-fall-2025/

Top 10 for 2025: https://www.su.edu/blog/2025/12/10/the-shenandoah-top-10-for-2025/

Spring 2026 preview: https://www.su.edu/blog/2026/02/03/a-fabulous-fall-anticipates-a-spectacular-spring/

Additional Findings for Section IX — AI Mural Controversy (Expanded)

The April 2025 mural incident provides additional institutional context. Students in art classes identified evidence of AI in the mural's design, and some believed using AI was "a missed opportunity to engage with our community." Augusta Free Press The petition gathered over 300 signatures from students, alumni, and community members. The mural was a partnership between Shenandoah and a local company (Navy Federal Credit Union, based on the separate May 2025 unveiling announcement). This controversy is notable because it demonstrates that the SU campus community actively interrogates AI use in institutional contexts and has organized collectively to push back — a signal of engaged campus discourse around AI ethics and creative labor, even outside the classroom.

Augusta Free Press report: https://augustafreepress.com/news/shenandoah-university-students-alumni-unhappy-with-murals-use-of-ai/

Mural unveiling: https://www.su.edu/blog/category/magazine-news/ (May 2025 entries)

Additional Finding for Section I — Organizational Structure

The Academic Affairs organizational chart reveals an Assistant Provost for Academic Innovation (Jessica Peacock, through August 2026) — a term-limited position housed in the provost's office. While no public documentation ties this role specifically to AI governance, the position title and its proximity to the AAC&U Institute timeline (selected September 2025, institute work presumably ongoing 2025-2026) suggest potential overlap. The position's term-limited nature (ending August 2026) may indicate it is structured as a project-based or grant-funded role rather than a permanent line.

Additionally, the provost's page links to an "Academic Strategic Plan" as a separate item from the Shenandoah 2025 plan, though the content of any such plan is not publicly accessible from the provost's page.

https://www.su.edu/departments-offices/academic-affairs/academic-affairs-organization/

Target Result

Academic catalog (full integrity section) Found. Full text retrieved. AI subsection with named tools and faculty-discretion model.

Student handbook Found. Merged into academic catalog; redirects to catalog integrity code.

Faculty handbook Partially found. Hosted in catalog system; Academic Integrity Code is incorporated by reference; no additional AI-specific language found in accessible sections.

IT services / acceptable use Found. Software evaluation committee approval pathway; no AI-specific provisions.

Teaching center (TTL) Found. TTL structure documented; director co-leads AAC&U team; no AI-specific workshops publicly archived.

Library research guides Searched. No AI-specific research guide exists at libguides.su.edu.

Research office / IRB Found. Standard human-subjects framework; no AI-specific guidance.

Campus news 2023-2026 Searched extensively. One AI-specific news item (AAC&U announcement, Sept 2025). One AI-related controversy (mural, April 2025). No other AI-themed campus news identified.

Strategic plan Found. Shenandoah 2025 predates generative AI; references emerging technologies generally.

Provost / Academic Affairs Found. Org chart includes Assistant Provost for Academic Innovation (term-limited). Academic Strategic Plan referenced but not publicly accessible.

President's office Found. Fitzsimmons AI statement in Virginia Business (Nov 2024).

Graduate school policies Confirmed. No standalone graduate school; single Academic Integrity Code applies to all levels.

School-level AI policies Searched. None found for Nursing, Pharmacy, Business, Health Professions, Education, or Conservatory.

SWEET BRIAR COLLEGE

Comprehensive Public-Source AI Governance & Teaching Dossier

Evidence snapshot: March 22, 2026

I. INSTITUTIONAL AI GOVERNANCE ARCHITECTURE

A. Formal Governance Framework

Not publicly documented in available sources. Sweet Briar College has not published a centralized institutional AI policy, AI governance framework, or formal position statement on generative AI use in teaching, learning, or administration. No AI-specific committee, task force, or working group is referenced on any public-facing institutional page.

B. Governance Committees & Structure

Not publicly documented in available sources. The Faculty Personnel Manual (May 2022 edition, publicly available) describes committee structures including the Faculty Advancement Committee, a Security Review Panel for computing policy violations, and divisional governance, but none reference AI or generative technology. The SGA Judicial branch handles Honor Code cases. No AI advisory or oversight committee is documented.

https://www.sbc.edu/live/files/323-faculty-personnel-manual-may-2022pdf

C. Stated Ethical Principles

The College's mission statement emphasizes forging "ethical leaders with the skill, compassion, and vision to create a more just and sustainable world." The Leadership Core Curriculum, which replaced traditional general education, includes ethical decision-making as a foundational competency. These principles are not AI-specific but establish the ethical framework within which AI guidance could sit.

https://www.sbc.edu/academics/leadership-core/

II. POLICY INFRASTRUCTURE & INSTITUTIONAL ALIGNMENT

A. Policy Reviews or Gap Analyses

Not publicly documented in available sources. The refreshed strategic plan ("Securing the Future," approved September 26, 2024) addresses academic excellence, financial sustainability, and stewardship of the natural and built environment, but no publicly available version references AI policy review, technology governance gaps, or plans for AI-specific policy development.

https://www.sbc.edu/about/strategic-plan/

https://www.sbc.edu/about/strategic-plan/cross-cutting-priorities/

B. Policies Requiring Revision

Not publicly documented in available sources. The Honor Code language, as published in the 2022-2023 Student Handbook (the most recent version publicly indexed), addresses plagiarism and academic honesty in traditional terms (examinations, papers, quotation practices) without reference to AI-generated content, generative tools, or technology-assisted writing. No public statement identifies this as an area under revision.

https://www.sbc.edu/live/files/507-student-handbook-22-23

C. Supplemental Guidance Issued

Not publicly documented in available sources. No provost letters, dean's memoranda, faculty senate resolutions, or other supplemental guidance documents addressing AI in instruction or student work are publicly available.

III. TEACHING & LEARNING POSTURE

A. Faculty Guidance Model

No centralized, public faculty guidance document on AI use in the classroom has been identified. The college operates a faculty-autonomy model typical of small liberal arts institutions, with no publicly visible Teaching Center, Center for Teaching Excellence, or analogous unit providing pedagogical resources, AI workshops, or toolkits.

One documented signal of faculty-level engagement: Dr. Paige Bridges (Business faculty) received a certificate from Stanford's Institute for Human-Centered Artificial Intelligence (HAI) in the "Generative AI: Technology, Business, and Society Program," funded through Sweet Briar's internal competitive faculty grants during the 2024-2025 academic year. This is the only publicly documented instance of a Sweet Briar faculty member pursuing formal AI-specific professional development.

https://www.sbc.edu/live/news/3448-faculty-grants-support-academic-research

B. Graduate School Guidance

Sweet Briar offers one graduate program: the Master of Arts in Teaching (M.A.T.). The graduate catalog's Academic Regulations section references academic standards and suspension appeals but contains no AI-specific guidance. No separate graduate-level AI policy is publicly available.

https://catalog.sbc.edu/content.php?catoid=23&navoid=911

C. AI Detection Tools Policy

Not publicly documented in available sources. No public statement or policy references the use, endorsement, or prohibition of AI detection tools (such as Turnitin's AI detection feature or similar products).

D. Faculty Support Infrastructure

Sweet Briar does not publicly list a Teaching Center, Center for Teaching and Learning, or Office of Academic Innovation. Faculty development is supported through the Faculty Advancement Committee, which oversees competitive internal grant funding with three annual submission cycles. The Dean's Office provides faculty resources through an internal portal (deansoffice@sbc.edu). Workshop archives or AI-related faculty development programming are not publicly indexed.

Faculty Resources page: https://www.sbc.edu/dean/faculty-resources/information/

IV. TOOL ECOSYSTEM & PROCUREMENT GOVERNANCE

A. Approved AI Tools

Not publicly documented in available sources. The Technology Services pages list standard institutional tools: Gmail (SBC email), Canvas (LMS), Microsoft Office 365, Duo (two-factor authentication), and KnowBe4 (cybersecurity training). No AI-specific tools (such as institutional ChatGPT, Copilot, or other generative AI licenses) are listed among approved or provided software.

https://www.sbc.edu/technology-services/

https://www.sbc.edu/technology-services/resources/

B. Pilot Programs

Not publicly documented in available sources for AI tools. A notable institutional technology partnership exists: Sweet Briar was one of eight colleges selected nationally to pilot Google's Applied Computing Series, delivering "Foundations of Python Programming" and "How to Think Like a Data Scientist" via a flipped-classroom model with materials and guidance from Google's Engineering Education team. This partnership was reported in local media and on sbc.edu. While this is a computing/data science partnership rather than an AI governance pilot, it documents institutional partnership with with major technology firms on academic programming.

https://newsadvance.com/news/local/sweet-briar-collaborating-with-google-on-computer-science/article_967ef8d2-7e4c-57d2-90ea-a4be70f3aee3.html

Additionally, Sweet Briar has a Direct to Tech (D2T) directed admission partnership with Virginia Tech's College of Engineering for Computer Science and Computer Engineering graduate programs, indicating investment in computing technology pathways.

https://iac.vt.edu/admissions/fasttrack/sbc_cpe.html

C. Procurement & Approval Pathways

Not publicly documented in available sources. No public-facing IT governance documents describe a procurement process, software approval workflow, or security review procedure for new technology tools, including AI tools.

V. ACADEMIC INTEGRITY INTEGRATION

A. Honor Code Language

The Sweet Briar Honor Pledge reads: "Sweet Briar women do not lie, cheat, steal, or violate the rights of others. Therefore, I pledge to uphold all standards of honorable conduct. I will report myself and others for any infraction of this pledge."

The publicly available Student Handbook (2022-2023) elaborates on academic honesty as follows: All examinations and tests are governed by the Honor System; only materials needed for examination may be brought into the room. The plagiarism standards address quotation, paraphrase, and source attribution in traditional terms, with detailed guidance on proper citation of quoted passages. The handbook provides examples of plagiarism drawn from literary criticism to illustrate improper paraphrase.

The honor code language does not reference AI-generated text, generative AI tools, or technology-assisted content production. The framework is entirely oriented toward traditional forms of academic dishonesty (copying, unauthorized collaboration, unattributed quotation).

https://www.sbc.edu/live/files/507-student-handbook-22-23

B. Enforcement Process

The SGA Judicial branch interprets the SGA constitution and adjudicates Honor Code cases. The Dean of Student Life, in coordination with the SGA Chief Justice and judicial committee, investigates and adjudicates Student Handbook and Student Code of Conduct violations. A formal incident reporting form exists online. The process includes referral, investigation, hearing rights, sanctions, and appeals. No publicly available enforcement documentation addresses AI-specific violations or how AI tool use would be adjudicated under the existing framework.

https://www.sbc.edu/student-government-association/

https://www.sbc.edu/office-of-student-life/resources/forms/

https://www.sbc.edu/compliance/student-complaints/

VI. RESEARCH GOVERNANCE & ETHICS

A. Research Office AI Guidance

Not publicly documented in available sources. Sweet Briar does not publicly list an Office of Sponsored Programs, Office of Research, or similar unit. The Office of Institutional Effectiveness handles planning, assessment, and reporting. No research-specific AI guidance, data handling policies for AI tools, or AI-in-research protocols are publicly available.

https://www.sbc.edu/institutional-effectiveness/

B. Data Ownership & IP Position

The Computing Policies document (publicly available PDF) includes a "Statement Regarding Ownership of Information" that states institutional data transmitted outside the college is the property of Sweet Briar College and reserved as proprietary information. The document assigns data custodians for institutional data collections, requires they ensure data integrity, security, and accessibility, and notes that the roles and responsibilities of custodians must be clear and broadly understood. This framework predates the generative AI era and does not address AI-generated content, training data, or intellectual property questions specific to AI outputs.

https://www.sbc.edu/live/files/1202-computing-policiespdf

C. Authorship & Disclosure Standards

Not publicly documented in available sources. No AI authorship or disclosure standards have been published for student work, faculty scholarship, or institutional communications.

D. Human Subjects Considerations

Not publicly documented in available sources. No publicly accessible IRB page, human subjects research policy, or research ethics documentation has been identified on sbc.edu. Sweet Briar is primarily an undergraduate institution with a single graduate program (M.A.T.); its research activity is substantially lower in volume than research universities.

VII. LIBRARY & INFORMATION LITERACY SIGNALS

The Mary Helen Cochran Library maintains an extensive LibGuides system with subject-specific research guides covering 25+ disciplines, including Computer Science, Engineering, and a general "Library 101" research skills guide. The guides address database navigation, citation, e-book access, and research methodology.

No AI-specific research guide, digital literacy guide addressing AI tools, or generative AI guide is publicly indexed in the library's LibGuides system. No AI-focused workshops, information

literacy sessions addressing generative AI, or similar programming appears in publicly available library materials.

https://www.sbc.edu/library/
https://library.sbc.edu/help

VIII. INFRASTRUCTURE & STRATEGIC INVESTMENT SIGNALS

The Computing Policies document establishes a comprehensive framework for responsible computing use, including a Security Review Panel (SRP) composed of the Director of Computing, Networks Manager, a student representative, a faculty member, the Director of Libraries & Integrated Learning Resources, and the Dean. The "Stopit" process provides a graduated five-step disciplinary approach to computing policy violations, from wide distribution of policy information through mandatory interviews to formal disciplinary procedures.

The document addresses academic freedom in computing, privacy of files and communications, data security, data custodianship, and responsible use. It explicitly prohibits use of SBCNet to violate the Honor Code. The framework is comprehensive for its era but contains no provisions for AI tools, AI-generated content, or generative technology.

The Cybersecurity page focuses on phishing prevention, KnowBe4 training, and standard security hygiene. No AI-specific security guidance is present.

The strategic plan ("Securing the Future," approved September 2024) identifies five distinctive areas: Leadership Core, sustainability, engineering, equestrian program, and Central Virginia cultural engagement. Technology investment is referenced in the operating budget model (academics, athletics, and technology receive higher percentage increases than administrative offices). No AI-specific investment, technology innovation initiative, or digital transformation strategy is publicly documented in the strategic plan.

https://www.sbc.edu/live/files/1202-computing-policiespdf
https://www.sbc.edu/technology-services/services-and-support/cyber-security/
https://www.sbc.edu/about/strategic-plan/
https://www.sbc.edu/about/strategic-plan/operating-budget/
https://www.sbc.edu/technology-services/policies/

IX. PUBLIC STATEMENTS & EXECUTIVE SIGNALING

President Mary Pope Hutson's public messages (accessible via the Messages from the President page) address the 2024-2025 and 2025-2026 academic years, the college's 125th anniversary, academic partnerships (UVA, Virginia Tech, Institute for World Politics), strengthening of the Student Academic Success Center, and fundraising success ($18.7 million raised in FY2025). No presidential message, public statement, or speech references artificial intelligence, generative AI, or institutional technology strategy related to AI.

Former president Meredith Woo is quoted in media emphasizing the importance of human interactions alongside technology: the need to "use technology in the best way possible, but remain true to the real importance of human interactions." This predates the generative AI era.

The Faculty Personnel Manual (May 2022) does not reference AI, technology in teaching beyond standard evaluation criteria (teaching competence, scholarly activity), or any emerging-technology provisions.

https://www.sbc.edu/president/messages-from-the-president/

https://www.sbc.edu/live/files/323-faculty-personnel-manual-may-2022pdf
https://www.insidehighered.com/news/governance/executive-leadership/2025/03/27/how-sweet-briar-college-defied-odds-closure

X. EVIDENCE ARCHIVE

Section I — Governance Architecture:

Faculty Personnel Manual: https://www.sbc.edu/live/files/323-faculty-personnel-manual-may-2022pdf

Leadership Core: https://www.sbc.edu/academics/leadership-core/

Section II — Policy Infrastructure:

Strategic Plan: https://www.sbc.edu/about/strategic-plan/

Cross-Cutting Priorities: https://www.sbc.edu/about/strategic-plan/cross-cutting-priorities/

Student Handbook 2022-2023: https://www.sbc.edu/live/files/507-student-handbook-22-23

Section III — Teaching & Learning:

Faculty Grants (Bridges/Stanford HAI): https://www.sbc.edu/live/news/3448-faculty-grants-support-academic-research

Graduate Catalog Academic Regulations: https://catalog.sbc.edu/content.php?catoid=23&navoid=911

Faculty Resources: https://www.sbc.edu/dean/faculty-resources/information/

Section IV — Tool Ecosystem & Procurement:

Technology Services: https://www.sbc.edu/technology-services/

Technology Perks: https://www.sbc.edu/technology-services/resources/

Google Applied Computing Partnership: https://newsadvance.com/news/local/sweet-briar-collaborating-with-google-on-computer-science/article_967ef8d2-7e4c-57d2-90ea-a4be70f3aee3.html

Virginia Tech Direct to Tech Partnership: https://iac.vt.edu/admissions/fasttrack/sbc_cpe.html

Section V — Academic Integrity:

Student Handbook 2022-2023 (Honor Code): https://www.sbc.edu/live/files/507-student-handbook-22-23

SGA: https://www.sbc.edu/student-government-association/

Incident Reporting Forms: https://www.sbc.edu/office-of-student-life/resources/forms/

Student Complaints: https://www.sbc.edu/compliance/student-complaints/

Section VI — Research Governance:

Computing Policies (Data Ownership): https://www.sbc.edu/live/files/1202-computing-policiespdf

Institutional Effectiveness: https://www.sbc.edu/institutional-effectiveness/

Section VII — Library:

Library Home: https://www.sbc.edu/library/

Library 101: https://library.sbc.edu/help

Section VIII — Infrastructure & Strategic Investment:

Computing Policies: https://www.sbc.edu/live/files/1202-computing-policiespdf

IT Policies Page: https://www.sbc.edu/technology-services/policies/

Cybersecurity: https://www.sbc.edu/technology-services/services-and-support/cyber-security/

Strategic Plan: https://www.sbc.edu/about/strategic-plan/

Operating Budget Model: https://www.sbc.edu/about/strategic-plan/operating-budget/

Section IX — Public Statements:

President's Messages: https://www.sbc.edu/president/messages-from-the-president/

President's Bio: https://www.sbc.edu/president/

President's Cabinet: https://www.sbc.edu/president/presidents-cabinet/

Inside Higher Ed Profile: https://www.insidehighered.com/news/governance/executive-leadership/2025/03/27/how-sweet-briar-college-defied-odds-closure

Catalog & Handbook References:

Academic Catalog Portal: https://www.sbc.edu/registrar/academic-catalog/

Undergraduate Catalog Academic Policies: https://catalog.sbc.edu/content.php?catoid=20&navoid=675

Engineering Program: https://www.sbc.edu/academics/engineering/

Computer Science Program (SACSCOC approval): https://www.sbc.edu/live/news/2247-sweet-briars-new-computer-science-program-receives

Dean's Office: https://www.sbc.edu/dean/

College Leadership: https://www.sbc.edu/about/college-leadership/

Summary of findings: Sweet Briar College has no publicly documented AI governance framework, no institutional AI policy, no centralized faculty AI guidance, no AI-specific honor code language, no published AI detection tool policy, no approved AI tool list, no AI-related research governance protocols, and no AI-focused library resources. The single documented AI-related signal is one business faculty member's Stanford HAI certificate, funded through an internal faculty development grant. The college's computing policies, honor code, and strategic plan predate the generative AI era and have not been publicly updated to address it. This is consistent with a small liberal arts institution (approximately 441 students, 9:1 student-faculty ratio) focused on institutional stabilization and growth following a near-closure in 2015, with strategic priorities oriented toward enrollment, financial sustainability, physical campus stewardship, and strengthening existing academic programs rather than technology governance infrastructure.

Supplementary Findings

Revised Section III.A — Faculty Guidance Model (significant new evidence):

Additionally, Dr. Bridges has created and published a custom AI chatbot, "Professor Paige GPT," built on Google Gemini, which she links from her course site with a direct "Start Chat" invitation for students. This represents active, deliberate integration of generative AI tools into business instruction at Sweet Briar, including the creation of a course-specific AI assistant.

Dr. Bridges' doctoral research at the University of South Florida focuses explicitly on "the impact of emerging technologies on marketing innovation," establishing that her AI integration is connected to a formal research program, not casual adoption.

This is the strongest publicly documented signal of AI-in-teaching activity at Sweet Briar College. It is operating at the individual faculty level, with no visible institutional framework governing or supporting it.

https://www.professorpaige.com/tools-resources/artificial-intelligence-a-i

https://www.professorpaige.com/professor-paige-gpt

https://www.sbc.edu/live/profiles/138-paige-bridges

https://www.sbc.edu/live/news/3448-faculty-grants-support-academic-research

Revised Section IV.B — Pilot Programs (additional context):

The Google Applied Computing Series partnership (already documented) merits additional note: the program was described on Google's site as selecting Sweet Briar in part because of "a successful track record of implementing new programs with innovative teaching and learning methods." The courses use a "flipped classroom" model with Google-provided materials and SBC faculty delivery. While not AI-specific, this partnership demonstrates institutional capacity for technology company collaboration that could serve as a structural precedent for AI-related partnerships.

https://newsadvance.com/news/local/sweet-briar-collaborating-with-google-on-computer-science/article_967ef8d2-7e4c-57d2-90ea-a4be70f3aee3.html

Revised Section V.A — Honor Code Language (catalog access note):

The current 2025-2026 undergraduate and graduate catalogs are available via Modern Campus Catalog (catalog.sbc.edu) but require JavaScript execution to render content, preventing direct extraction of full-text academic integrity policy language. The section headings visible in the 2023-2024 catalog's Academic Policies and Procedures page include "Conduct" and "Examinations" but no "AI" or "Technology" subsection is listed in the visible table of contents. The most recent publicly extractable Student Handbook remains the 2022-2023 edition (PDF), which contains no AI-related language. No evidence of a more recent publicly posted handbook edition was found.

https://catalog.sbc.edu/content.php?catoid=20&navoid=675

https://www.sbc.edu/live/files/507-student-handbook-22-23

Revised Section VIII — Infrastructure (additional detail):

The Computing Policies document, while undated in the PDF itself, references technologies and organizational structures (newsgroups, the "Mosaic" browser, ftp logging) that place its original drafting in the mid-1990s. The Security Review Panel structure, Stopit escalation process, and data custodianship framework have not been publicly updated to address cloud computing, learning management systems, or AI tools. The document explicitly states that it is "purposely silent on matters covered by other policies such as sexual harassment and honor code violations," meaning AI-related academic integrity issues would fall under honor code jurisdiction rather than computing policy.

https://www.sbc.edu/live/files/1202-computing-policiespdf

Additional URL for Evidence Archive:

Dr. Bridges Faculty Profile (SBC): https://www.sbc.edu/live/profiles/138-paige-bridges

Dr. Bridges Personal Teaching Site: https://www.professorpaige.com/

AI Tools Resource Page: https://www.professorpaige.com/tools-resources/artificial-intelligence-a-i

Professor Paige GPT: https://www.professorpaige.com/professor-paige-gpt

Stanford HAI Generative AI Program: https://online.stanford.edu/programs/generative-ai-technology-business-and-society-program

Revised Summary of Findings:

UNIVERSITY OF LYNCHBURG

Comprehensive Public-Source AI Governance & Teaching Dossier

Evidence snapshot: March 22, 2026

I. INSTITUTIONAL AI GOVERNANCE ARCHITECTURE

A. Formal Governance Framework

The University of Lynchburg does not publish a standalone, institution-wide AI policy document. University of Lynchburg Governance of AI activity is operationally led by two staff members: Chief Educational Technology Officer Charley Butcher and Senior Director of Academic Initiatives and Human Resources Sandra Perez '16. Both were featured in the UK-based publications Technology Magazine and AI Magazine in late 2025 University of Lynchburg and have represented the university at multiple national and regional conferences. Their role is functionally that of the university's AI leadership, though no formal "AI Committee" or governance body has been publicly announced.

According to a Technology Magazine profile, professors at Lynchburg encourage transparency in how students use AI in coursework, requiring students to submit their prompts, the AI-generated output, and their final work. Technologymagazine This is described as a course-level pedagogical approach rather than a centralized institutional mandate.

B. Governance Committees & Structure

No publicly documented AI governance committee, AI task force, or similar body was identified. AI integration decisions appear to be driven by the Butcher-Perez partnership working across academic and IT functions, with apparent informal support from academic leadership.

C. Stated Ethical Principles

Sandra Perez described the institution's AI posture as focused on providing "safe, secure, and ethical use of AI to our entire University community." University of Lynchburg This language appears in the context of a 2025 EDUCAUSE webinar description, not a standalone ethics document.

II. POLICY INFRASTRUCTURE & INSTITUTIONAL ALIGNMENT

A. Policy Reviews or Gap Analyses

Not publicly documented in available sources. No evidence of a formal gap analysis or comprehensive AI policy review process was found on the university's website, in board minutes, or in public statements.

B. Policies Requiring Revision

The Honor Code and plagiarism statement are the most conspicuous policy gap. The current Honor Code, published on the university's student handbook website, lists four academic integrity violations: Cheating, Fabrication, Facilitating Academic Dishonesty, and Plagiarism. University of Lynchburg The accompanying Statement on Plagiarism defines plagiarism as representing "the ideas or language of another as one's own" and specifies that the definition applies to "all types of sources, including print sources, sources from electronic databases, the Internet, and from other media." The statement does not mention artificial intelligence,

generative AI, AI-generated content, ChatGPT, or any analogous tool. The three-consecutive-content-words test for plagiarism of language and the two-category framework (plagiarism of ideas, plagiarism of language) are entirely traditional.

The Student Conduct Code references a "Technology Usage Policy" as a separate policy (violation code B15.3), but the Technology Usage Policy page on the university's website describes computing and electronic communication facilities in general terms — ownership, privilege of access, responsible use — with no reference to AI tools.

C. Supplemental Guidance Issued

At the course level, Lynchburg requires a process-based approach to AI transparency: students must submit prompts, AI-generated feedback, and final work to demonstrate the full journey of a project. Technologymagazine One professor has reportedly inverted the process entirely, having students write papers using AI first, then rewrite them manually to develop critical evaluation skills. Technologymagazine These approaches are described as emerging pedagogical norms rather than codified supplemental guidance documents.

No publicly available syllabus template language, faculty AI guidance document, or supplemental policy memo was identified.

III. TEACHING & LEARNING POSTURE

A. Faculty Guidance Model

The university operates a decentralized, faculty-autonomy model. AI use expectations are set at the course level by individual instructors. The institution has not published a centralized faculty guide to AI in the classroom.

As early as June 2023, Dr. Leslie Layne, described as an expert in college writing, told a local news outlet that submitting AI-generated work as one's own constituted an academic integrity violation under existing plagiarism standards. WSET This represents the earliest publicly documented faculty commentary from the university on AI.

By 2025, Perez described a rebranding of the institution's teaching support structure: the teaching and learning center had been renamed the "Teaching and Learning Center for AI Excellence." University of Lynchburg The center has conducted AI training sessions on Google Notebook LM across campus and has been invited into classrooms to work directly with students. University of Lynchburg

In March 2026, the annual Rosel Schewel Lecture in Education featured educator Bill Ferriter, who spoke on "Teaching, Learning, and Human Judgment in an Age of Artificial Intelligence," covering ethical and creative uses of AI in teaching. University of Lynchburg Ferriter also met separately with education majors and local K-12 educators for a session titled "From Curiosity to Classroom Practice: Using AI to Improve Teaching and Learning." University of Lynchburg

B. Graduate School Guidance

Not publicly documented in available sources. The university offers multiple graduate programs (PA Medicine, Doctor of Medical Science, MBA, Education, Nursing, and others), but no graduate-specific AI use policies, dissertation AI disclosure requirements, or graduate handbook AI language was located.

C. AI Detection Tools Policy

Not publicly documented in available sources. No evidence was found of an institutional position on Turnitin AI detection, GPTZero, or any similar tool, nor any guidance to faculty on the reliability or recommended use of such tools.

D. Faculty Support Infrastructure

The Teaching and Learning Center for AI Excellence (the renamed teaching and learning center) serves as the primary faculty support mechanism. University of Lynchburg The center has held training sessions focused on Notebook LM across campus and has been led into classrooms by Perez and Butcher. University of Lynchburg

In March 2025, the university hosted a two-day Google for Education Summit in Schewel Hall. University of Lynchburg Google employees spoke with students, faculty, and staff about implementing Google Workspace in their jobs and studies. University of Lynchburg

Perez and Butcher have also presented externally at the Association of Collegiate Computing Services of Virginia (2024, 2025), the Route to Market Higher Education Congress in San Diego (2025), and are scheduled for an EDUCAUSE Industry Insights webinar (August 2025) titled "Powering Pedagogy: Lynchburg and the Gemini Blueprint." University of Lynchburg

IV. TOOL ECOSYSTEM & PROCUREMENT GOVERNANCE

A. Approved AI Tools

The university's AI tool ecosystem is anchored to the Google for Education platform. Perez described the institution as leveraging Google Gemini for AI services across the university community. University of Lynchburg Google Notebook LM has been a specific focus of campus training efforts. University of Lynchburg

In March 2025, the university partnered with Druid, an AI chatbot platform, to build an institutional chatbot named "Dell" (after the university's Hornet mascot). Dell answers questions about admissions, courses, athletics, and technology support. University of Lynchburg The chatbot was officially rolled out in October 2025, and Butcher and Perez meet weekly with Druid to review performance and improvements. Technologymagazine

Standard institutional technology includes Microsoft Office (provided free to all enrolled students), Google Workspace/G Suite for Education (including Gmail, Drive, Calendar), and campus-wide wired and wireless internet.

B. Pilot Programs

The eLevate program, set to launch in Fall 2026, will provide every incoming first-year student with a MacBook Air equipped with the M4 chip, described as designed for AI use. University of Lynchburg After four years, the entire student body will have standardized devices. Technologymagazine This represents a significant hardware investment tied explicitly to AI readiness.

C. Procurement & Approval Pathways

Not publicly documented in available sources. No formal procurement process, AI tool vetting framework, or approval pathway for new AI tools was identified. The Druid partnership and Google Gemini deployment appear to have been driven by Butcher and Perez's initiative rather than through a published procurement procedure.

V. ACADEMIC INTEGRITY INTEGRATION

A. Honor Code Language

The Honor Code has been in continuous operation since the 1933–34 academic session. The current version defines four categories of academic integrity violations:

A1.1 Cheating — using unauthorized materials, information, or study aids. A1.2 Fabrication — falsifying information or citations. A1.3 Facilitating Academic Dishonesty — helping another violate the code. A1.4 Plagiarism — representing the ideas or language of another as one's own.

The Statement on Plagiarism provides detailed definitions covering plagiarism of ideas and plagiarism of language (further subdivided into plagiarism of words and plagiarism of sentence structure). It references print sources, electronic databases, and the Internet. It does not reference AI-generated content in any form.

The cheating provision (A1.1), which prohibits "unauthorized materials, information, or study aids," could potentially encompass AI tools if an instructor designates them as unauthorized, but the code does not make this application explicit.

https://www.lynchburg.edu/student-life/community-development-2/student-handbook-and-policies/university-of-lynchburg-honor-and-student-conduct-code/honor-code/

B. Enforcement Process

The Honor Code provides four mutually exclusive resolution options for faculty who identify a violation: (1) grant no credit for the assignment; (2) assign a zero; (3) recommend a course grade of F to the Associate VP for Academic Affairs; or (4) refer the matter to the Office of Community Expectations and Restorative Practices (CERP) for formal review.

Faculty who believe a student may have committed an academic integrity violation are encouraged to meet with the student first and to consult with CERP (located in 125 Hundley Hall) before choosing a resolution option. University of Lynchburg Faculty are strongly encouraged to notify CERP even when resolving matters independently, to maintain accurate institutional records.

Board hearings are conducted by either the Student Judicial Board (a panel of five students) or the Administrative Board, as assigned by CERP. SJB members are selected through application and interview processes and meet weekly during fall and spring semesters. University of Lynchburg

There is no publicly documented AI-specific enforcement protocol, no published case data on AI-related academic integrity proceedings, and no guidance to faculty on how to evaluate suspected AI-generated work.

VI. RESEARCH GOVERNANCE & ETHICS

A. Research Office AI Guidance

The university maintains an Institutional Review Board (IRB) under its research office, charged with ethical review of proposals for human-subject research. University of Lynchburg The IRB page describes standard protocol proposal forms, consent templates, site permission processes, and closure procedures. No AI-specific research guidance, data governance framework for AI tools in research, or responsible AI use in research documents were located.

The university's research infrastructure is being reorganized: the University Research Center was renamed the Percy Wootton Research Center in early 2026, and a Course-Based

Undergraduate Research Experience (CURE) pilot program is scheduled for spring 2026 with full rollout in 2026–27. University of Lynchburg

B. Data Ownership & IP Position

Not publicly documented in available sources as it relates to AI.

C. Authorship & Disclosure Standards

Not publicly documented in available sources. No policy on AI co-authorship, AI disclosure in research publications, or citation standards for AI-generated content was identified.

D. Human Subjects Considerations

The IRB requires approval for all research involving humans and provides forms for expedited review, full board review, modifications, and study closure. University of Lynchburg No AI-specific considerations (such as guidance on the use of AI tools in data analysis of human-subjects research, or requirements regarding AI-assisted qualitative coding) were publicly documented.

VII. LIBRARY & INFORMATION LITERACY SIGNALS

The Knight-Capron Library operates a LibGuides platform at libraryguides.lynchburg.edu. Available research guides are organized by subject areas including Accounting, Business, Communication, Criminology, Economics, Education, Health Sciences, Leadership Studies, and others. No AI-specific research guide, generative AI literacy guide, or AI tools guide was identified in publicly searchable LibGuides listings. The library does not appear to have published a guide equivalent to the AI research guides now common at many peer institutions.

The library's Electronic Information Resources Center (EIRC) is located on the first floor of Knight-Capron Library and includes 23 Windows PCs with Help Desk support available.

VIII. INFRASTRUCTURE & STRATEGIC INVESTMENT SIGNALS

The revised strategic plan ("Realigned. Reimagined. Renewed."), building on the 2022 "Reimagine the Lynchburg Experience" plan, emphasizes "innovation and growth" and commits to "embrace change and innovation." University of Lynchburg The plan includes language about reviewing academic programs and striving toward "Red Chair Distinctions" in operations and services. It does not contain publicly visible references to artificial intelligence, generative AI, or specific technology investment targets.

Key infrastructure signals:

The eLevate program (Fall 2026 launch) represents the most concrete capital commitment, standardizing MacBook Air M4 hardware across the incoming class with an explicit AI-readiness rationale.

The Google for Education ecosystem (Workspace, Gemini, Notebook LM) is the primary AI platform layer.

The Druid AI chatbot ("Dell") represents a student-services AI deployment with ongoing vendor partnership.

Butcher described the university's small size as an advantage for digital transformation, noting that change management proceeds more quickly than at larger institutions. Technologymagazine

The university's ITR (Information Technology and Resources) department provides standard campus computing infrastructure: campus-wide Wi-Fi, computer labs across 20+ locations, Microsoft Office, Google Workspace, PaperCut printing, and wired/wireless network access. No publicly available page on ITR's website references AI tools, AI-approved software lists, or AI security policies.

IX. PUBLIC STATEMENTS & EXECUTIVE SIGNALING

President's Office: Dr. Alison Morrison-Shetlar (retiring June 30, 2026) has not made publicly documented statements specifically about AI governance or AI strategy. Dr. Sally Coleman Selden was selected as the 12th president, effective upon Morrison-Shetlar's departure. Lynchburg Agenda Selden's published remarks focus on community, mission, and the university's next chapter but do not reference AI.

Charley Butcher (Chief Educational Technology Officer): The most visible AI voice at the institution. Butcher has stated publicly that AI represents the first major disruption to teaching methods since the late 1800s. Technologymagazine He has framed AI adoption as non-optional for student career preparation.

Sandra Perez '16 (Senior Director of Academic Initiatives and HR): Perez reported that the Google for Education Summit generated a campus-wide "AI buzz" among faculty, staff, and students, which led supervisors and professors to seek their guidance. University of Lynchburg

Dr. Leslie Layne: In June 2023 public remarks to WSET, Layne framed AI-generated work as an academic integrity violation under existing plagiarism standards. WSET

Schewel Lecture Series: The March 2026 Schewel Lecture was explicitly themed around AI and education, with Dean Steven Schauer describing the series as bringing together "distinguished thought leaders" to engage "the critical issues shaping our society." University of Lynchburg

X. EVIDENCE ARCHIVE

Section I — Governance Architecture

EDUCAUSE webinar announcement (AI initiatives): https://www.lynchburg.edu/university-of-lynchburg-staffers-to-discuss-ai-initiatives-on-educause-webinar/

Technology Magazine profile: https://technologymagazine.com/company-reports/how-ai-is-reshaping-education-at-the-university-of-lynchburg

UK publication feature (AI Magazine / Technology Magazine): https://www.lynchburg.edu/university-of-lynchburg-tech-pioneers-featured-in-uk-publication/

Section II — Policy Infrastructure

Honor Code (full text, current): https://www.lynchburg.edu/student-life/community-development-2/student-handbook-and-policies/university-of-lynchburg-honor-and-student-conduct-code/honor-code/

Honor and Student Conduct Code (main page): https://www.lynchburg.edu/student-life/community-development-2/student-handbook-and-policies/university-of-lynchburg-honor-and-student-conduct-code/

Student Conduct Code (references Technology Usage Policy): https://www.lynchburg.edu/student-life/community-development-2/student-handbook-and-policies/university-of-lynchburg-honor-and-student-conduct-code/student-conduct-code/

Hornet Handbook 2024–25 PDF: https://www.lynchburg.edu/wp-content/uploads/2025/02/Hornet-Handbook-24-25-Google-Docs.pdf

ITR Student Services & Network: https://www.lynchburg.edu/about/information-technology-and-resources/student-services/

Section III — Teaching & Learning Posture

WSET (June 2023) — Dr. Layne on AI and plagiarism: https://wset.com/news/local/adapting-to-ai-schools-new-policy-essay-writing-tech-grows-popularity-chatgpt-artificial-intelligence-amherst-county-nelson-university-of-lynchburg-liberty-education-plagiarism-college-virginia-june-2023

Faculty Resources (CERP reporting process): https://www.lynchburg.edu/student-life/community-development-2/student-handbook-and-policies/faculty-resources/

Schewel Lecture on AI (March 2026): https://www.lynchburg.edu/schewel-lecture-series-presents-william-ferriter-on-march-12/

Google for Education Summit (March 2025): https://www.lynchburg.edu/university-of-lynchburg-hosts-google-for-education-summit-on-march-20-21/

Section IV — Tool Ecosystem & Procurement

EDUCAUSE webinar (Gemini Blueprint): https://www.lynchburg.edu/university-of-lynchburg-staffers-to-discuss-ai-initiatives-on-educause-webinar/

Druid AI partnership / Dell chatbot / eLevate program: https://www.lynchburg.edu/university-of-lynchburg-tech-pioneers-featured-in-uk-publication/

Technology Magazine (Druid details, eLevate, faculty approaches): https://technologymagazine.com/company-reports/how-ai-is-reshaping-education-at-the-university-of-lynchburg

PDI AI Certificate (continuing education): https://store.pdi.lynchburg.edu/product?catalog=LERN-AI

PDI All Courses (AI course listings): https://store.pdi.lynchburg.edu/catalog?pagename=all-courses

Section V — Academic Integrity

Honor Code (full text): https://www.lynchburg.edu/student-life/community-development-2/student-handbook-and-policies/university-of-lynchburg-honor-and-student-conduct-code/honor-code/

Student Judicial Board: https://www.lynchburg.edu/student-life/community-development-2/student-handbook-and-policies/university-of-lynchburg-honor-and-student-conduct-code/student-conduct-code/judicial-boards/student-judicial-board/

Faculty Resources (reporting academic misconduct): https://www.lynchburg.edu/student-life/community-development-2/student-handbook-and-policies/faculty-resources/

Section VI — Research Governance

IRB main page: https://www.lynchburg.edu/academics/research/institutional-review-board/

Percy Wootton Research Center / CURE pilot: https://www.lynchburg.edu/board-approves-renaming-of-university-of-lynchburg-facilities/

Section VII — Library

Knight-Capron Library (home): https://libraryguides.lynchburg.edu/knight-capron-library

Section VIII — Infrastructure & Strategic Investment

Strategic Plan: https://www.lynchburg.edu/about/presidents-office/strategic-plan-2/

Academic Affairs Leadership: https://www.lynchburg.edu/academics/academic-affairs/academic-affairs-leadership/

Section IX — Executive Signaling

Presidential selection (Dr. Selden): https://www.lynchburgagenda.com/university-of-lynchburg-selects-next-president/

EDUCAUSE webinar (Butcher/Perez public statements): https://www.lynchburg.edu/university-of-lynchburg-staffers-to-discuss-ai-initiatives-on-educause-webinar/

UNIVERSITY OF RICHMOND

Comprehensive Public-Source AI Governance & Teaching Dossier

Evidence snapshot: March 22, 2026

I. INSTITUTIONAL AI GOVERNANCE ARCHITECTURE

A. Formal Governance Framework

The University of Richmond has built a layered AI governance structure that evolved in two phases. In January 2024, VP for Information Services and CIO Keith W. McIntosh convened a cross-functional AI Working Group with members from the Provost's Office, the Faculty Hub, Information Services, Boatwright Library, and other units. This group produced the university's genai.richmond.edu website, usage guidelines for students, faculty, and staff, and the SpiderAI pilot platform. Information Services simultaneously updated the University Data Security Policy and the External Data Transfer Policy to address generative AI.

In 2025, governance was elevated to the presidential level with the creation of the Presidential Advisory Group on AI (PAG-AI), co-chaired by Provost Joan Saab and CIO Keith McIntosh. PAG-AI is charged with developing an action plan for advancing AI at UR, including identifying priority areas and use cases, implementation strategies, data collection and assessment metrics, resource requirements, cost-benefit analysis of possible decisions, and recommendations for policy updates on data security and privacy. The committee's initial recommendations were due by end of February 2026, with final recommendations due by end of academic year.

Sources: https://genai.richmond.edu/pag-ai/index.html; https://genai.richmond.edu/about/aiwg.html; https://is.richmond.edu/features/article/-/25786/supporting-generative-ai-for-faculty-and-students.html

B. Governance Committees & Structure

PAG-AI Membership: Tom Addonizio (VP University Communications/CMO), Rebecca Crootof (Professor of Law), Dara Gocheski (Chief of Staff to the President), Keith McIntosh (VP/CIO, co-chair), Nicole Maurantonio (Associate Provost of Academic Affairs), M. Saif Mehkari (Professor of Economics), Joan Saab (Provost/EVP, co-chair), Lori Schuyler (VP for Planning & Policy), Geraldine Sullivan (Chief HR Officer), Lauren Tilton (E. Claiborne Robins Professor of Liberal Arts). The committee includes a public feedback submission mechanism.

A CIO AI Strategy Team (CAST) was created within Information Services to help the university community get the most from generative AI. CAST augments the SpiderAI development team (Prof. Saif Mehkari, Andrew Bell of the Faculty Hub, and Bobby Paxton of Web Services).

The existing IT Governance Steering Committee (ITGSC) provides overarching governance for strategic IT direction and discussed AI for UR in 2025. The Faculty Technology Committee, a subcommittee of IT governance with nine faculty members across schools, advises on IT policy changes related to teaching and scholarship.

Sources: https://genai.richmond.edu/pag-ai/index.html; https://is.richmond.edu/features/article/-/27082/spiderai-2.0---free-access-to-paid-genai-tools.html; https://itgovernance.richmond.edu/steering-committee/index.html; https://itgovernance.richmond.edu/teaching-research/index.html

C. Stated Ethical Principles

The GenAI guidelines identify several ethical considerations that are articulated as university-level values: perspective and bias in AI (all models are built with a perspective shaped by training data and usage); data privacy and FERPA compliance; copyright concerns (feeding copyrighted material into tools may violate copyright law); environmental impact of AI (data center energy and water use); intellectual property uncertainty; and the imperative that humans remain responsible for the accuracy and quality of AI-assisted work.

The student guidelines frame these as reflective questions about fairness, accuracy, diverse viewpoints, data security, and proper citation. The staff guidelines identify intellectual property, bias, accuracy, data privacy, and environmental impact as ethical considerations. The faculty guidelines emphasize FERPA, the University Data Security Policy (IRM-4004), and copyright as binding constraints.

Sources: https://genai.richmond.edu/guidelines/faculty/index.html; https://genai.richmond.edu/guidelines/students/index.html; https://genai.richmond.edu/guidelines/staff/index.html

II. POLICY INFRASTRUCTURE & INSTITUTIONAL ALIGNMENT

A. Policy Reviews or Gap Analyses

The AI Working Group's 2024 outputs included updating two existing university policies to incorporate generative AI considerations: the Data Security Policy and the External Data Transfer Policy. The University Policy Library (policy.richmond.edu) includes an "Academic Integrity Monitoring" policy entry and an "Acceptable Use Policy" among its listings. PAG-AI's charge explicitly includes making recommendations for relevant policy updates, indicating the university treats its policy infrastructure as requiring ongoing revision in response to AI developments.

The IT Governance process requires proposals involving new technology services to undergo advisory committee review and Steering Committee approval, with a 60-120 day review cycle. Digital Pedagogy grants for AI experimentation in courses operate as pilot programs; longer-term funding must go through the IS governance process.

Sources: https://is.richmond.edu/features/article/-/25786/supporting-generative-ai-for-faculty-and-students.html; https://policy.richmond.edu/library/index.html; https://itgovernance.richmond.edu/proposals/index.html; https://facultyhub.richmond.edu/programs/digital-pedagogy-Initiative.html

B. Policies Requiring Revision

Not publicly documented as a formal gap analysis in available sources, but the PAG-AI charge to recommend policy updates implies ongoing assessment. The SpiderAI 2.0 announcement noted that SpiderAI's applications "have not yet been cleared for use with University data, though Information Services is researching this possibility." At the time of that announcement, only Box AI and Zoom AI Companion were approved for use with university data.

https://is.richmond.edu/features/article/-/27082/spiderai-2.0---free-access-to-paid-genai-tools.html

C. Supplemental Guidance Issued

Three separate sets of GenAI guidelines have been published for faculty, students, and staff, each tailored to audience-specific concerns. University Communications also provides "AI Guidelines for Creative Work" for internal and external communications (referenced in staff guidelines but appears to be internal-access only). The Boatwright Library has published

multiple research guides on generative AI, including guides on tools, considerations and limitations, AI literacy, faculty resources, citing AI-generated content, and a Virginia Data Centers resource guide that addresses AI's environmental and infrastructure dimensions.

Sources: https://genai.richmond.edu/guidelines/index.html; https://genai.richmond.edu/guidelines/staff/index.html; https://libguides.richmond.edu/genai/home; https://libguides.richmond.edu/citingsources/ai; https://libguides.richmond.edu/datacenters/artificialintelligence

III. TEACHING & LEARNING POSTURE

A. Faculty Guidance Model

Richmond operates a faculty-autonomy model: individual professors determine GenAI policies for their courses and assignments. The university's stated rationale is that defining "unauthorized assistance" under the Honor Code varies by course and discipline. Faculty guidelines advise instructors to clearly communicate AI engagement terms to students, remind students of AI policies before assignments are due, and exercise judgment about whether and how AI may be used. The UR Magazine quoted retired writing director Joe Essid approvingly describing this as a "light-handed approach" that respects academic freedom.

Faculty guidelines provide practical resources for rethinking assessments, including encouragement of transparent assignments, low-stakes assessments, scaffolded projects, and ungrading as ways to reduce conditions that lead to unauthorized assistance. Sample syllabus language for AI policies is available through the Faculty Hub. The 2024-2025 and current Digital Pedagogy Cohort focused specifically on generative AI in education, using Ethan Mollick's "Co-Intelligence" as a foundational text.

Sources: https://genai.richmond.edu/guidelines/faculty/index.html; https://magazine.richmond.edu/article/-/25765/ai--ur.html; https://facultyhub.richmond.edu/programs/digital-pedagogy-Initiative.html

B. Graduate School Guidance

The University of Richmond School of Law has a Faculty Guide (December 2024) that references the University Faculty Handbook for general policies. Rebecca Crootof, Professor of Law, serves on PAG-AI and researches questions at the intersection of law and technology, including AI-related issues. The School of Professional and Continuing Studies (SPCS) maintains its own Honor Code with enforcement through the SPCS dean's office. No graduate-school-specific AI policy documents separate from the university-wide GenAI guidelines are publicly documented.

Sources: https://law.richmond.edu/faculty/files/2024FacultyGuideDec2024.pdf; https://spcs.richmond.edu/students/academics/honorcode.html; https://genai.richmond.edu/pag-ai/index.html

C. AI Detection Tools Policy

The university does not recommend the use of AI detection tools. Faculty guidelines state explicitly that detecting GenAI results is challenging and that controlling GenAI use through detection technology "is not currently feasible." The guidelines note that while detection companies are proliferating, "there is currently no reliable detection tool that can be used without a high risk of false positives" and that uploading student work into an AI detector "may violate privacy policies." The library's faculty resources page curates external evidence

supporting this position, including studies showing AI detectors are biased against non-native English writers and articles about the unreliability of detection tools.

Sources: https://genai.richmond.edu/guidelines/faculty/index.html; https://libguides.richmond.edu/genai/facultyresources

D. Faculty Support Infrastructure

The Faculty Hub (formerly the Teaching and Scholarship Hub) provides programming, training, and individual consultation on AI integration in teaching. Andrew Bell serves as technology consultant and Faculty Hub operations manager and is a named point of contact for AI-related faculty support. The Hub runs a Digital Pedagogy Cohort focused on generative AI (2024-2025 and continuing), as well as a Faculty Learning Community on Generative AI that produced the SpiderAI pilot. The Hub also administers Digital Pedagogy Grants that fund faculty experimentation with new tools including AI, on a pilot basis of one to three semesters.

LinkedIn Learning AI courses are available to the campus community. The Faculty Hub events page lists ongoing workshops and training sessions.

Sources: https://facultyhub.richmond.edu/programs/digital-pedagogy-Initiative.html; https://facultyhub.richmond.edu/resources/faculty-dev-resources.html; https://is.richmond.edu/features/article/-/25786/supporting-generative-ai-for-faculty-and-students.html

IV. TOOL ECOSYSTEM & PROCUREMENT GOVERNANCE

A. Approved AI Tools

The university provides or has approved several AI tools for campus use:

SpiderAI (spiderai.richmond.edu) is the university's custom-built generative AI platform, available to all students, faculty, and staff at no cost. Launched in pilot during 2024, SpiderAI 2.0 was released in August 2025. As of its most recent update, it provides access to OpenAI models including GPT-5.2 (added December 2025), GPT Image 1.5, speech-to-text via Whisper, and custom assistant builders. It previously offered multi-model access including Anthropic Claude and Google Gemini models (still available in legacy SpiderAI). SpiderAI routes all requests through a single institutional source so vendors cannot identify individual users. Vendor agreements stipulate that requests are retained for only 30 days and not used for model training. Access requires campus network or VPN. During Fall 2024, approximately 800 users made over 27,000 requests across departments including computer science, mathematics, English, foreign languages, social sciences, and economics.

Box AI and Zoom AI Companion are the only tools currently approved for use with university data. Adobe Firefly is available to users with university Adobe accounts. MessageAI (messageai.richmond.edu) is a communications-focused AI tool available on campus network or VPN.

Publicly available tools (OpenAI, Google, Microsoft) are permitted but subject to data security restrictions: confidential, restricted, or official-use data may never be entered into tools the university has not vetted. Staff guidelines state that only publicly available data may be submitted to unvetted tools.

Sources: https://genai.richmond.edu/case-studies/spiderai.html; https://is.richmond.edu/features/article/-/27082/spiderai-2.0---free-access-to-paid-genai-tools.html; https://is.richmond.edu/features/article/-/25786/supporting-generative-ai-for-faculty-

and-students.html; https://genai.richmond.edu/guidelines/staff/index.html; https://libguides.richmond.edu/genai/tools

B. Pilot Programs

SpiderAI itself originated as a pilot through the Faculty Hub's Faculty Learning Community on Generative AI and is still described as being in Beta. The development roadmap has included expanding to an on-premises Llama model, new OpenAI/Google/other offerings, no-code RAG, API interfaces, video generation, and speech-to-speech capabilities. Digital Pedagogy Grants explicitly function as pilot programs for one to three semesters before longer-term tools go through IT governance.

Sources: https://is.richmond.edu/features/article/-/25786/supporting-generative-ai-for-faculty-and-students.html; https://facultyhub.richmond.edu/programs/digital-pedagogy-Initiative.html

C. Procurement & Approval Pathways

The staff guidelines state that tools and companies must be "reputable, legitimate and responsible" and that if a product has not been vetted by IT Governance, only publicly available data may be submitted. New technology services must go through the IT Governance process, with advisory committee and Steering Committee review. The Data Security Policy requires that vendors handling confidential or restricted data must have a contractual agreement with the university, reviewed by General Counsel and Information Services before finalization.

Sources: https://genai.richmond.edu/guidelines/staff/index.html; https://itgovernance.richmond.edu/proposals/index.html; https://is.richmond.edu/infosec/standard/datasecurity.html

V. ACADEMIC INTEGRITY INTEGRATION

A. Honor Code Language

The University of Richmond Honor Code dates to the founding of Richmond College in 1840 and has been student-run since 1933. The Honor Councils (Richmond College and Westhampton College) adjudicate cases for students in Arts & Sciences, the Robins School of Business, and the Jepson School of Leadership Studies. The honor pledge reads: "I pledge that I have neither received nor given unauthorized assistance during the completion of this work."

The Honor Code does not contain AI-specific language. The GenAI framework connects to the Honor Code through the concept of "unauthorized assistance," which the faculty guidelines acknowledge is the central challenge: each faculty member determines what constitutes unauthorized assistance for their course. The student guidelines direct students to verify whether AI use is permitted in each course, noting that policies may vary between disciplines, courses, and individual assignments. The guidelines state that making up facts and fake sources (a known risk of GenAI hallucinations) "is a violation of the Honor Code, whether produced by GenAI or not."

The School of Professional and Continuing Studies maintains a separate Honor Code administered by its dean's office rather than student honor councils.

Sources: https://studentdevelopment.richmond.edu/student-handbook/honor/; https://genai.richmond.edu/guidelines/faculty/index.html; https://genai.richmond.edu/guidelines/students/index.html; https://spcs.richmond.edu/students/academics/honorcode.html

B. Enforcement Process

If prohibited GenAI use is suspected, the faculty guidelines recommend following standard Honor Code procedures. The Honor Councils conduct hearings with student composition, alternating chairs between Richmond College and Westhampton College councils. The Undergraduate Academic Integrity Committee provides consultation. Sanctions range from loss of academic credit to suspension or expulsion. Honor files for findings of responsibility with sanctions other than suspension or expulsion are maintained for seven years after graduation. The faculty guidelines emphasize that course design (transparent assignments, scaffolded projects, low-stakes assessments) is the preferred primary mechanism for reducing unauthorized assistance, rather than detection.

Sources: https://genai.richmond.edu/guidelines/faculty/index.html; https://studentdevelopment.richmond.edu/student-handbook/honor/

VI. RESEARCH GOVERNANCE & ETHICS

A. Research Office AI Guidance

No AI-specific research guidance from the Office of Sponsored Programs or equivalent research office is publicly documented in available sources. The Grants Office webpage lists recent awards including AI-related funded research but does not publish AI-specific research conduct policies.

The university does maintain a newsroom experts page identifying faculty with AI-related expertise: Shital Thekdi (analytics, risk assessment, cybersecurity), Lauren Tilton (machine learning for visual culture analysis), Taylor Arnold (computer vision, Distant Viewing Lab), Rebecca Crootof (law and technology, autonomous weapons), Kate Cassada (AI in K-12 education), and Kelling Donald (computational chemistry and machine learning).

Sources: https://grants.richmond.edu/recent-awards/index.html; https://news.richmond.edu/experts/ai/index.html

B. Data Ownership & IP Position

Not addressed in a dedicated AI-specific policy. The University Data Security Policy and External Data Transfer Policy govern data handling. The GenAI guidelines identify intellectual property as an area of ethical concern, noting that copyright questions surrounding AI-generated content are legally uncertain and that feeding copyrighted material into GenAI tools may violate copyright law. The faculty guidelines caution faculty to consider the copyright status of material they ask students to use with GenAI models.

Sources: https://genai.richmond.edu/guidelines/faculty/index.html; https://policy.richmond.edu/documents/policy-pdfs/Public/Information-Services/data_security_policy.pdf

C. Authorship & Disclosure Standards

The library's faculty resources page curates publisher-level AI authorship policies from major publishers including Wiley, Oxford, COPE (Committee on Publication Ethics), and PLoS ONE. The library notes that there is no universal standard for citing AI use in published works and that individual publisher guidelines continue to evolve. The library also maintains a guide to citing AI-generated content in academic work.

Sources: https://libguides.richmond.edu/genai/facultyresources; https://libguides.richmond.edu/citingsources/ai

D. Human Subjects Considerations

The IRB (administered by the Provost's Office, chaired by Dr. Jeffrey Hass, Sociology & Anthropology) does not publish AI-specific guidance on its public-facing pages. The IRB reviews research protocols involving human participants under 45 CFR 46, assessing risk minimization and rights protection. The IRB notes that any research involving "intervention or interaction with persons and/or their personal records" should be submitted for review. The IRB addresses FERPA and HIPAA as relevant regulatory frameworks for data handling.

No publicly available IRB guidance specifically addresses the use of AI tools in human subjects research, AI as a research subject, or AI-generated data in research protocols.

Sources: https://irb.richmond.edu/overview/index.html; https://irb.richmond.edu/contact/faq.html; https://irb.richmond.edu/submitting-proposals/index.html

VII. LIBRARY & INFORMATION LITERACY SIGNALS

Boatwright Memorial Library has developed an extensive multi-page Generative Artificial Intelligence LibGuide that serves as a central campus resource. Pages include: Home/overview, Tools (with SpiderAI and external tool listings), Faculty Resources (publisher AI policies, detection tool evidence, assignment design resources, AI literacy frameworks), Considerations and Limitations (environmental, ethical, privacy challenges), and Citing AI. The library also hosts a standalone Virginia Data Centers Resources guide with an AI-specific page addressing environmental and policy dimensions.

Library liaison librarians are designated for student-focused AI literacy consultation. The GenAI LibGuide is described as a "living document" that will be updated as new information and tools become available. The library curates external resources including the ACRL Sandbox AI collection, Leon Furze's "Teaching AI Ethics" series, AI assignment repositories from the University of Texas and Oregon State, and the Barnard College AI Literacy Framework.

A separate Citing AI guide provides guidance on citation practices for AI-generated content in academic work.

Sources: https://libguides.richmond.edu/genai/home; https://libguides.richmond.edu/genai/tools; https://libguides.richmond.edu/genai/facultyresources; https://libguides.richmond.edu/citingsources/ai; https://libguides.richmond.edu/datacenters/artificialintelligence

VIII. INFRASTRUCTURE & STRATEGIC INVESTMENT SIGNALS

The Center for Liberal Arts and AI (CLAAI), launched in fall 2025, represents the largest single AI investment documented. CLAAI was established with a $718,465 NEH grant (including $491,863 outright and $226,602 match) through the Humanities Research Centers on Artificial Intelligence program — one of only five such awards nationally. CLAAI is directed by Lauren Tilton and focuses on four areas: collaborative research fellowships, course development grants, a workshop/lecture series, and visual AI expertise development. It operates through a partnership with the Associated Colleges of the South (15 institutions), hosting 23 fellows from 10 institutions in 2025-26. The inaugural annual theme engaged fellows from institutions including Rhodes College, Sewanee, Washington and Lee, Rollins College, and Centenary College.

The Distant Viewing Lab (co-directed by Taylor Arnold and Lauren Tilton) received a separate $1 million Mellon Foundation grant to expand access to its computer vision toolkit for analyzing visual culture. The lab had previously received grants from both the Mellon Foundation and the NEH. Arnold and Tilton also received a $250,000 grant from Schmidt Sciences for research developing AI models to analyze film and television.

Robins School of Business Professor Ashley Austin received $15,000 from PricewaterhouseCoopers to explore the use of AI in financial auditing, examining how auditors can maintain skepticism when evaluating evidence generated by AI tools.

SpiderAI represents an ongoing infrastructure investment in providing equitable access to frontier AI models without requiring individual subscriptions. The planned expansion to an on-premises Llama model indicates investment in local AI infrastructure.

The university maintains an Innovation Studio and a University Technology and Information Plan that articulates technology strategy aligned with the university strategic plan.

Sources: https://news.richmond.edu/releases/article/-/24924/university-of-richmond-receives-more-than-700k-neh-grant-to-launch-center-for-liberal-arts-and-ai.html; https://news.richmond.edu/releases/article/-/27113/university-of-richmond-center-for-liberal-arts-and-ai-announces-theme-and-fellows-for-2025-26-academic-year.html; https://news.richmond.edu/releases/article/-/26765/university-of-richmond-s-distant-viewing-lab-receives-1m-mellon-foundation-grant-to-expand-access-to-ai-tools.html; https://grants.richmond.edu/recent-awards/index.html; https://genai.richmond.edu/case-studies/spiderai.html; https://techplan.richmond.edu/vision/index.html; https://innovation.richmond.edu/

IX. PUBLIC STATEMENTS & EXECUTIVE SIGNALING

President Kevin F. Hallock has positioned AI as a core institutional priority through multiple public signals. The PAG-AI itself is presidential-level, co-chaired by the Provost and CIO. Hallock personally moderates the university's Sharp Viewpoint Speaker Series event on "AI and The Future of Work" (featuring MIT's David Autor and UVA's Anton Korinek, both prominent economists on AI and labor markets). In promotional materials for that event, Hallock stated that universities must consider how to prepare students for careers in the age of AI. In a February 2025 message to the university community, Hallock highlighted UR hosting and winning the Virginia Foundation for Independent Colleges Ethics Bowl, where student teams engaged case studies involving AI ethical dilemmas.

A University of Richmond Magazine article titled "AI is on our minds at UR" features President Hallock reflecting on campus-wide AI efforts. A separate, longer magazine feature ("AI @ UR") documented the university's approach through interviews with Mehkari, Bell, Essid, Thekdi, and Tilton. Linda Boland (former Associate Provost) co-authored a piece in The Conversation (February 2026) arguing that colleges must shape AI's role in learning or risk being redefined by it, describing UR's center linking AI to critical thinking and humanistic values.

Provost Joan Saab has publicly stated that CLAAI will "build on our institutional strengths in digital and public humanities and visual AI" and "elevate the role of the University of Richmond and its partner institutions in helping to shape the future of AI."

Hallock's own professional profile includes being Senior Advisor of PayStandards, described as "the AI platform for compensation," providing additional personal context for his engagement with AI issues.

Sources: https://urnow.richmond.edu/features/article/-/27513/university-of-richmond-speaker-series-explores-ai-and-the-future-of-work.html; https://www.richmond.edu/sharp/; https://president.richmond.edu/messages/index.html; https://magazine.richmond.edu/article/-/27154/ai-is-on-our-minds-at-ur.html; https://magazine.richmond.edu/article/-/25765/ai--ur.html; https://theconversation.com/colleges-face-a-choice-try-to-shape-ais-impact-on-learning-or-be-redefined-by-it-275653; https://news.richmond.edu/releases/article/-/24924/university-of-richmond-receives-more-than-700k-neh-grant-to-launch-center-for-liberal-arts-and-ai.html; https://president.richmond.edu/hallock/index.html

X. EVIDENCE ARCHIVE

Section I — Governance Architecture

https://genai.richmond.edu/pag-ai/index.html
https://genai.richmond.edu/about/index.html
https://genai.richmond.edu/about/aiwg.html
https://is.richmond.edu/features/article/-/25786/supporting-generative-ai-for-faculty-and-students.html
https://is.richmond.edu/features/article/-/27082/spiderai-2.0---free-access-to-paid-genai-tools.html
https://itgovernance.richmond.edu/
https://itgovernance.richmond.edu/steering-committee/index.html
https://itgovernance.richmond.edu/teaching-research/index.html

Section II — Policy Infrastructure

https://policy.richmond.edu/library/index.html
https://policy.richmond.edu/
https://itgovernance.richmond.edu/proposals/index.html
https://is.richmond.edu/infosec/standard/datasecurity.html
https://is.richmond.edu/policies/
https://is.richmond.edu/policies/information-security-policy.html
https://facultyhub.richmond.edu/programs/digital-pedagogy-Initiative.html

Section III — Teaching & Learning

https://genai.richmond.edu/guidelines/faculty/index.html
https://genai.richmond.edu/guidelines/students/index.html
https://genai.richmond.edu/guidelines/staff/index.html
https://magazine.richmond.edu/article/-/25765/ai--ur.html
https://libguides.richmond.edu/genai/facultyresources
https://facultyhub.richmond.edu/resources/faculty-dev-resources.html
https://law.richmond.edu/faculty/files/2024FacultyGuideDec2024.pdf
https://spcs.richmond.edu/students/academics/honorcode.html

Section IV — Tool Ecosystem

https://genai.richmond.edu/case-studies/spiderai.html
https://libguides.richmond.edu/genai/tools
https://is.richmond.edu/features/article/-/25786/supporting-generative-ai-for-faculty-and-students.html
https://is.richmond.edu/features/article/-/27082/spiderai-2.0---free-access-to-paid-genai-tools.html
https://www.thecollegianur.com/article/2024/11/ur-faculty-and-staff-launch-transformative-new-generative-ai-pilot

Section V — Academic Integrity

https://studentdevelopment.richmond.edu/student-handbook/honor/

https://studentdevelopment.richmond.edu/student-handbook/honor/pdfs/HonorCodeInformationalGuide_forFaculty.pdf

https://spcs.richmond.edu/students/academics/honorcode.html

https://genai.richmond.edu/guidelines/faculty/index.html

Section VI — Research Governance

https://irb.richmond.edu/overview/index.html

https://irb.richmond.edu/contact/faq.html

https://irb.richmond.edu/submitting-proposals/index.html

https://irb.richmond.edu/contact/members.html

https://grants.richmond.edu/recent-awards/index.html

https://news.richmond.edu/experts/ai/index.html

https://libguides.richmond.edu/citingsources/ai

Section VII — Library & Information Literacy

https://libguides.richmond.edu/genai/home

https://libguides.richmond.edu/genai/tools

https://libguides.richmond.edu/genai/facultyresources

https://libguides.richmond.edu/citingsources/ai

https://libguides.richmond.edu/datacenters/artificialintelligence

Section VIII — Infrastructure & Investment

https://news.richmond.edu/releases/article/-/24924/university-of-richmond-receives-more-than-700k-neh-grant-to-launch-center-for-liberal-arts-and-ai.html

https://news.richmond.edu/releases/article/-/27113/university-of-richmond-center-for-liberal-arts-and-ai-announces-theme-and-fellows-for-2025-26-academic-year.html

https://claai.richmond.edu/

https://www.richmond.edu/claai/

https://news.richmond.edu/releases/article/-/26765/university-of-richmond-s-distant-viewing-lab-receives-1m-mellon-foundation-grant-to-expand-access-to-ai-tools.html

https://datascience.richmond.edu/

https://techplan.richmond.edu/vision/index.html

https://innovation.richmond.edu/

https://strategicplan.richmond.edu/

Section IX — Public Statements & Executive Signaling

https://urnow.richmond.edu/features/article/-/27513/university-of-richmond-speaker-series-explores-ai-and-the-future-of-work.html

https://www.richmond.edu/sharp/

https://president.richmond.edu/messages/index.html

https://president.richmond.edu/hallock/index.html

https://magazine.richmond.edu/article/-/27154/ai-is-on-our-minds-at-ur.html

https://magazine.richmond.edu/article/-/25765/ai--ur.html

https://theconversation.com/colleges-face-a-choice-try-to-shape-ais-impact-on-learning-or-be-redefined-by-it-275653

https://spiderinsider.richmond.edu/news/index.html

https://compliance.richmond.edu/university-compliance/pdfs/code-of-ethics.pdf

Supplementary Findings

Academic Catalog (catalog.richmond.edu)

The 2025-2026 University of Richmond Course Catalog (hosted on a Coursedog platform) includes a "Student Policies" section under Policies & Procedures. This section lists the "Undergraduate Honor Code" and "University of Richmond Honor Councils" as subsections alongside Standards of Student Conduct, FERPA, and other policies. The Law School has a separate "Law Honor Code" section. SPCS has an "Honor Statue" entry. The catalog does not contain AI-specific language in its publicly accessible Student Policies table of contents; it references the Honor Code system as the governing framework for academic integrity without separate AI provisions.

The catalog also includes a "Computing Facilities" entry under General Information, pointing to IT infrastructure, and the Student Consumer Information page links to the Acceptable Use Policy for copyright infringement policies and sanctions.

Sources: https://catalog.richmond.edu/policies/studentpolicies; https://catalog.richmond.edu/; https://www.richmond.edu/about/consumer-info/

Faculty Handbook

The Faculty Handbook is maintained through the Faculty Senate and Provost's Office. The Faculty Hub resources page confirms the current version is accessible via the Faculty Senate website (facultyhandbook.richmond.edu). The Law School's "Faculty Guide to Richmond Law" (December 2024) references the University Faculty Handbook as the controlling document for policies, benefits, and procedures applicable to all faculty, with law-school-specific supplements. The Faculty Hub also maintains a "Frequently Asked Questions about Academic Integrity for faculty teaching the University of Richmond undergraduates" resource, which is linked from its resources page but appears to be internal-access or behind authentication.

No publicly accessible full text of the Faculty Handbook was found. The handbook site lists the current version, handbook archives, and a policy document for faculty review of the provost and deans.

Sources: https://facultyhandbook.richmond.edu/; https://law.richmond.edu/faculty/files/2024FacultyGuideDec2024.pdf; https://facultyhub.richmond.edu/resources/faculty-dev-resources.html

Acceptable Use Policy — Additional Detail

The Acceptable Use Policy (is.richmond.edu/policies/acceptable-use.html) requires all community members using computing and network facilities to use them in an ethical, responsible, and legal manner. Key provisions: users must comply with all applicable federal, state, and local laws plus University policies; must comply with contractual and license agreements; may not share accounts, passwords, or authentication; may not use computing resources to harass, threaten, or cause harm; may not use resources for commercial or personal purposes unrelated to university operations, academics, research, or scholarship; may not view, copy, disclose, or modify files they do not own or have permission to access. Attempted violations are treated the same as successful violations. Systems using excessive bandwidth or posing security/privacy risks may be disconnected without warning. The policy does not contain AI-specific provisions but establishes the general framework under which AI tool usage falls.

The related Information Security Policy (based on NIST SP800-53r4) incorporates requirements from FERPA, PCI-DSS, GLBA, HIPAA, GDPR, and Red Flags Rule. The Information Security program requires deans and unit leaders to designate data stewards and application owners for

any information resources, ensure compliance with IT policies, and implement monitoring procedures.

Sources: https://is.richmond.edu/policies/acceptable-use.html; https://is.richmond.edu/policies/information-security-policy.html; https://is.richmond.edu/policies/

Information Services — SpiderSecure AI Applications Page

Information Services maintains a dedicated "Applications" subpage under its SpiderSecure training program at is.richmond.edu/infosec/spidersecure-training-program/ai/applications/. This page appeared in search results but its full content was not retrievable from the search snippet; it indicates the existence of security-specific AI training content within IS's broader cybersecurity awareness program.

https://is.richmond.edu/infosec/spidersecure-training-program/ai/applications/index.html

School-Level Signals — Robins School of Business

Shital Thekdi, associate professor of analytics and operations at the Robins School of Business, is publicly identified as having students experiment with prompt engineering to support statistical modeling and data analysis. Her teaching approach — described in the UR Magazine — emphasizes that AI does not replace human judgment and that the analyst's role is to design inputs and interpret outputs. Separately, Ashley Austin (Associate Professor of Accounting, Robins School) received a $15,000 PwC grant to explore AI in financial auditing, specifically examining how auditors maintain skepticism when evaluating AI-generated evidence. No Robins School-specific written AI policy is publicly documented.

Sources: https://magazine.richmond.edu/article/-/25765/ai--ur.html; https://grants.richmond.edu/recent-awards/index.html

School-Level Signals — Jepson School of Leadership Studies

No Jepson-specific AI policy is publicly documented. The UR-hosted Virginia Foundation for Independent Colleges Ethics Bowl (February 2025), referenced by President Hallock, featured case studies on AI ethical dilemmas. The Jepson School's focus on leadership and ethics suggests disciplinary engagement with AI governance questions through curriculum, but no standalone published AI guidance from the school was found.

https://president.richmond.edu/messages/index.html

School-Level Signals — School of Law

The Law School's Faculty Guide references the university-wide Faculty Handbook. Rebecca Crootof, Professor of Law and PAG-AI member, researches questions at the intersection of law and technology including AI, cyberoperations, and autonomous weapons. No law-school-specific AI policy for students or faculty was found in public sources.

Sources: https://law.richmond.edu/faculty/files/2024FacultyGuideDec2024.pdf; https://news.richmond.edu/experts/ai/index.html

Campus News Archive — Additional Coverage

The university maintains a newsroom AI experts page listing faculty available for media commentary on AI topics. The UR student newspaper (The Collegian) published a November 2024 article on the SpiderAI launch describing its safeguards, credit system, and faculty-gated student access model. The university's Spider Insider internal news platform has covered Zoom AI Companion availability, the Ethics Bowl involving AI case studies, and various faculty AI-related accomplishments and awards. The UR Magazine published at least two substantial AI-focused features: "AI @ UR" (covering the institutional approach across multiple faculty

interviews) and "AI is on our minds at UR" (featuring President Hallock's reflections). A UR-affiliated article in The Conversation (February 2026, co-authored by Linda Boland of UR) argued that colleges must shape AI's role or risk being redefined by it.

Sources: https://news.richmond.edu/experts/ai/index.html; https://www.thecollegianur.com/article/2024/11/ur-faculty-and-staff-launch-transformative-new-generative-ai-pilot; https://spiderinsider.richmond.edu/news/index.html; https://magazine.richmond.edu/article/-/25765/ai--ur.html; https://magazine.richmond.edu/article/-/27154/ai-is-on-our-minds-at-ur.html; https://theconversation.com/colleges-face-a-choice-try-to-shape-ais-impact-on-learning-or-be-redefined-by-it-275653

Strategic Plan — Technology References

The University of Richmond Strategic Plan (strategicplan.richmond.edu) identifies five "guiding lights" or areas of opportunity but does not contain explicit AI language in its publicly accessible overview. The plan frames the university as a place of "creative thinkers, problem-solvers, and leaders" committed to continuous improvement. A separate University Technology and Information Plan (techplan.richmond.edu) was developed through a three-phase process (baseline assessment, strategy development, implementation planning) and explicitly aims to enable the university strategic plan's goals through technology. The Technology Plan's vision states that faculty, students, and staff "will harness modern technologies and robust information resources to enable teaching excellence, facilitate scholarship and innovation, promote student success, and facilitate responsible stewardship." AI is not called out by name in the plan's publicly accessible vision preamble, but the PAG-AI charge to align AI investments with institutional priorities connects to this framework.

Sources: https://strategicplan.richmond.edu/; https://techplan.richmond.edu/vision/index.html

Student Handbook — Structure Confirmation

The Student Handbook (studentdevelopment.richmond.edu/student-handbook/) is described as containing the university's expectations regarding student conduct, rights and responsibilities, and misconduct procedures. All full-time students including SPCS and Law students are bound by its provisions. The handbook's "Additional Policies" section references the Acceptable Use Policy for technology use and copyright infringement. The Honor Councils page and Honor Code are accessible from the handbook site. The Honor Code Informational Guide for Faculty is available as a PDF through the Student Development website.

Sources: https://studentdevelopment.richmond.edu/student-handbook/; https://studentdevelopment.richmond.edu/student-handbook/additional-policies.html; https://studentdevelopment.richmond.edu/student-handbook/honor/pdfs/HonorCodeInformationalGuide_forFaculty.pdf

The following items were searched thoroughly and are not publicly documented in available sources:

Faculty Handbook full text — The handbook exists and is current but its full text appears to be accessible only to authenticated users. No publicly accessible version containing AI or technology-in-teaching language was found.

IRB AI-specific guidance — The IRB publishes extensive procedural guidance on human subjects research, but no AI-specific protocols, guidance on AI tools in research, or guidance on AI-generated data in research contexts.

Research office AI policy — No dedicated AI research policy from the Office of Sponsored Programs or equivalent.

Robins School, Jepson School, or Law School standalone AI policies — None published; all schools operate under the university-wide GenAI guidelines with faculty-level discretion.

IT approved software list — No public-facing list of all approved software. The GenAI guidelines identify Box AI and Zoom AI Companion as the only tools cleared for use with university data, and SpiderAI/Adobe Firefly as university-provided tools for general use.

Academic catalog AI-specific academic integrity language — The catalog references the Honor Code system but does not contain AI-specific academic integrity provisions in its publicly viewable sections.

VIRGINIA WESLEYAN UNIVERSITY

Comprehensive Public-Source AI Governance & Teaching Dossier

Evidence snapshot: March 22, 2026

Note: The VWU Board of Trustees voted in August 2025 to rename the institution Batten University effective July 1, 2026. All findings below reflect the institution under its current legal name.

I. INSTITUTIONAL AI GOVERNANCE ARCHITECTURE

A. Formal Governance Framework

Virginia Wesleyan has one formal AI-specific policy document: the Generative Artificial Intelligence (AI) Usage Policy, published by the Malbon Center for Technology (the university's IT division). The policy is framed as an information-security instrument, not a comprehensive institutional governance framework. Its stated purpose is to "define security requirements around the usage of generative AI tools" in recognition that "Generative AI tools are evolving quickly and can provide a wide range of services from content creation to problem solving, however it is important to protect the security of University data." The policy applies to all faculty, staff, and student employees. It prohibits entering into any generative AI tool: (1) information legally classified as breach-notifiable (Social Security numbers, credit card numbers); (2) information regulated by federal/state law, contract, or university policy (employee information, grades, FERPA-protected data, course schedules); and (3) information constrained by privacy, ethics, or proprietary requirements (intellectual property, data not intended for public distribution). The policy cross-references the university's Acceptable Use Policy and includes a notice that it is subject to change at the university's discretion.

https://malboncenter.vwu.edu/policies-and-procedures/generative-artificial-intelligence-ai-usage-policy

No publicly available document establishes a broader AI governance framework addressing teaching, learning, research, or strategic AI adoption beyond data security.

B. Governance Committees & Structure

Not publicly documented in available sources. No AI task force, working group, or dedicated governance committee is identified in the 2025-2026 Faculty Handbook, the Governance and Administration Policy and Procedure Handbook (comprehensively reviewed in 2024), or any public-facing webpage. The Faculty Handbook describes existing governance bodies (Academic Council, Graduate Council, Educational Programs Committee, school deans, Standards Committee), none of which reference AI-related charges. The Provost and Vice President (Dr. Deirdre Gonsalves-Jackson) and the CIO (Dr. Chris Davis, who oversees instructional technology, computer services, and cybersecurity through the Malbon Center) are the officers whose portfolios would most directly encompass AI governance.

Sources: https://www.vwu.edu/about/campus-offices/human-resources/pdfs/2025-2026-Faculty-Handbook.pdf; https://www.vwu.edu/about/news-and-events/features/story/university-names-chief-information-officer

C. Stated Ethical Principles

The Malbon Center AI policy is exclusively security-oriented. It addresses data classification and breach risk but does not articulate ethical principles regarding AI use in teaching, research, bias,

transparency, or responsible adoption. No separate ethical framework or AI principles document was found.

II. POLICY INFRASTRUCTURE & INSTITUTIONAL ALIGNMENT

A. Policy Reviews or Gap Analyses

Not publicly documented in available sources. The Governance and Administration Policy and Procedure Handbook was comprehensively reviewed in 2024, led by Kelly Cordova (Chief of Staff/VP for Strategic Initiatives), but no public reference to AI-specific gap analysis or policy review has been identified.

https://www.vwu.edu/about/campus-offices/human-resources/pdfs/VWU-Policy-and-Procedure-Handbook.pdf

B. Policies Requiring Revision

Not publicly documented. Two significant gaps are observable from publicly available documents:

The 2025-2026 Honor Code (last reviewed April 10, 2025) defines plagiarism as "the oral and/or written presentation of words, facts, or ideas belonging to another source without proper acknowledgment" and includes "reuse of the student's own academic work from another class or assignment without the permission of the instructor." Cheating is defined as "the deliberate submission of work for a grade or credit that is not one's own or that violates professors' implied or stated instructions concerning the type and amount of aid permitted." Neither the Honor Code nor the academic catalog contains any explicit reference to AI, generative AI, ChatGPT, or automated tools. The definitions could encompass AI-generated submissions through interpretation, but no AI-specific language has been added.

The Acceptable Use Policy (administered by the Malbon Center) addresses general computing ethics and network use but does not reference AI tools.

Sources: https://www.vwu.edu/about/campus-offices/human-resources/pdfs/honor-code.pdf; https://www.vwu.edu/campus-life/malbon-center-for-technology/acceptable-use.php

C. Supplemental Guidance Issued

The Hofheimer Library's AI Research Guide functions as the most substantive public-facing supplemental guidance. Created by librarians Abe Nemon, Kelsi Dunman, and Sarah deRosa, the guide addresses the question of whether using generative AI constitutes plagiarism at VWU by linking it directly to the Honor Code definitions. The guide states that "each professor will determine how much AI use is acceptable (if any) and how you need to disclose it in their VWU class," establishing a faculty-discretion model. It advises students to "always check your professor's policy first, disclose your use of generative AI when required, and be intentional about citing where ideas come from." The guide further warns that generative AI should be treated like Wikipedia: useful for initial exploration but not an authoritative or citable source. It includes substantial scholarly references on documentation debt, AI authorship, hallucination risks, privacy concerns, and the labor ethics of AI training data.

https://guides.vwu.edu/artificialintelligence

III. TEACHING & LEARNING POSTURE

A. Faculty Guidance Model

VWU operates under a decentralized, faculty-discretion model. The library AI guide makes clear that individual professors determine acceptable AI use in their courses, and students are responsible for asking. No institution-wide syllabus language templates, faculty AI guidelines, or teaching-with-AI handbooks were found in any publicly available source. The 2025-2026 Faculty Handbook describes effective teaching standards (current content knowledge, variety of pedagogical approaches, high expectations for student performance, conceptual understanding and critical thought) but contains no AI-specific provisions.

Source: https://guides.vwu.edu/artificialintelligence; https://www.vwu.edu/about/campus-offices/human-resources/pdfs/2025-2026-Faculty-Handbook.pdf

B. Graduate School Guidance

The 2025-2026 Honor Code includes a separate graduated penalty system for graduate students, with stricter presumptive penalties (first offense carries presumptive suspension of one to four semesters). All suspected graduate honor code violations are automatically referred to the Honor hearing panel. The Graduate Honor Council includes the Honor Coordinator, the relevant School Dean, the Global Campus Dean, the department or program Chair, and three faculty members. However, no AI-specific guidance for graduate programs was found.

The VWU Global Campus Academic Catalog (2024-2025) and the graduate catalog describe graduate programs but contain no AI-specific academic integrity provisions. A graduate-level education course (EDUC 530, Cognitive and Child and Adolescent Development, taught by Dr. Clair Berube) hosted a deliberative dialogue on ChatGPT use facilitated by the Robert Nusbaum Center.

Sources: https://www.vwu.edu/about/campus-offices/human-resources/pdfs/honor-code.pdf; https://vwu.edu/about/news-and-events/features/story/campus-partners-equip-teens-with-skills-to-manage-complex-issues

C. AI Detection Tools Policy

Not publicly documented in available sources. No reference to Turnitin AI detection, GPTZero, or any other AI detection tool was found on VWU webpages, in the Honor Code, the Faculty Handbook, or IT services documentation.

D. Faculty Support Infrastructure

No dedicated center for teaching excellence or faculty development office with an AI-specific program was publicly identified. The Malbon Center for Technology lists "technology based training led by Malbon Center for Technology staff" as a service but does not enumerate AI-related workshops. The library offers faculty support through instruction sessions, course support, and an OER adoption workshop program (in partnership with the Open Textbook Library), but no AI-specific faculty training was found.

The Hofheimer Library's faculty support page describes course-level research instruction and copyright guidance but does not reference AI.

Sources: https://malboncenter.vwu.edu/; https://guides.vwu.edu/c.php?g=20961&p=122449

IV. TOOL ECOSYSTEM & PROCUREMENT GOVERNANCE

A. Approved AI Tools

The Malbon Center's Supported Software and Tools page lists recommended and limited-support tools across categories including antivirus (Forticlient), browsers (Chrome, Edge), chat

(Microsoft Teams), email (Google Mail), productivity (Microsoft 365), and reporting (Informer, Coastal Compass, PowerBI). No AI tools appear on the list. No institutional licenses for AI platforms (ChatGPT, Copilot, Claude, Grammarly Premium, etc.) are publicly documented.

https://malboncenter.vwu.edu/services/software-video-conferencing-and-printing/supported-software-and-tools

B. Pilot Programs

Not publicly documented in available sources. Dr. Shantanu Tilak's use of text-to-image AI tools (Copilot, OpenArt, Canva) in psychology courses represents documented faculty-level experimentation with AI in pedagogy, but this is described as an individual research and teaching initiative, not a formal institutional pilot.

https://www.vwu.edu/about/news-and-events/features/story/exploring-the-intersection-of-psychology-art-and-artificial-intelligence

C. Procurement & Approval Pathways

The Malbon Center AI policy implicitly restricts what data may be entered into AI tools, which functions as a de facto procurement constraint, but no formal AI-specific procurement or vetting process is publicly documented. The Acceptable Use Policy states that "no software is to be loaded onto or run on a University owned computer unless the University has purchased the software."

Sources: https://malboncenter.vwu.edu/policies-and-procedures/generative-artificial-intelligence-ai-usage-policy; https://www.vwu.edu/campus-life/malbon-center-for-technology/acceptable-use.php

V. ACADEMIC INTEGRITY INTEGRATION

A. Honor Code Language

The 2025-2026 Honor Code, signed by Provost Deirdre Gonsalves-Jackson and last reviewed April 10, 2025, defines five categories of violation: cheating, plagiarism, lying, academic theft, and falsifying data. The definitions are traditional and technology-neutral. Cheating covers "deliberate submission of work for a grade or credit that is not one's own" and includes unauthorized use of "cellular telephones, MP3 or similar players, calculators, Smartwatches, or similar devices, or laptop computers during an examination, unless expressly authorized by the faculty member." Plagiarism covers "the oral and/or written presentation of words, facts, or ideas belonging to another source without proper acknowledgment." No definition references AI, automated generation, or computational tools used in assignment preparation.

The Undergraduate Honor Council is coordinated by Dr. Eric Mazur and includes a pool of nine student members and any full-time faculty who may be called to serve on hearing panels.

https://www.vwu.edu/about/campus-offices/human-resources/pdfs/honor-code.pdf

B. Enforcement Process

The Honor Code operates on a graduated penalty system across three levels. For undergraduates, Level 1 (faculty-administered: verbal reprimand through course failure), Level 2 (presumptive suspension of one to four semesters for a second offense or aggravated first offense), and Level 3 (mandatory separation for a third offense). Graduate students face stricter penalties: Level 1 carries a presumptive suspension, and Level 2 is mandatory five-year dismissal. Faculty must report all substantiated violations to the Provost. The Honor Council is

responsible for educating faculty, staff, and students annually on Honor Code matters. Students found guilty of academic dishonesty are ineligible for Latin honors. No AI-specific enforcement guidance, including guidance on the evidentiary weight of detection tools, is included.

https://www.vwu.edu/about/campus-offices/human-resources/pdfs/honor-code.pdf

VI. RESEARCH GOVERNANCE & ETHICS

A. Research Office AI Guidance

Not publicly documented in available sources. The VWU feature on Dr. Tilak's AI-related research notes that students "played a crucial role in collating data for submission to the University's Institutional Review Board (IRB)," confirming VWU operates an IRB, but no public IRB webpage, AI-specific research guidance, or data governance policy for AI in research was located.

https://www.vwu.edu/about/news-and-events/features/story/exploring-the-intersection-of-psychology-art-and-artificial-intelligence

B. Data Ownership & IP Position

Not publicly documented in AI-specific terms. The Malbon Center AI policy prohibits entering "intellectual property and any data or documents that are not intended for public access or distribution" into AI tools, which implicitly protects institutional IP.

C. Authorship & Disclosure Standards

Not publicly documented in available sources.

D. Human Subjects Considerations

The existence of an IRB is confirmed through Dr. Tilak's research, but no public-facing IRB page, AI-specific protocols, or guidance on AI use in human subjects research was found.

VII. LIBRARY & INFORMATION LITERACY SIGNALS

The Hofheimer Library AI Research Guide is the richest publicly available AI-related resource at VWU. It addresses multiple dimensions:

Authorship and attribution: The guide introduces the "many-hands problem" of generative AI outputs, referencing the Khosrowi, Finn, and Clark (2024) framework for attributing credit, and the concept of "documentation debt" from Bender et al. (2021).

Reliability and source quality: The guide explicitly states that generative AI output should not be treated as an authoritative source, comparing it to Wikipedia, and warns about hallucination, jailbreaking, and the tendency of AI systems to reproduce fictional or pop-culture reasoning as factual.

Privacy: The guide warns that information entered into AI tools can be sold, crawled, or exposed, and advises against treating AI as a therapist or confidant.

Labor ethics: The guide cites sources on the labor conditions behind AI training (Perrigo 2023 on OpenAI's Kenyan workers; Gray & Suri 2019 on ghost work; Casilli et al. 2025 on automation labor).

The guide is extensively footnoted with scholarly sources from 2021 through 2025, including work from philosophy of technology, information science, and cognitive science.

Separately, the library operates an OER program in partnership with the Open Textbook Library, and librarians provide research instruction across disciplines, but no other research guide specifically addresses AI topics.

https://guides.vwu.edu/artificialintelligence

VIII. INFRASTRUCTURE & STRATEGIC INVESTMENT SIGNALS

The current strategic plan, "Forging Our Future: Building on Strength 2020-2030," emphasizes academic excellence, inclusive community, personal integrity, and social responsibility. It is organized around the university's liberal arts and environmental stewardship mission. No publicly available text of the strategic plan references AI, artificial intelligence, or technology strategy in the context of AI adoption.

The 2025 State of the University address by President Miller highlights the Carnegie National Arts and Sciences classification, the Sentara nursing partnership, the Batten University name transition, and athletic expansion, but contains no publicly available reference to AI strategy or investment.

The Malbon Center's institutional description notes recent gifts supporting IT upgrades including datacenter improvements, increased internet bandwidth, portal streamlining, and esports launch, attributed to Board Chair John Malbon's engagement. No AI infrastructure investments are documented.

Sources: https://www.vwu.edu/about/president-and-leadership/strategic-plan/; https://www.vwu.edu/about/president-and-leadership/pdfs/2025-state-of-the-university.pdf; https://www.vwu.edu/campus-life/malbon-center-for-technology/

IX. PUBLIC STATEMENTS & EXECUTIVE SIGNALING

No public statements by President Scott D. Miller or Provost Deirdre Gonsalves-Jackson specifically addressing AI governance, AI in teaching and learning, or institutional AI strategy were identified in news archives, feature stories, the president's communications portfolio, or the State of the University address.

Faculty-level public activity on AI includes:

Dr. Shantanu Tilak (Psychology/Chesapeake Bay Academy partnership) published and presented at an international conference on using text-to-image generative AI tools (Copilot, OpenArt, Canva) to create storyboards in psychology courses. This IRB-approved research engaged students as co-authors and adopted a constructivist framework.

The Robert Nusbaum Center, in collaboration with Tidewater Collegiate Academy, hosted a deliberative dialogue in November 2025 titled "Co-Write or Cheat? A Deliberative Dialogue on the Relationship Between Writing, Critical Thinking, and ChatGPT," moderated by VWU alumna Sam Silvia '25. The event brought VWU and TCA students together to deliberate on how students should use AI in writing. A separate graduate education course (EDUC 530) also incorporated a Nusbaum Center-facilitated deliberative dialogue on ChatGPT.

VWU alumnus Sidney "Sid" Dobrin '89 is noted in Class Notes for publishing the first college textbook designed to integrate generative AI in writing-intensive classrooms.

Sources: https://www.vwu.edu/about/news-and-events/features/story/exploring-the-intersection-of-psychology-art-and-artificial-intelligence; https://www.vwu.edu/about/news-and-events/news-briefs.php; https://vwu.edu/about/news-and-events/features/story/campus-partners-equip-teens-with-skills-to-manage-complex-issues; https://www.vwu.edu/alumni/class-notes.php

X. EVIDENCE ARCHIVE

Governance & Policy

Generative AI Usage Policy (Malbon Center): https://malboncenter.vwu.edu/policies-and-procedures/generative-artificial-intelligence-ai-usage-policy

Acceptable Use Policy: https://www.vwu.edu/campus-life/malbon-center-for-technology/acceptable-use.php

Malbon Center home: https://malboncenter.vwu.edu/

Malbon Center policies list: https://malboncenter.vwu.edu/policies-and-procedures/account-retention-policy

Honor Code & Academic Integrity

Honor Code 2025-2026 (PDF): https://www.vwu.edu/about/campus-offices/human-resources/pdfs/honor-code.pdf

Honor Code & Creed (catalog page): https://www.vwu.edu/academics/online-graduate-catalog-2021-22/the-virginia-wesleyan-honor-code-and-creed.php

Academic Catalogs

Undergraduate Academic Catalog 2025-2026: https://admissions.vwu.edu/academics/pdfs/VWU-2025-2026.pdf

Undergraduate Academic Catalog 2024-2025: https://www.vwu.edu/academics/pdfs/VWU-2024-2025.pdf

Global Campus Academic Catalog 2024-2025: https://www.vwu.edu/academics/pdfs/2024-2025-Global-Campus-Catalog.pdf

Handbooks

Faculty Handbook 2025-2026: https://www.vwu.edu/about/campus-offices/human-resources/pdfs/2025-2026-Faculty-Handbook.pdf

Student Handbook 2025-2026: https://www.vwu.edu/campus-life/pdfs/Student_Handbook.pdf

Governance and Administration Policy & Procedure Handbook: https://www.vwu.edu/about/campus-offices/human-resources/pdfs/VWU-Policy-and-Procedure-Handbook.pdf

IT Services & Software

Supported Software and Tools: https://malboncenter.vwu.edu/services/software-video-conferencing-and-printing/supported-software-and-tools

Malbon Center Service Catalog: https://malboncenter.vwu.edu/services

Library & Information Literacy

Artificial Intelligence Research Guide: https://guides.vwu.edu/artificialintelligence

Research Guides index: https://guides.vwu.edu/index.php

Faculty Support / Course Support guide: https://guides.vwu.edu/c.php?g=20961&p=122449

OER guide: https://guides.vwu.edu/oer

Strategic Plan & Leadership

Strategic Plan (Forging Our Future 2020-2030): https://www.vwu.edu/about/president-and-leadership/strategic-plan/

2025 State of the University: https://www.vwu.edu/about/president-and-leadership/pdfs/2025-state-of-the-university.pdf

Office of the President: https://www.vwu.edu/about/president-and-leadership/

CIO appointment announcement: https://www.vwu.edu/about/news-and-events/features/story/university-names-chief-information-officer

Campus News & Faculty Activity

Tilak AI/Psychology feature: https://www.vwu.edu/about/news-and-events/features/story/exploring-the-intersection-of-psychology-art-and-artificial-intelligence

Nusbaum Center ChatGPT dialogue (News Briefs): https://www.vwu.edu/about/news-and-events/news-briefs.php

TCA/Nusbaum Center partnership feature: https://vwu.edu/about/news-and-events/features/story/campus-partners-equip-teens-with-skills-to-manage-complex-issues

Class Notes (Dobrin AI textbook): https://www.vwu.edu/alumni/class-notes.php

Dr. Tilak ResearchGate profile (additional context): https://www.researchgate.net/profile/Shantanu-Tilak

HR Policy (Issuu archive)

Computer and Network Security Policy (HR 7.3): https://issuu.com/virginiawesleyancollege/docs/vwu-policy-and-procedure-handbook-2021-2022/s/13454476

WASHINGTON AND LEE UNIVERSITY

Comprehensive Public-Source AI Governance & Teaching Dossier

Evidence snapshot: March 22, 2026

I. INSTITUTIONAL AI GOVERNANCE ARCHITECTURE

A. Formal Governance Framework

Washington and Lee does not publish a single, consolidated institutional AI policy. Instead, AI governance operates through a distributed model anchored in three hubs: the Provost's Office, which issues the syllabus-statement recommendation and provides overarching institutional guidance; the Houston H. Harte Center for Teaching and Learning, which manages the PLAI (Prompting, Learning, and Artificial Intelligence) initiative and all teaching-facing AI resources; and the School of Law, which created the position of Director of Artificial Intelligence Legal Innovation Strategy in October 2023. The PLAI initiative explicitly states that it does not advocate for or against the use of generative AI, but instead aims to equip the W&L community with knowledge for informed decisions about AI integration in educational practices.

https://www.wlu.edu/harte-center/faculty-resources/plai

https://columns.wlu.edu/josh-fairfield-to-lead-law-school-artificial-intelligence-strategy/

B. Governance Committees & Structure

A PLAI Advisory Board is referenced in public sources. AI Fellow Sybil Prince Nelson describes it as a body that helps keep members current on AI developments. Helen MacDermott of the PLAI Advisory Board created the AI Syllabus Statement Tool. The Advisory Board appears to coordinate across Academic Technologies, the Harte Center, and faculty participants, but its formal membership and charter are not publicly documented. The PLAI Lab is also supported by GenTech, W&L's student technology club.

At the law school, Dean Melanie Wilson appointed Professor Joshua Fairfield as the inaugural Director of Artificial Intelligence Legal Innovation Strategy. Fairfield is described as working with the "AI hub" in the Harte Center to develop principles for AI use on campus.

No standalone institutional AI task force or presidential committee is publicly documented.

https://columns.wlu.edu/meet-wls-ai-fellow-your-guide-to-navigating-artificial-intelligence/

https://columns.wlu.edu/harte-center-to-debut-prompting-learning-and-artificial-intelligence-lab/

https://columns.wlu.edu/josh-fairfield-to-lead-law-school-artificial-intelligence-strategy/

C. Stated Ethical Principles

The PLAI initiative's stated mission is to provide "balanced and objective information about generative AI, focusing on its potential applications, benefits, and challenges within the realm of teaching and learning." It explicitly notes that its "expertise is centered on educational contexts and does not extend to AI applications beyond the classroom."

Professor Fairfield articulates a baseline rule: "AI should facilitate what a student is doing and not do it for them." He frames this in both ethical and substantive terms, arguing it matters because "it's important for us as humans to be producing law that is reflective of human concerns."

The admissions office AI statement explicitly connects AI policy to the Honor System tradition, stating that while "the Honor System itself doesn't apply to prospective students, choosing to act

in its spirit shows you're ready for W&L." That page transparently discloses it was developed with help from ChatGPT, modeling the kind of responsible use the university expects.

https://www.wlu.edu/harte-center/faculty-resources/plai

https://columns.wlu.edu/faculty-spotlight-josh-fairfield/

https://www.wlu.edu/admissions/apply/using-ai-in-your-application

II. POLICY INFRASTRUCTURE & INSTITUTIONAL ALIGNMENT

A. Policy Reviews or Gap Analyses

Not publicly documented in available sources.

B. Policies Requiring Revision

Not publicly documented in available sources. Existing policies on intellectual property, acceptable use, and academic integrity predate the generative AI era and contain no AI-specific language. The IP policy covers copyrighted material and "computer software, including programs, databases, web pages, and courseware" but does not address AI-generated content. The Computing Resources, Network, Website and Email Use Policy likewise contains no references to AI tools or generative AI.

https://my.wlu.edu/general-counsel/code-of-policies/copyright-and-other-intellectual-property-issues/intellectual-property

https://my.wlu.edu/general-counsel/code-of-policies/confidentiality-and-information-security/computing-resources-network-website-and-email-use-policy

C. Supplemental Guidance Issued

The Provost's Office "strongly recommends" that every course syllabus include an explicit statement regarding the use of generative AI tools. This is not described as a mandate but as a strong recommendation. To support implementation, Academic Technologies built a Generative AI Syllabus Statement Tool, an interactive Twine-based decision tree adapted from Pepperdine University's tool and tailored to W&L's institutional needs. The tool walks faculty through a series of choices to generate a customized policy statement appropriate to their course.

The admissions office published a standalone AI use statement for applicants, explicitly permitting AI for brainstorming and feedback while prohibiting its use to write application materials. It provides a clear rubric: "if the work doesn't sound like you or feel like something you could explain in conversation, it isn't yours."

https://academic.wlu.edu/2024/07/24/need-help-to-craft-an-ai-policy-for-your-syllabus/

https://ai-syllabus-statement.academic.wlu.edu/files/index.html

https://www.wlu.edu/harte-center/faculty-resources/plai

https://www.wlu.edu/admissions/apply/using-ai-in-your-application

III. TEACHING & LEARNING POSTURE

A. Faculty Guidance Model

W&L operates a faculty-autonomy model in which each instructor sets AI policy for their own courses, supported by the Provost's recommendation and institutional tools. The Harte Center's Academic Technologies blog organizes AI syllabus approaches into four categories, ranging

from full prohibition to full integration. Faculty are given latitude to select among these approaches.

The PLAI initiative, housed in the Harte Center, serves as the primary AI support infrastructure. It includes curated resources for faculty, staff, and students; the PLAI Lab (a dedicated physical computing space in Leyburn Library 130, opened January 27, 2025); a PLAI Fellow (Dr. Sybil Prince Nelson, assistant professor of mathematics and data science); and the PLAI Advisory Board.

Programming has been extensive. The "Technology and Tacos" workshop series run by Academic Technologies and the Harte Center has featured AI-themed sessions since January 2023. A workshop series held in January 2024 featured multiple AI sessions. Prof. Josh Fairfield has hosted workshops at the law school on AI topics including "The Last Human Question" and "Prompt Engineering for Academics." Academic Technologies has promoted sessions on AI and the law, AI and intellectual property (April 2025), and AI's impact on solo legal practitioners (November 2025). Dr. James Lang was brought to campus to discuss course design in the age of AI.

The inaugural PLAI Summit was held September 19, 2025, in collaboration with Alumni Engagement, Career and Professional Development, the Provost's Office, and the Associated Colleges of the South. Featured speakers included Dr. C. Edward Watson (AAC&U), David Dixon (MIT Open Learning), alumni working in AI-driven fields, and Dr. Lauren Tilton (University of Richmond, Center for Liberal Arts and AI). Faculty panelists included Fairfield, Jeff Schatten, and Dan Johnson.

Dr. Prince Nelson published a scholarly article in Faculty Focus titled "Regurgitative AI: Why ChatGPT Won't Kill Original Thought," providing faculty with pedagogical strategies including requiring students to document AI prompts, reflect on tool influence, and redesign assignments to emphasize personal voice.

https://www.wlu.edu/harte-center/faculty-resources/plai
https://www.wlu.edu/harte-center/faculty-resources/plai/plai-lab
https://columns.wlu.edu/harte-center-to-debut-prompting-learning-and-artificial-intelligence-lab/
https://columns.wlu.edu/washington-and-lee-university-to-host-inaugural-summit-on-the-future-of-ai/
https://columns.wlu.edu/ai-conversations-on-campus/
https://columns.wlu.edu/meet-wls-ai-fellow-your-guide-to-navigating-artificial-intelligence/
https://columns.wlu.edu/wl-dialogues-on-the-future-of-ai/
https://academic.wlu.edu/tag/ai/
https://www.wlu.edu/harte-center/plai-summit

B. Graduate School Guidance

W&L does not operate a traditional graduate school; its only graduate-level program is the School of Law. The law school's AI governance is led by Professor Fairfield in his role as Director of Artificial Intelligence Legal Innovation Strategy. He has hosted multiple law school workshops and public events on AI in legal practice, judicial AI use, and AI-generated intellectual property. The W&L Law Review published an article titled "Exams in the Time of ChatGPT" addressing exam integrity in the context of AI writing tools. Professor Li Kang (philosophy) created a course titled "ChatGPT and Philosophy," examining AI through philosophical frameworks.

https://columns.wlu.edu/josh-fairfield-to-lead-law-school-artificial-intelligence-strategy/
https://columns.wlu.edu/faculty-spotlight-josh-fairfield/

https://lawreview.wlulaw.wlu.edu/exams-in-the-time-of-chatgpt/
https://columns.wlu.edu/ai-conversations-on-campus/

C. AI Detection Tools Policy

No institutional detection tool mandate is publicly documented. The Academic Technologies blog lists AI text detection tools with an explicit caveat that "it's extremely difficult to definitively determine whether a language model was used to generate a piece of text, and no tool is guaranteed to be 100% effective." The tools are presented as potentially useful aids rather than authoritative instruments.

https://academic.wlu.edu/tag/artificial-intelligence/

D. Faculty Support Infrastructure

The Harte Center for Teaching and Learning is the primary faculty support unit. It provides the PLAI Lab (staffed by experts during open hours), the PLAI Fellow, the Generative AI Syllabus Statement Tool, a "Films with Harte" AI-themed film series (screenings of "Her" and "After Yang" followed by facilitated discussion), curated AI resource pages, and ongoing workshop programming through Academic Technologies. The IQ Center (within ITS) provides technology tools and makerspace resources. Academic Technologies staff (Brandon Bucy, Helen MacDermott) provide direct tech integration support. The Harte Center also runs a "Learning Curve Fellowship" for faculty engaged in transformative teaching practices.

https://www.wlu.edu/harte-center
https://www.wlu.edu/harte-center/faculty-resources
https://academic.wlu.edu/
https://academic.wlu.edu/category/harte-center/

IV. TOOL ECOSYSTEM & PROCUREMENT GOVERNANCE

A. Approved AI Tools

The PLAI Lab provides access to various AI tools for text generation, image creation, and research assistance. The Academic Technologies blog has promoted sessions on Claude specifically, with a post inviting faculty to "explore what makes Claude different." No comprehensive public list of institutionally licensed AI tools was found. References to ChatGPT, Gemini, Microsoft Copilot, Perplexity Pro, and the Comet AI browser appear in Academic Technologies posts, though these appear to be informational rather than indicative of institutional licensing.

https://columns.wlu.edu/harte-center-to-debut-prompting-learning-and-artificial-intelligence-lab/
https://academic.wlu.edu/

B. Pilot Programs

The PLAI Lab itself functions as a standing pilot and exploration space. The ITS Project Roadmap includes an initiative described as "Enhancing AI use-case development on campus by providing continuous research opportunities and educational programs for faculty and students." Faculty like Dan Johnson (cognitive and behavioral science) are conducting research within the PLAI Lab framework on how AI shapes creativity and idea generation.

https://my.wlu.edu/its/services/consulting-projects-and-training/project-roadmap
https://columns.wlu.edu/ai-conversations-on-campus/

C. Procurement & Approval Pathways

The existing IT policy framework requires that external data processing and service providers be reviewed by the Office of General Counsel before commitment. The Information Security Program, reporting to the Provost, oversees security and compliance for technology resources. The ISP Committee includes administrators from ITS, business, financial aid, HR, law school technology, and other units. However, no publicly documented AI-specific procurement or vetting process was found.

https://my.wlu.edu/its/about-its/information-security-plan

https://my.wlu.edu/its/about-its/security-safeguards-for-it-resources

https://my.wlu.edu/general-counsel/code-of-policies/confidentiality-and-information-security/computing-resources-network-website-and-email-use-policy

V. ACADEMIC INTEGRITY INTEGRATION

A. Honor Code Language

The W&L Honor System is student-administered, with a single sanction (dismissal) for violations. The system is intentionally uncodified: "dishonorable conduct is not codified; rather, the Honor System is based upon the principle that any action deemed a breach of the community's trust will be considered an Honor Violation." The pledge reads: "On my honor, I have neither given nor received any unacknowledged aid on this paper (exam, assignment)."

The academic catalog states that "Professors rely on the integrity of their students and expect that all work submitted is exclusively their own. All work at Washington and Lee, unless otherwise stated, is considered pledged." The system is governed by the White Book, revised by the Executive Committee of the Student Body every three years through a White Book Review Committee.

The Honor System does not contain AI-specific language. However, Professor Fairfield has publicly stated that W&L is "better positioned than many institutions to deal with the threat to academic integrity that AI has raised because of the Honor System." The AI guidance approach delegates specificity to individual syllabus policies.

https://my.wlu.edu/executive-committee/the-honor-system

https://my.wlu.edu/executive-committee/the-honor-system/the-white-book

https://my.wlu.edu/student-handbook

https://catalog.wlu.edu/content.php?catoid=19&navoid=1612

https://columns.wlu.edu/faculty-spotlight-josh-fairfield/

B. Enforcement Process

Honor investigations are conducted by the student-elected Executive Committee. The process involves initial clarification from the suspected student, investigation by an EC member, EC deliberation, and potentially an EC Hearing. Students found guilty face immediate dismissal. Appeals are heard by a Student Body Hearing. No AI-specific enforcement procedures or precedents are publicly documented.

https://my.wlu.edu/executive-committee/the-honor-system/the-white-book

https://www.wlu.edu/campus-life/student-services-and-support/policies-and-guidelines/student-conduct

VI. RESEARCH GOVERNANCE & ETHICS

A. Research Office AI Guidance

Not publicly documented in available sources. The Office of Faculty Grants Support publishes research policies on financial conflicts of interest, research misconduct (fabrication, falsification, plagiarism), IACUC protocols, and IRB procedures, but no AI-specific research guidance was found.

https://my.wlu.edu/faculty-grants-support/university-research-policies

B. Data Ownership & IP Position

The university's Intellectual Property policy, administered through the Office of General Counsel and the Provost's Office, establishes that "it is the general policy of W&L that intellectual property shall be the property of the author or creator." The policy covers copyrighted material including "computer software, including programs, databases, web pages, and courseware." The policy defines categories of institutional interest (Identity Interest, Functional Interest, Substantial Use of University Resources) and provides for disclosure and profit-sharing arrangements. The policy does not contain AI-specific provisions or address the status of AI-generated content.

https://my.wlu.edu/general-counsel/code-of-policies/copyright-and-other-intellectual-property-issues/intellectual-property

https://my.wlu.edu/general-counsel/answer-center/copyright-and-intellectual-property/copyright-in-the-digital-age-guidance-for-wandl-faculty

C. Authorship & Disclosure Standards

Not publicly documented in available sources as a formal institutional policy. The admissions AI statement provides a disclosure model, transparently noting it "was developed with help from ChatGPT to test phrasing and clarify ideas." No institution-wide research authorship or AI disclosure standards were found.

https://www.wlu.edu/admissions/apply/using-ai-in-your-application

D. Human Subjects Considerations

The IRB for Research with Human Participants operates under the Provost and follows federal guidelines (45 CFR 46, Belmont Report). All research involving human participants conducted by W&L faculty or students must be reviewed before work commences. The IRB policy does not contain AI-specific provisions. The W&L Law Review Online published scholarship on ethical review processes for big data research, but this represents faculty scholarship rather than institutional policy.

https://my.wlu.edu/general-counsel/code-of-policies/research/institutional-review-board-for-research-with-human-participants

https://my.wlu.edu/provosts-office/administrative-resources/committees/administrative-committees/institutional-review-board-for-research-with-human-subjects-(irb)

VII. LIBRARY & INFORMATION LITERACY SIGNALS

The W&L Library maintains resources on plagiarism and citation styles through Leyburn Library's "Plagiarism and Citation Styles" site, referenced by the History Department's academic integrity page. The library also manages a Digital Archive for faculty, staff, and student work, and supports data management planning for research. Copyright guidance for faculty is published through the Office of General Counsel.

The library partnered with the Harte Center for a November 2025 workshop on using AI to gamify curriculum content, blending pedagogical gamification scholarship with practical prompt engineering strategies.

No standalone library AI research guide was found. AI resources for the campus community are centralized through the Harte Center's PLAI initiative and Academic AI site rather than through the library's standard research guide infrastructure.

https://my.wlu.edu/history-department/resources-for-students/current-majors/academic-integrity
https://library.wlu.edu/ip/
https://columns.wlu.edu/ai-conversations-on-campus/
https://academicai.academic.wlu.edu/

VIII. INFRASTRUCTURE & STRATEGIC INVESTMENT SIGNALS

The ITS Project Roadmap includes an explicit AI initiative: "Enhancing AI use-case development on campus by providing continuous research opportunities and educational programs for faculty and students." This initiative falls under the roadmap's category of tools supporting the university's educational mission and digital fluency.

The 2018 Strategic Plan, adopted by the Board of Trustees, positioned W&L as a model for 21st-century liberal arts education and led to new academic minors including data science. The strategic plan does not contain AI-specific language (predating the generative AI era), but the data science minor and the university's subsequent AI infrastructure build-out are consistent with its innovation goals.

The PLAI Lab's opening in January 2025 represents a dedicated physical infrastructure investment. The Lab occupies Leyburn 130 in the Harte Center, is staffed by campus AI experts, and supported by GenTech (student technology club). The inaugural PLAI Summit (September 2025) received funding support from the Associated Colleges of the South, in addition to Provost's Office collaboration.

The Williams School's Connolly Center for Entrepreneurship references students sharing research on "how to build an AI-ready career," and Professor Jeff Schatten published the book "AI Will Take Your Job (and it's for the Best): Embracing the New Social Contract for the Age of AI" in tandem with a W&L alumna.

https://my.wlu.edu/its/services/consulting-projects-and-training/project-roadmap
https://www.wlu.edu/about-w-l/leadership/office-of-the-president
https://columns.wlu.edu/harte-center-to-debut-prompting-learning-and-artificial-intelligence-lab/
https://columns.wlu.edu/washington-and-lee-university-to-host-inaugural-summit-on-the-future-of-ai/
https://www.wlu.edu/the-williams-school/departments-and-programs/connolly-center-for-entrepreneurship
https://columns.wlu.edu/ai-conversations-on-campus/

IX. PUBLIC STATEMENTS & EXECUTIVE SIGNALING

President Will Dudley (serving through June 30, 2026) has not made publicly documented standalone statements on AI policy. His public communications have focused on strategic priorities, campus planning, and the presidential transition to Claremont McKenna College. The strategic plan he developed does not reference AI directly but established the framework (data science minor, teaching center investment) that enabled subsequent AI infrastructure.

Law School Dean Melanie Wilson publicly announced the Fairfield appointment, stating: "We are very fortunate to have someone with Josh's experience, energy, and vision to lead W&L Law into the future as we capitalize on AI and its impacts on the legal profession."

JT Torres, Director of the Harte Center, has been the most consistently visible voice on campus AI engagement, quoted in the PLAI Lab launch, the PLAI Summit coverage, and the Films with Harte series framing.

Professor Joshua Fairfield serves as the most prominent faculty voice, articulating substantive positions on AI and the law, AI and language, creativity, and pedagogy. He stated at the PLAI Summit: "AI forces us to ask fundamental philosophical questions about consciousness, responsibility and justice. These are not computer science questions alone. They are questions for philosophers, historians, artists and lawyers. They are liberal arts questions."

Professor Dan Johnson (cognitive and behavioral science) has articulated a research-based caution: AI may paradoxically constrict creativity by anchoring users on the same outputs, leading to "a race toward idea homogeneity."

Professor Jeff Schatten (business administration) was an early campus voice on ChatGPT (January 2023 "Technology and Tacos" session), wrote an op-ed for the Chronicle of Higher Education about ChatGPT, and co-authored a book on AI and employment.

https://columns.wlu.edu/josh-fairfield-to-lead-law-school-artificial-intelligence-strategy/
https://columns.wlu.edu/harte-center-to-debut-prompting-learning-and-artificial-intelligence-lab/
https://columns.wlu.edu/ai-conversations-on-campus/
https://columns.wlu.edu/wl-dialogues-on-the-future-of-ai/
https://columns.wlu.edu/wl-podcast-releases-new-episode-featuring-jeff-schatten/

X. EVIDENCE ARCHIVE

Governance & Policy

https://www.wlu.edu/harte-center/faculty-resources/plai
https://academicai.academic.wlu.edu/
https://www.wlu.edu/harte-center/faculty-resources/ai-resources
https://columns.wlu.edu/josh-fairfield-to-lead-law-school-artificial-intelligence-strategy/
https://www.wlu.edu/admissions/apply/using-ai-in-your-application
https://my.wlu.edu/general-counsel/code-of-policies

Teaching & Learning

https://www.wlu.edu/harte-center/faculty-resources/plai/plai-lab
https://academic.wlu.edu/2024/07/24/need-help-to-craft-an-ai-policy-for-your-syllabus/
https://ai-syllabus-statement.academic.wlu.edu/files/index.html
https://academic.wlu.edu/tag/ai/
https://academic.wlu.edu/tag/artificial-intelligence/
https://academic.wlu.edu/tag/chatgpt/
https://www.wlu.edu/harte-center
https://www.wlu.edu/harte-center/faculty-resources
https://www.wlu.edu/harte-center/plai-summit
https://hartectl.wlu.edu/

Honor System & Academic Integrity

https://my.wlu.edu/executive-committee/the-honor-system

https://my.wlu.edu/executive-committee/the-honor-system/the-white-book

https://my.wlu.edu/student-handbook

https://catalog.wlu.edu/content.php?catoid=19&navoid=1612

https://www.wlu.edu/campus-life/student-services-and-support/policies-and-guidelines/student-conduct

IT & Security

https://my.wlu.edu/its/about-its

https://my.wlu.edu/its/about-its/information-security-plan

https://my.wlu.edu/its/about-its/security-safeguards-for-it-resources

https://my.wlu.edu/its/services/consulting-projects-and-training/project-roadmap

https://my.wlu.edu/general-counsel/code-of-policies/confidentiality-and-information-security/computing-resources-network-website-and-email-use-policy

https://my.wlu.edu/general-counsel/code-of-policies/confidentiality-and-information-security/information-security-program

https://my.wlu.edu/its/how-to/safe-computing

Research & IP

https://my.wlu.edu/faculty-grants-support/university-research-policies

https://my.wlu.edu/general-counsel/code-of-policies/research/institutional-review-board-for-research-with-human-participants

https://my.wlu.edu/general-counsel/code-of-policies/copyright-and-other-intellectual-property-issues/intellectual-property

https://my.wlu.edu/general-counsel/answer-center/copyright-and-intellectual-property/copyright-in-the-digital-age-guidance-for-wandl-faculty

https://library.wlu.edu/ip/

Library

https://my.wlu.edu/history-department/resources-for-students/current-majors/academic-integrity

https://library.wlu.edu/ip/

News Archive

https://columns.wlu.edu/wl-dialogues-on-the-future-of-ai/ (Feb 2023)

https://columns.wlu.edu/wl-podcast-releases-new-episode-featuring-jeff-schatten/ (May 2023)

https://columns.wlu.edu/josh-fairfield-to-lead-law-school-artificial-intelligence-strategy/ (Oct 2023)

https://columns.wlu.edu/harte-center-to-debut-prompting-learning-and-artificial-intelligence-lab/ (Jan 2025)

https://columns.wlu.edu/washington-and-lee-university-to-host-inaugural-summit-on-the-future-of-ai/ (Aug 2025)

https://columns.wlu.edu/ai-conversations-on-campus/ (Oct 2025)

https://columns.wlu.edu/meet-wls-ai-fellow-your-guide-to-navigating-artificial-intelligence/ (Dec 2025)

https://columns.wlu.edu/faculty-spotlight-josh-fairfield/ (Mar 2025)

https://columns.wlu.edu/on-our-honor-2/ (Feb 2026)

Law School

https://law.wlu.edu/faculty/full-time-faculty/josh-fairfield
https://lawreview.wlulaw.wlu.edu/exams-in-the-time-of-chatgpt/

Leadership

https://www.wlu.edu/about-w-l/leadership/office-of-the-president
https://www.wlu.edu/about-w-l/leadership/office-of-the-president/about-president-dudley
https://www.wlu.edu/provosts-office/faculty-resources/general-information

Supplementary Findings

Faculty Handbook — AI References

The W&L Faculty Handbook (revised 2020, with updates in 2021, 2024, and 2025) is available online through the Provost's Office. Its public description indicates coverage of faculty appointments, academic freedom, tenure, promotion, evaluation, sabbaticals, and university governance. No AI-specific language, technology-in-teaching provisions, or generative AI references appear in publicly accessible descriptions of the handbook. The Provost's Office links to a separate "Policies and Guidelines" page for faculty, which references the Intellectual Property policy and other Code of Policies documents but does not include AI-specific guidance. The AI syllabus recommendation flows through the PLAI initiative and Academic Technologies rather than through the Faculty Handbook itself.

https://my.wlu.edu/provosts-office/administrative-resources/faculty-handbook
https://my.wlu.edu/provosts-office/resources-for-faculty/policies-and-guidelines
https://www.wlu.edu/provosts-office/faculty-resources/general-information

Department-Level AI Signals

Williams School of Commerce, Economics, and Politics. A Business Administration course description (BUS 310) explicitly covers "organizational concerns related to data science such as artificial intelligence, machine learning, predictive algorithms, Big Data, cloud computing, security and privacy, and the digitization of products and processes." Another course asks whether "AI will usher in an era of peace and prosperity or will we be servants to our robot overlords." Professor Jeff Schatten (business administration) has been the Williams School's most visible AI voice, hosting early ChatGPT sessions and publishing a book on AI and employment. No Williams School-specific AI policy was found.

School of Law. The law school operates the most formalized AI governance structure through the Director of Artificial Intelligence Legal Innovation Strategy (Fairfield). Events have covered AI in courts, AI and intellectual property (April 2025), AI and solo legal practice (November 2025), and prompt engineering. The W&L Law Review published scholarship on exam integrity and AI. Professor Li Kang (philosophy, cross-listed) teaches "ChatGPT and Philosophy." No standalone law school AI use policy was found beyond the Fairfield-led workshop and guidance framework.

Data Science Program. The interdisciplinary Data Science minor includes AI-adjacent coursework (machine learning, predictive algorithms, computational methods). Several Data Science faculty are connected to the PLAI initiative: Sybil Prince Nelson (PLAI Fellow, mathematics/data science), Dan Johnson (cognitive and behavioral science/data science, PLAI Lab research), and others. The program hosts an annual "DataCon" event. The Computer Science Department notes the B.S. track is appropriate for students "interested in graphics and AI."

Teacher Education. The Rockbridge Teacher Education Consortium (RTEC) handbook, a joint program with Southern Virginia University, includes social media guidelines for teacher candidates but does not reference AI tools.

https://my.wlu.edu/the-williams-school/departments-and-programs/business-administration/course-offerings

https://www.wlu.edu/academics/areas-of-study/data-science

https://www.wlu.edu/data-science-program/faculty-and-staff

https://www.wlu.edu/computer-science-department/about-the-department/info-for-incoming-first-year-students

https://columns.wlu.edu/ai-conversations-on-campus/

https://rtecforms.academic.wlu.edu/files/2024/09/RTEC-Program-Handbook-revSept2024.pdf

Provost's Office — Structural Authority

The Provost serves as the chief academic officer. Direct reports include the deans of the College, the Williams School, and the Law School, as well as the chief technology officer, the director of the University Library, and the director of the Roger Mudd Center for Ethics. The Information Security Program Committee and the ISP report to the Provost. This structure means that AI policy threads (academic via the deans, technical via the CTO, information via the library) all converge at the Provost's level, even though no single AI coordination mechanism is publicly documented at that level.

https://my.wlu.edu/provosts-office/resources-for-faculty/policies-and-guidelines

Library — Data Management and Digital Archive

The University Library manages a Digital Archive for faculty, staff, and student work. It supports data management planning and encourages faculty to develop data management plans even without external funding requirements. The library participates in Lever Press (open access publishing through the Oberlin Group consortium) and links to SHERPA/RoMEO for publisher open-access policies. The library's Intellectual Property and Copyright page provides resources on copyright, fair use, public domain, open access, and open educational resources. No AI-specific library research guide was found; the library's AI-related resources appear channeled through the Harte Center's PLAI initiative and the Academic AI site (academicai.academic.wlu.edu) rather than through the library's traditional research guide infrastructure.

https://library.wlu.edu/ip/

https://academicai.academic.wlu.edu/

https://my.wlu.edu/provosts-office/administrative-resources/faculty-handbook

https://my.wlu.edu/provosts-office/resources-for-faculty/policies-and-guidelines

https://www.wlu.edu/provosts-office/faculty-resources/general-information

https://my.wlu.edu/the-williams-school/departments-and-programs/business-administration/course-offerings

https://www.wlu.edu/academics/areas-of-study/data-science

https://www.wlu.edu/data-science-program/faculty-and-staff

https://www.wlu.edu/data-science-program/about-the-program

https://www.wlu.edu/computer-science-department/about-the-department/info-for-incoming-first-year-students

https://www.wlu.edu/human-resources/employee-handbooks-and-code-of-policies

https://rtecforms.academic.wlu.edu/files/2024/09/RTEC-Program-Handbook-revSept2024.pdf

https://my.wlu.edu/general-counsel/code-of-policies/confidentiality-and-information-security/ecommerce

Summary of Gaps Confirmed After Deep Search

The following areas remain without publicly documented evidence after comprehensive search:

1. Formal policy review or gap analysis addressing AI across existing policies — not found.

2. Policies identified as requiring AI-related revision — not found, though existing IP, acceptable use, and honor system policies predate the generative AI era and contain no AI-specific language.

3. Formal AI procurement or vetting pathway — not found beyond the general IT security and OGC contract review framework.

4. Research office AI-specific guidance — not found.

5. Institutional authorship or AI disclosure standards for research — not found.

6. IRB AI-specific provisions for human subjects research — not found.

7. Faculty handbook AI references — not found in publicly accessible content.

8. Standalone library AI research guide — not found; resources channeled through the Harte Center's PLAI initiative.

9. AI detection tool mandate or institutional position — not found beyond informational listing with caveats about unreliability.

10. Presidential public statement specifically on AI — not found.