

WILLIAM & MARY

Comprehensive AI Governance & Activity Inventory

A Public-Source Institutional Reference

Evidence snapshot: March 2026

Version 2.5

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April 22, 2026

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DOI: <https://doi.org/10.5281/zenodo.19696362>

Introduction

What This Document Is

This document is a public-source inventory of AI governance, teaching, research, and operations at William & Mary. It is not an audit, not a maturity assessment, and not a scorecard. It documents what the university has said and done publicly about artificial intelligence as of the evidence snapshot date.

How It Was Built

Research was conducted through web search of institutional pages, news releases, faculty profiles, grant databases, policy documents, and public filings. No FOIA requests were filed, no internal documents were reviewed, and with one exception no interviews were conducted. The exception is a personal communication from Eugene Roche, Executive Professor Emeritus at W&M's School of Education and former career center director, cited with written permission at three points in the document where his observations sharpen existing public-source findings. Every major claim carries a URL. The phrase "Not publicly documented in available sources" means absence of evidence, not evidence of absence. Units with thin dossiers may be doing significant AI work that is not public-facing. Employer-facing and career-services initiatives in particular may be structurally invisible to this methodology: institutions accumulate proprietary relationship capital with recruiting partners that is not shared in public venues, and the work built on that capital rarely appears in web-searchable documents.

The document is organized in two parts. Part I provides an institutional overview across nine sections covering governance and policy infrastructure, institutional leadership, university-wide tools and platforms, university-wide academic programs, the student AI experience, administrative AI adoption, research compliance and federal AI disclosure, accreditation context, and the Virginia regulatory landscape. Part II contains thirteen unit dossiers, each using a six-part structure: Governance & Policy, People, Teaching & Curriculum, Tools & Technology, Research & Scholarship, and Events & Programming.

The evidence snapshot date is March 2026. Constraint discipline: public sources only, no scoring, no ranking, no comparisons between institutions, no speculation beyond what sources state, no promotional language.

About the Author

Tommy Turner is an independent researcher based in Williamsburg, Virginia, who conducted original institutional profiling of 53 American universities to examine how they governed generative AI and what they failed to build alongside the governance apparatus. This William & Mary inventory is one of several companion documents produced from that research, alongside a comprehensive AI governance inventory for Virginia Tech, a peer benchmark covering William & Mary's 24 Board-adopted national peer institutions, and a public-source reference guide

covering 30 Virginia four-year institutions. The working paper *Governance without Readiness: How 53 American Universities Governed AI While the Workforce Moved On* (<https://doi.org/10.5281/zenodo.19647273>) synthesizes findings across all 53 institutions, documenting a structural gap between institutional risk management and workforce preparation. This inventory stands as an independent reference document; it is not derivative of the working paper.

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Suggested Citation

Turner, T. (2026). *William & Mary: Comprehensive AI Governance & Activity Inventory* (Version 2.5). Zenodo. <https://doi.org/10.5281/zenodo.19696362>

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Executive Summary

William & Mary has moved from a period of informal, faculty-driven responses to generative AI into an institutional posture defined by centralized policy development, dedicated governance bodies, enterprise tool deployment, and new degree programs. The shift began in early 2023, when the Studio for Teaching & Learning Innovation convened the university's first community-wide conversation about ChatGPT at the request of the Office of the President. Within two years, the institution had authorized a formal policy initiative, launched enterprise AI platforms, created an AI minor, and approved a bachelor's degree in applied artificial intelligence.

This report documents publicly available AI governance, policy, teaching, research, and operational activity across 13 William & Mary organizational units. It draws exclusively from public sources, with numbered references provided for every major claim. The report contains no scoring, no rankings, no maturity assessments, and no comparisons to other institutions. Where sections have no documented activity, they say so. Where factual claims lack a verifiable URL, they are flagged.

Key findings at a glance

Research. Documented AI-related research funding exceeds \$14 million across federal grants, industry awards, and institutional initiatives. The largest awards include a \$5 million DOE fusion AI project (\$1.3 million to W&M), a \$1.25 million NSF Smart and Connected Communities grant, a \$1 million DOE grant for AI-assisted detector design, an NSF CAREER Award of up to \$500,000 for AI-driven nuclear physics, and a \$3 million NOAA grant supporting harmful algal bloom research at VIMS. Industry awards from Amazon and Google fund LLM agent and foundation model research. The Global Research Institute houses four labs with documented AI activity: DIGLab, geoLab, AidData, and DisinfoLab. An Applied Research & Innovation Initiative grant funds a two-year study on AI's impact on democracy. The documented research portfolio is concentrated: CDSP accounts for the majority of funded AI research by dollar value, with VIMS as the second-largest concentration.

Governance. The Artificial Intelligence Policy Initiative, authorized by the Provost in September 2024 and co-chaired by the Senior Vice Provost and the Associate Provost, delivered its final recommendations in July 2025. Those recommendations include the creation of a permanent AI Innovation and Policy Council, GenAI usage guidelines that apply to all community members, and proposed revisions to the Honor Code to address AI-related confusion. As of March 2026, the recommended AIIPC has not been formally constituted. A formal AI website (wm.edu/sites/ai/) consolidates guidelines, tools, and training resources.

Academic programs. The School of Computing, Data Sciences & Physics, W&M's first new school in more than 50 years, opened in fall 2025. It houses an AI minor (19 credits, open to all majors), a newly approved B.S. in Applied Artificial Intelligence, and a Data Science program with an AI specialization. The Mason School of Business reports that approximately one-third of

its MSBA curriculum covers machine learning and AI. The Law School offers multiple AI-related courses and a Master of Legal Studies concentration in Law and Emerging Technologies.

Tools and platforms. The university launched a ChatGPT Edu pilot in fall 2025, providing enterprise-grade AI access with institutional data protections. Microsoft Copilot is available in two tiers, Google Gemini and NotebookLM are accessible through the enterprise Google Workspace, and all new AI tools must pass an IT security and accessibility review. DeepSeek AI was banned on university networks in February 2025 per a Virginia governor's executive order. Public sources do not disclose the total institutional investment in AI tools, licenses, infrastructure, and personnel.

Student experience. The AIPI's 2025 community engagement found that students reported significant confusion about what constitutes permissible AI use, with expectations varying by instructor. A student-founded AI Club has approximately 80 members. The inaugural cohort of AI Student Fellows places nominated undergraduates and graduate students alongside faculty on AI integration projects. An optional Griffin Guide to AI Blackboard course offers baseline AI literacy training with a completion badge. In the March 26, 2026 Student Assembly election, a referendum calling on the College to end its contract with Flock Safety, an AI-powered license plate reader system operated by the W&M Police Department, passed with 88.6 percent of students voting in favor. A separate ZeroEyes referendum, placed on the April 7, 2026 ballot by the Student Assembly Senate on March 24, had not yet been held as of the evidence snapshot date.

Institutional reach. AI-related activity was documented in all 13 units surveyed. The concentration is heaviest in CDSP (degree programs, research grants, faculty hires), the Mason School of Business (governance committee, faculty grants program, curriculum embedding), the Law School (research centers, AI courses, congressional testimony), and STLI (faculty training, policy resources, GenAI community programming). The College of Arts & Sciences has documented AI activity across multiple departments: seven faculty hold Data Science cross-appointments, a Kinesiology-Data Science collaboration applies AI to global health challenges, Linguistics faculty research compares LLM and human language acquisition, and the Philosophy department offers an Ethics for Data & Computing concentration that bridges to the Data Science minor. The Advancement office has deployed an AI virtual engagement officer for donor outreach. The Whole of Government Center offers non-credit AI courses for government professionals. VIMS researchers use machine learning for coastal inundation monitoring, bathymetry mapping, and hypoxia forecasting. Administrative functions including human resources, finance, facilities management, and enrollment management are not represented in this inventory; public sources do not document AI tool adoption in these areas at W&M.

About This Document

This inventory documents publicly available AI-related governance actions, policies, programs, tool deployments, research projects, events, and public statements at William & Mary. Part I covers institution-level activity across nine sections. Part II contains 13 unit-level dossiers following an identical 6-part structure: Governance & Policy, People, Teaching & Curriculum, Tools & Technology, Research & Scholarship, and Events & Programming. Institutional-level content appears only in Part I; unit dossiers contain only activity unique to that unit, with cross-references where relevant.

Numbered references are provided for every major claim. Where sections have no documented activity, they state: "Not publicly documented in available sources." The document contains no scoring, ranking, or maturity assessments, no promotional language, and no speculation beyond what sources explicitly state. It is not a comprehensive bibliometric survey; coverage reflects what is discoverable through institutional-level public sources.

One methodological limit warrants explicit note. Employer-facing and career-services AI work is often invisible to public-source methodology. Institutions accumulate proprietary recruiting relationships over years; the intelligence that flows through those relationships — about what employers value, how they select, what curricular changes they'd welcome — is not posted on institutional websites and rarely appears in news releases. Roche (personal communication, April 3 and April 9, 2026) describes this as relationship capital that "dries up very quickly" if mishandled, and notes that W&M has multiple career-services AI initiatives that do not appear in public documents for what he calls complex cultural reasons. Readers should treat sparse career-services coverage in this document as a documented absence in public sources, not necessarily as an absence of activity.

Institutions and individual units with additional documentation are invited to contact the author for inclusion in future editions [101].

PART I — Institutional Overview

A. Governance & Policy Infrastructure

Artificial Intelligence Policy Initiative

Provost Peggy Agouris authorized the AIPI in September 2024, naming Senior Vice Provost David Yalof and Associate Provost Pamela Eddy as co-chairs. The committee included twelve members drawn from seven academic departments and administrative units: William D'Alessandro (Philosophy), Joshua A. Burk (Psychological Sciences), Rachel Chung (Business), Andrew Crawford (Deputy CIO), Cristiano Fanelli (Data Science), Lindy Johnson (Education), Katalin Wargo (STLI), Yixuan Zhang (Computer Science), Douglas Schmidt (Dean, CDSP), and Iria Giuffrida (Law School).

The committee organized into three subcommittees during fall 2024: an internal inventory team collecting existing W&M policies and practices (Eddy, Crawford, Johnson, Zhang); an external institutions research team examining peer approaches (Yalof, Wargo, Fanelli); and a communications team (D'Alessandro, Chung, Burk). In spring 2025, the subcommittees reconstituted around recommendations: teaching and learning (Yalof, D'Alessandro, Johnson, Wargo), faculty research (Eddy, Chung, Fanelli, Zhang), and formation of a future governing council (Burk, Crawford).

Community engagement included three town halls in spring 2025: a virtual student session on February 18, an in-person faculty session on March 6, and a hybrid staff and faculty session on March 19. The committee also collected comments through an online form on the AIPI website and conducted an alumni survey. Final policy recommendations were submitted by July 1, 2025.

Among the findings: students reported significant confusion about what constitutes permissible AI use across courses, with expectations varying by instructor. Faculty questioned whether the existing Honor Code framework addresses GenAI adequately. The AIPI recommended potential Honor Code language changes and consideration of a framework for assessing whether AI has been used to a threshold of proof [1, 2].

Proposed Permanent Governance

The AIPI recommended the creation of an AI Innovation and Policy Council to serve as the permanent body responsible for managing AI policy implementation and updates across the university. The report recommended that the President, in consultation with the Provost, determine membership. Two co-chairs would serve — one representing the academic function, one the administrative function — with three-year staggered terms. As of March 2026, eight months after the AIPI delivered its recommendations, the AIIPC has not been formally constituted. This creates an interim period in which the AIPI's recommendations have been delivered but the permanent body responsible for implementing them does not yet formally exist.

GenAI Guidelines for Use

The university published institutional GenAI guidelines at wm.edu/sites/ai/guidelines/, applicable to all community members using or developing GenAI models. The guidelines cover internal models, third-party models, and publicly available applications used from W&M devices or with W&M data [3].

Honor Code and Academic Integrity

Seven honor councils operate independently across the university: Undergraduate, Education, Law, Coastal & Marine Sciences, Computing/Data Sciences/Physics, Business, and Arts & Sciences. Each council sets its own procedures. Faculty guidance instructs professors to clearly inform students of expectations regarding collaboration, citation, and AI use. The university does not maintain a campus-wide AI use policy independent of the Honor Code; individual professors set course-specific policies following recommendations from STLI.

This decentralized structure means that a student accused of unauthorized AI use in one school may face a different evidentiary standard and process than a student in another. The AIPI recommended potential Honor Code language changes and consideration of a framework for assessing whether AI has been used to a threshold of proof, but no uniform standard has been adopted as of March 2026.

STLI's published guidance advises faculty against reliance on AI detection tools, citing evidence of unreliability across many contexts. This creates a practical tension: faculty are asked to set and enforce AI use policies in their syllabi, but the primary technological mechanism for detecting violations is institutionally discouraged. The evidentiary basis for AI-related honor code proceedings remains undefined at the university level [4].

DeepSeek Ban

Following Governor Youngkin's Executive Order 46, William & Mary banned DeepSeek AI on the university network and all university-owned devices effective February 18, 2025, citing cybersecurity concerns [5].

Open Risk & Compliance Questions

Several governance and compliance questions relevant to AI are not addressed in publicly available W&M documents. These include: the evidentiary standard for AI-related honor code proceedings when AI detection tools are institutionally discouraged; IP ownership of research outputs generated with AI tool assistance; whether FERPA-compliant data processing agreements are in place for enterprise AI platforms; ADA accessibility evaluation criteria for AI tools; the compliance framework governing Wren (the AI virtual engagement officer) with respect to CAN-SPAM, state charitable solicitation requirements, and donor data privacy; whether the statewide Virginia Flock data-sharing program, which permits warrantless law enforcement searches of W&M campus LPR data within a 21-day window, creates Fourth Amendment exposure or FERPA implications for students whose vehicles are tracked on

campus; whether the AI components of enterprise email platforms (Microsoft Defender, Google Workspace security) have been reviewed under W&M's GenAI Guidelines or by the AIPI as AI deployments, and what retention and processing policies govern flagged or quarantined email content; the retention period for underlying CCTV footage from campus security cameras, which is not regulated by any Virginia statute and is not publicly documented at W&M; the retention period for ZeroEyes screenshots, which are not covered by § 2.2-5517 and which ZeroEyes does not subject to a stated time limit; and whether the ZeroEyes subscription agreement's provision for use of anonymized or aggregate data in AI software training creates exposure under biometric data frameworks. These questions are not resolvable from public sources. They are documented here because they represent areas where institutional AI governance intersects with legal and regulatory obligations.

B. Institutional Leadership

Several university leaders hold roles that span multiple units and shape institution-wide AI direction. They are profiled here rather than in individual unit dossiers.

Katherine A. Rowe, the twenty-eighth president and first woman to hold the role, oversaw the creation of the Vision 2026 strategic plan, which includes data as one of four cornerstone initiatives. In public statements, Rowe has described machine learning, AI, and computational modeling as “essential modes of critical thinking and core to a liberal arts education in the 21st century.” She delivered opening remarks at TEDx William & Mary 2025.

Provost Peggy Agouris, who has served since 2019, authorized the AIPI and delivered opening remarks at the Blueprint for an AI Bill of Rights event held at W&M's Washington Center in October 2023. She has endorsed the AI minor as building on “William & Mary's tradition of inquiry and action while serving society ethically and responsibly.”

Douglas C. Schmidt, W&M class of 1984, was named the inaugural Dean of the School of Computing, Data Sciences & Physics. He previously served as the Director of Operational Test and Evaluation, a President-appointed, Senate-confirmed position in the Department of Defense. His current research focuses on prompt engineering techniques for large language models. He co-hosts the biweekly AI Power Hour sessions with the CIO and delivered the Spring 2025 Tack Faculty Lecture, “Surfing the AI Wave: A Human-Centered Approach to Innovation and Ethics.”

Edward Aractingi has served as Chief Information Officer since 2020, reporting to the Vice President for Administration with a strategic reporting line to the President and a seat on the President's cabinet. He co-hosts the AI Power Hour and led the ChatGPT Edu pilot launch, describing the tool as offering “a strong blend of features, making it very popular among our students, faculty and staff.”

David Yalof (Senior Vice Provost for Academic Affairs) and Pamela Eddy (Associate Provost for Faculty Affairs & Development, inaugural holder of the position since January 2023) co-chaired the AIPI [6, 7].

C. University-Wide Tools & Platforms

William & Mary's AI tool ecosystem is managed centrally through Information Technology, with a formal review process requiring all new AI tools to pass accessibility and security evaluation, including free tools. Approved enterprise tools carry a designation indicating that prompts and results are protected and not used to train public models. All tools must be tied to @wm.edu accounts.

The most significant tool deployment to date is the ChatGPT Edu pilot, launched in fall 2025 through a collaboration between CDSP, IT, W&M Libraries, and the Mason School of Business. The platform provides enterprise-grade access with single sign-on and does not use institutional data for model training. Initial access was provided to select faculty and staff in CDSP and the Mason School of Business, with other departments able to purchase subscriptions. As of the evidence snapshot date (March 2026), public sources have not documented expansion beyond the initial pilot cohort, adoption metrics, or a decision on permanent institutional licensing.

Microsoft Copilot is available in two tiers: Copilot Chat is free for anyone with a W&M Office 365 account (age 18+ requirement), while Copilot for Microsoft 365 (which integrates into Word, Excel, PowerPoint, Outlook, and OneNote) requires a purchased license and is available only to faculty and staff. The employee pilot phase began in March 2024. Google Gemini and NotebookLM are available through the enterprise Google Workspace for all students, faculty, and staff. Adobe's AI features, including an AI watermark tool, are available through institutional Adobe licenses [8, 9, 10].

Public sources do not disclose the total institutional cost of AI tool deployments. The ChatGPT Edu pilot, Copilot license fees, HPC cluster maintenance, new faculty lines in CDSP, and unit-level tool subscriptions (e.g., Perplexity Pro in the Mason School) represent costs distributed across central IT, school, and departmental budgets that are not publicly aggregated.

Data Governance in AI Contexts

The GenAI Guidelines explicitly address data protection: community members are instructed not to input university intellectual property, protected or sensitive information, or personally identifiable information into non-approved GenAI applications. The guidelines reference compliance with FERPA, HIPAA, and other applicable laws. Enterprise-approved tools such as ChatGPT Edu use single sign-on authentication and institutional data protections, and prompts and results are not used to train public models.

However, the guidelines do not publicly address several questions relevant to AI-era data governance: whether W&M data may be used to fine-tune or customize AI models, even within approved platforms; whether faculty-created course materials uploaded to AI tools retain their IP protections; or how the four-tier data classification system (Public, Internal, Confidential, Restricted) maps to specific AI use cases. The AIPI final report recommended that IT provide training on university-approved AI systems but did not address data governance at a granular level.

Public sources do not document the specific vendor data processing agreements in place for AI platforms. Whether ChatGPT Edu, Microsoft Copilot, Google Gemini, and other enterprise tools have executed FERPA-compliant data processing agreements, or what those agreements cover, is not publicly confirmed.

The IT accessibility and security review process requires all new AI tools to pass evaluation before deployment. Public sources do not document the specific accessibility criteria applied (e.g., VPAT compliance, screen reader compatibility), the evaluation timeline, or what tools have been evaluated and rejected [3, 11].

Ungoverned AI Use & Vendor Contract Lifecycle

The tools documented above represent the managed AI ecosystem, meaning tools that have been reviewed, approved, and in most cases centrally authenticated. They do not capture the full scope of AI tool use on campus. Any student, faculty member, or staff member with a personal device can access ChatGPT, Claude, Gemini, Perplexity, Midjourney, GitHub Copilot, and other AI tools on personal accounts outside W&M's authentication perimeter. The GenAI Guidelines apply to W&M devices and W&M data, but their enforceability for personal-device, personal-account usage is not publicly addressed. The scale and nature of this ungoverned AI use is not documentable from public sources.

Similarly, public sources do not document the contract lifecycle for approved AI tools: renewal timelines, termination provisions, what happens to institutional data if a vendor relationship ends, or whether unit-funded tools (e.g., Perplexity Pro in the Mason School) undergo the same IT review as centrally procured tools. The distinction between institutional contracts and unit-level subscriptions, and the governance implications of that distinction, is not publicly documented.

Embedded AI in Enterprise Platforms

Separate from both the approved GenAI tools and ungoverned personal-account usage, a third category of AI operates on campus with no public governance discussion: the AI engines embedded in W&M's enterprise platforms. Every email sent to or from a @wm.edu address passes through Microsoft Defender's AI-powered anti-phishing, anti-malware, anti-spam, and safe-link scanning engines before it reaches the recipient. W&M IT's published guidance confirms that Microsoft's first-contact safety tip is active on all campus email accounts, stating that the university "cannot turn off this security feature for individual accounts." Google Workspace, used by all students, faculty, and staff, runs equivalent AI-powered scanning on the Google side.

By volume of interactions, enterprise email scanning is almost certainly the most pervasive AI system on campus, processing every message for every user, every day, with no opt-out. Unlike ZeroEyes and Flock Safety, which generated student referendum campaigns and public debate, enterprise email AI operates without public discussion, without a governance review

documented in the AIPI report, and without a publicly available W&M policy addressing what happens to emails that are flagged or quarantined by these systems.

Public sources do not document: the specific Microsoft Defender or Google Workspace security tier W&M has deployed; whether W&M has configured Data Loss Prevention (DLP) policies that scan outbound email content for sensitive data; how long flagged or quarantined email content is retained; whether Microsoft or Google's AI engines process W&M email content for purposes beyond security (such as model training, analytics, or advertising); or whether any W&M governance body has reviewed the AI components of enterprise email as an AI deployment subject to the GenAI Guidelines or AIPI oversight.

D. University-Wide Academic Programs

The AI minor, launched in fall 2025 through CDSP, requires 19 credit hours: four core courses (Introduction to Programming, CSCI 141, 4 credits; Discrete Structures of Computer Science, CSCI 243, 3 credits; Research Design and Statistics, DATA 210, 3 credits; and Applied Machine Learning) plus two restricted electives. It is open to students from all majors. Social and ethical issues are woven into every course in the program.

The Board of Visitors approved a B.S. in Applied Artificial Intelligence at its November 19–21, 2025 meeting, alongside a B.S. in Bioengineering. Both programs will be housed in CDSP. During that same meeting, each of the university's six school deans presented to the Board on their strengths and challenges in the context of AI, and faculty representative K. Scott Swan raised AI's strategic implications.

William & Mary participates in the American Association of Colleges & Universities' Institute on AI, Pedagogy and the Curriculum, which launched in September 2024 with 124 participating institutions. W&M partnered with the University of Virginia and Virginia Commonwealth University to collaborate on developing solutions. The W&M team, led by Lori Jacobson (Writing and Communication Center) and Katalin Wargo (STLI), is developing a critical AI literacy statement and action plans for AI interventions at key junctures in the undergraduate experience.

The AI Power Hour, co-hosted biweekly by Dean Schmidt and CIO Aractingi, is a hybrid session open to all faculty and staff that covers AI breakthroughs and practical applications. The Griffin Guide to AI, an optional student-facing Blackboard course, is described in Part I, Section E.

The Office of the Provost also funds AI4HEALTH through Tribe Ventures, a pilot initiative supporting ventures that apply AI to healthcare challenges [12, 13, 14, 15].

E. Student AI Experience

The AIPI's spring 2025 community engagement sessions revealed that students reported significant confusion about what constitutes permissible AI use across courses, with expectations varying by instructor. Faculty questioned whether the existing Honor Code

framework addresses generative AI adequately. These findings indicate a gap between institutional resource availability and consistent student-facing communication.

The W&M AI Club, founded by Tucker Peters (class of 2028), has approximately 80 members and a stated mission to empower students and faculty to learn, innovate, lead responsibly, and act ethically in the field of AI. Peters also created GenEdu.co, an AI-powered personalized tutoring and research tool. The club plans to host “cheat-a-thons”: events demonstrating how AI can be used to complete assignments, intended to help faculty design AI-resistant assessments.

The inaugural cohort of AI Student Fellows, a selective group of undergraduate and graduate students nominated by faculty for leadership, curiosity, and commitment to responsible AI, was established through the Mason School of Business. Fellows are paired with faculty on AI integration projects, including the TARGAS II teaching sprint.

The Griffin Guide to AI, an optional Blackboard short course developed with support from W&M Libraries, provides baseline AI literacy training for students with limited AI experience. Students who complete it earn a Credly badge. The course can be integrated into individual classes but is not required.

The Office of Career Development & Professional Engagement has published guidance on AI in career tools, declining to endorse specific platforms but offering webinars on leveraging AI professionally. Big Interview, available to graduate students, includes an AI module for virtual interview preparation.

Roche, a former career center director at W&M, offers an observation on career-services AI work (personal communication, April 3, 2026) that qualifies the publicly documented record. He finds it “very strange” that more schools do not use their employer recruiting networks more strategically in their AI response, and states that W&M has multiple career-services-level AI initiatives that do not appear in public documents for what he describes as complex cultural reasons. The implication for this inventory: the documented career-services AI footprint at W&M may understate actual activity, because employer-facing intelligence accumulates through relationships that do not surface in institutional web pages or news releases [101].

On March 24, 2026, the Student Assembly Senate passed the ZeroEyes Referendum Act, placing a question on the April 7, 2026 ballot asking students whether they support the College ending its \$82,600 annual contract with ZeroEyes, an AI-based firearm detection system deployed across campus security cameras. As of the evidence snapshot date, the ZeroEyes referendum had not yet been held. Separately, the March 26, 2026 Student Assembly election included a referendum calling on the College to cancel its contract with Flock Safety, an AI-powered automatic license plate reader system operated by the W&M Police Department. The Flock referendum passed with 88.6 percent voting in favor, 7 percent against, and 4.4 percent abstaining, on a total referendum turnout of 1,670 votes. These represent the first documented

instances of student governance engaging directly with AI procurement and surveillance questions at W&M [19, 98, 99].

No AI-specific content has been documented in New Student Orientation programming [16, 17, 18, 19].

F. Administrative AI Adoption

Administrative functions including human resources, finance, facilities management, enrollment management, and campus operations are not represented in this inventory. Public sources do not document AI tool adoption in these areas at W&M. Nationally, these are among the fastest-growing areas of AI adoption in higher education. The absence of public documentation at W&M may reflect either that adoption has not occurred, that it is in early stages, or that it has not been publicly communicated. The Advancement office's deployment of an AI virtual engagement officer (documented in Unit 13) is the only documented administrative AI deployment outside of IT infrastructure.

G. Research Compliance & Federal AI Disclosure

Federal funding agencies have established AI disclosure requirements that affect W&M researchers. NSF encourages proposers to indicate in the project description the extent to which generative AI was used and how it was used to develop their proposal. NSF reviewers are prohibited from uploading proposal content to non-approved generative AI tools. The December 2023 guidance is being formalized in the 2025 Proposal and Award Policies and Procedures Guide. NIH maintains a more restrictive stance: beginning September 2025, proposals "substantially developed by AI" are subject to rejection. NIH prohibits generative AI use in peer review. DOE requires a valid business justification for use of ChatGPT from DOE-connected systems and mandates that all AI-assisted content meets federal requirements including Section 508 accessibility.

No publicly documented guidance from W&M's Office of Research or Office of Sponsored Programs was identified regarding institutional communication of these federal requirements to principal investigators. Whether W&M has issued a research-specific AI use policy, a data management plan template addressing AI-processed data, or IRB guidance for research involving AI tools in human subjects contexts is not documented in available public sources.

The AIPI final report addressed AI in the research context through its faculty research subcommittee (Eddy, Chung, Fanelli, Zhang) but the published recommendations focused primarily on teaching and governance. Research-specific compliance recommendations, if any, are not detailed in the public version of the report [20].

H. Accreditation Context

W&M is currently undergoing its decennial SACSCOC reaffirmation, scheduled for completion in 2026. The previous reaffirmation was completed in 2016. The institution is preparing its

Compliance Certification and Quality Enhancement Plan during the same period in which it has been building its AI governance infrastructure, a coincidence of timing that makes AI governance directly relevant to the reaffirmation narrative.

SACSCOC has not issued AI-specific accreditation requirements. The 2024 Principles of Accreditation (adopted December 2023, effective January 2024) contain 75 standards across 14 sections; none reference artificial intelligence explicitly. However, several existing standards intersect with AI governance: Section 6 (Faculty) addresses qualifications, development, and academic freedom, all relevant to AI's impact on pedagogy, assessment, and faculty workload. Section 7 (Institutional Planning and Effectiveness) requires evidence-based planning processes that apply directly to AI strategy and governance infrastructure. Section 10 (Educational Policies, Procedures, and Practices) covers academic integrity, admissions, and student records, which bear directly on AI-related honor code enforcement and FERPA considerations. Section 11 (Library and Learning/Information Resources) addresses information literacy, which extends to AI literacy programming. Section 12 (Academic and Student Support Services) covers student success infrastructure, applicable to AI tools in advising, career services, and student engagement.

In December 2024, SACSCOC published "Artificial Intelligence in Accreditation," a guidance document addressing AI use in the accreditation process itself (by peer reviewers, institutional staff preparing compliance reports, and SACSCOC employees) rather than establishing standards for institutional AI governance. The Principles are undergoing a separate review with potential updates expected by late 2026.

W&M's AIPI structure, GenAI Guidelines, enterprise tool deployment, and new AI degree programs position the institution to address AI-related questions in its reaffirmation narrative, even in the absence of explicit SACSCOC AI requirements. No publicly documented mapping between SACSCOC standards and W&M's AI governance activities was identified [21].

I. Virginia Regulatory Landscape

Virginia's AI regulatory environment is shaped by four developments. First, Governor Youngkin's Executive Order 46 (February 2025) banned DeepSeek AI on state networks, which W&M implemented immediately. Second, the Virginia General Assembly passed the High-Risk Artificial Intelligence Developer and Deployer Act (HB 2094) in February 2025, which would have regulated AI systems making consequential decisions in education, employment, healthcare, and other domains. Governor Youngkin vetoed the bill in March 2025, stating that the regulatory framework "failed to account for the rapidly evolving and fast-moving nature of the AI industry." Third, Virginia Code § 2.2-5517, effective July 1, 2025, established comprehensive regulation of automatic license plate recognition (ALPR) systems used by law enforcement, including mandatory 21-day data purge, prohibition on out-of-state data sharing, 30-day audit requirements, and annual reporting to the Department of State Police. A January 2026 Virginia State Crime Commission survey found that some agencies are not in compliance. W&M's Flock

Safety deployment operates under this statute [100]. Fourth, the 2026 General Assembly session saw multiple AI bills proposed (including child safety protections, K-12 AI guidance, and automated decision-making regulations), but most were tabled or continued to 2027.

The Virginia Consumer Data Protection Act (VCDPA), in effect since January 2023, already regulates profiling and automated decision-making involving consumer data, which may apply to certain AI use cases at W&M, particularly in admissions, advancement, and alumni engagement. The Virginia Information Technologies Agency (VITA) has published a “Policy Standards for the Utilization of Artificial Intelligence by the Commonwealth of Virginia,” though its direct applicability to higher education institutions varies.

The net effect as of March 2026: Virginia has no comprehensive state AI law. W&M operates under executive orders, VCDPA provisions, ALPR-specific regulation (§ 2.2-5517), and institutional self-governance. Future legislative sessions may change this landscape significantly.

PART II — Unit Dossiers

Each unit follows a 6-part structure: Governance & Policy, People, Teaching & Curriculum, Tools & Technology, Research & Scholarship, and Events & Programming. Content documented at the institutional level in Part I is not repeated; cross-references are provided where relevant. All sources are cited with numbered references; full entries appear in the References section.

Unit 1. School of Computing, Data Sciences & Physics

CDSP is William & Mary's newest school and the institutional home for the AI minor, the newly approved B.S. in Applied Artificial Intelligence, and most of the university's documented AI-related external research funding. Approved by the State Council of Higher Education for Virginia in July 2024 and established by the Board of Visitors, the school opened in fall 2025 as W&M's first new school in more than 50 years. Dean Douglas Schmidt has become one of the university's most visible AI voices, co-hosting the biweekly AI Power Hour with the CIO and delivering the Spring 2025 Tack Faculty Lecture on human-centered AI. Roche offers an insider caveat (personal communication, April 3, 2026). The creation of even a substantial new school, in his framing, is "only the beginning of the real work that needs to be done" if the university intends to take full advantage of AI. He describes Schmidt as an accomplished AI leader and a powerful communicator but questions whether the school has yet produced the kind of sustained, broadly distributed faculty engagement required to translate institutional commitment into classroom-level change [101].

1.1 Governance & Policy

CDSP has publicly disclosed that its communications team uses OpenAI's ChatGPT to assist in content development, a practice it labels transparently in published articles [22]. No CDSP-specific AI use policy independent of the university-wide GenAI Guidelines has been publicly documented.

1.2 People

Dean Douglas Schmidt is profiled in Part I, Section B.

Cristiano Fanelli, Associate Professor of Data Science, is the school's most visibly funded AI researcher. He received an NSF CAREER Award of up to \$500,000 for "Mapping the Inner Structure of Nucleons with Deep Learning and Uncertainty Quantification," serves as principal investigator on a \$1 million DOE grant for AI-assisted detector design for the Electron-Ion Collider, and is co-PI on a \$5 million DOE fusion AI project ("Open and FAIR Fusion for Machine Learning Applications," with \$1.3 million to W&M). His research spans AI-Physics, Bayesian inference, AI-assisted experimental design, and foundation models for accelerator-based physics. He is also a member of the university AIPI. In describing his work, Fanelli has stated: "We're developing AI tools that function like a new kind of microscope. They don't magnify images; instead they navigate the massive data streams from our experiments to isolate the features and patterns that matter scientifically." [23, 24]

Pieter Peers, Associate Professor of Computer Science, conducts research in relighting, appearance modeling, and neural rendering. He serves as a senior scientist on the DOE fusion AI project alongside Fanelli.

Ayan Mukhopadhyay, who joined the Computer Science Department in January 2026, founded the RAIL Lab (Robust and Adaptive Intelligence Lab), which focuses on developing AI techniques for large cyber-physical systems such as transportation and emergency response. He is part of a \$1.25 million NSF Smart and Connected Communities grant in collaboration with George Mason University, Old Dominion University, and Vanderbilt University, and leads a separate \$697,000 NSF Civic Innovation Challenge project with the Nashville Department of Transportation and Vanderbilt [25].

Haipeng Chen, Assistant Professor of Data Science, focuses on AI for social impact, with research areas including reinforcement learning, generative AI, and optimization applied to health, environment, and physical sciences. He holds an ARII exploratory grant studying AI's impact on international healthcare.

Jindong Wang, Assistant Professor of Data Science, was selected for the AWS Agentic AI Amazon Research Award (\$70,000 in unrestricted funding plus \$30,000 in AWS credits) for "Structure Matters: Task-Optimized Topologies for LLM Agents" and received a Google Research Gift for work on robust foundation models.

Yixuan (Janice) Zhang, Assistant Professor of Computer Science and AIPI member, conducted the first longitudinal study on how an LLM-powered AI teaching assistant affects student-learning outcomes in an entry-level computer programming course, working with PhD students Wenhan Lyu and Yimeng (Yvonne) Wang [26].

1.3 Teaching & Curriculum

The AI minor and B.S. in Applied AI are documented in Part I, Section D.

Beyond the minor, CDSP's Data Science program offers four specialization tracks, one of which is Artificial Intelligence. The B.S. in Data Science focuses on large-scale data mining, training students to work with datasets ranging from satellite imagery to social media using AI to identify meaningful patterns. Graduate programs in Computer Science include courses in Machine Learning (CSCI 416), Deep Learning (646), and Analysis of Algorithms (653), led by faculty funded by NSF, DOE, and DARPA.

CDSP has also announced plans for campuswide Digital Fluency Certificates (nine credits plus a micro-internship) and AI & Society courses that satisfy COLL 200 general education requirements, extending AI literacy beyond CDSP majors. Course fees of \$250 per credit hour for selected courses, effective fall 2025, support high-performance computing access, Raspberry Pi kits, and computational lab infrastructure [27].

1.4 Tools & Technology

Enterprise AI tools are documented in Part I, Section C.

School planning materials reference planned AI Impact Labs and a next-generation Computational Research Hub, though specific deployment dates and funding have not been publicly confirmed.

1.5 Research & Scholarship

CDSP's documented AI research portfolio includes five categories of external funding. The DOE allocated \$16 million across 15 competitively reviewed projects for AI/ML in nuclear physics accelerators and detectors; Fanelli leads two of those projects, including AI-assisted detector design for the Electron-Ion Collider's ePIC detector. The DOE Fusion Energy Science program awarded nearly \$5 million over three years for the fusion ML project, with \$1.3 million to W&M and an all-women-led PI team that includes a summer school component. The NSF CAREER Award to Fanelli provides up to \$500,000 for deep learning in nuclear physics. Mukhopadhyay's NSF portfolio totals nearly \$2 million across two grants focused on AI for community systems. Wang holds both an Amazon Research Award and a Google Research Gift for LLM agent research. Fanelli has described the intersection as "a rich frontier for discovery," noting that the most exciting opportunities emerge at the boundary of physics and data science [28, 29].

1.6 Events & Programming

In October 2022, W&M hosted the second workshop on Artificial Intelligence for the Electron-Ion Collider (AI4EIC), drawing more than 200 participants from national laboratories, universities, and industry in a hybrid format. The AI4Fusion Summer School, a two-week intensive held June 3–14, 2024, selected 14 undergraduates for a fully funded deep dive into AI and ML for nuclear fusion. The program is scheduled to return to W&M for at least two additional summers [30, 31].

Unit 2. Raymond A. Mason School of Business

The Mason School operates the most structured unit-level AI governance system publicly documented at W&M. Its AI Steering Committee, two subcommittees covering academic and administrative/operations domains, an AI Innovation Grants Program distributing awards from \$750 to \$10,000, a benchmark faculty survey, and the AI Everywhere Initiative partially supported by the Pulley Innovation Fund represent a dedicated institutional infrastructure at the school level. The school's 2019 UiPath partnership — which made Mason the first U.S. business school to distribute RPA robots to every student — established a precedent for school-level technology deployment that its current AI posture extends.

2.1 Governance & Policy

The AI Steering Committee (originally called the AI Tiger Team) is chaired by Dawn Edmiston, a Clinical Professor of Marketing, alongside Karen Conner, Director of Academic Innovation, and Gene Roche, Special Advisor to the Dean. The committee maintains two subcommittees: an Academic Subcommittee that ensures every department within the business school has AI representation, and an Administrative/Operations Subcommittee that includes stakeholders from the Mason School Foundation Board, the Provost's Office, Swem Library, and W&M IT.

The school's AI Everywhere Initiative is partially supported by the Pulley Innovation Fund and encompasses curriculum integration, faculty training, and industry engagement. An AI Innovation Grants Program provides awards ranging from \$750 for assignment redesign to \$10,000 for larger proposals. In 2024–25, seven funded projects spanned marketing education (Kurt Carlson, synthetic data exercises), AI tutoring (Arturo Castellanos, Retrieval Augmented Generation), mediating polarized discussions (Rajiv Kohli and Seth Li), consumer behavior, HR management, and real estate pricing. Five of the seven funded projects were outside the information systems department.

In September 2024, Edmiston and colleagues conducted a benchmark survey assessing AI usage and attitudes among Mason School faculty. Faculty must explicitly define AI usage policies in their syllabi; the school does not maintain an AI use policy independent of the Honor Code [32].

2.2 People

Dean Todd Mooradian leads the overall AI integration strategy. Edmiston, who has taught for 25 years and holds both a 2021 Fulbright Scholar award and a 2024 Fulbright Specialist designation from Tallinn University in Estonia, chairs the AI Steering Committee and appeared on the AI in Academia podcast hosted by Bentley University. In her senior-level marketing strategy course, students use Microsoft Copilot and Perplexity Pro to refine LinkedIn profiles, craft industry content, and analyze trends.

Conner leads the Office of Academic Innovation, which implements AI-powered teaching methodologies and faculty training programs. She has emphasized critical engagement: “We need to engage our students with this technology so they can understand its limitations, its biases, and gain knowledge to critique AI outputs thoughtfully.” Her office created an online AI toolkit for faculty, presents AI updates at every faculty meeting, and partners with the McLeod Business Library and Center for Online Learning to hold virtual AI office hours.

Monica Chiarini Tremblay, the Hays T. Watkins Professor of Business, conducts research on AI transparency, trustworthy AI, and predictive models in the juvenile justice system. She co-authored “Theories in Flux: Reimagining Theory Building in the Age of Machine Learning” with Rajiv Kohli and delivered the 2025 Women’s Weekend Mary Talk on the human side of AI.

Tingting (Rachel) Chung, Clinical Associate Professor of Operations and Information Systems, has become one of the school’s most publicly visible AI practitioners. She authored “AI: The Magic Box,” a children’s activity book published in October 2024 (co-authored with Rani Banjarian, Peggy Chung, Danielle Seay, and Alisa Yang), which received the best teaching paper award at the 2024 Pre-ICIS SIGDSA Symposium. She presented at TEDx W&M 2025, co-hosted the Women in AI and Finance Workshop at ACM ICAIF in 2023 and 2024, chaired the STLI Generative AI Non-Writing Committee, served on the AIPI, teaches ML and AI in the MSBA and MBA programs, developed Excel-based AI simulators, and conducted a “How AI Works” seminar at W&M’s Entrepreneurship Hub for students, faculty, staff, alumni, and Williamsburg-area residents.

David Long uses AI-powered voice interaction tools to run simulated business negotiations in a Boeing change management case study. Phillip Wagner developed a Vision 2026 case study integrating GenAI with W&M’s strategic pillars, in which AI supports learning and iterative feedback but cannot generate graded content. Przemek Praszczalek, an adjunct professor and Director of Identity Products & Innovation at Mastercard, led AI sessions on payments and fraud prevention at the Fall 2024 Residency Weekend [33, 34].

2.3 Teaching & Curriculum

Approximately one-third of the residential MSBA curriculum covers machine learning and AI, including coursework in deep learning for vision, language, and generative AI applications, time series forecasting, and resource allocation. A course titled “Business Analytics and AI” covers augmented analytics, ethical frameworks, generative AI, and human-centered data storytelling. The curriculum embeds Python, R, MySQL, Alteryx, Tableau, AWS, GitHub, Gurobi, and Microsoft Copilot in VS Code throughout every course.

The inaugural cohort of AI Student Fellows, a group of undergraduate and graduate students nominated by faculty for leadership, curiosity, and commitment to responsible AI, includes William Evans, Ida Guerami, Ally Hovdestad, Olufemi Isijola, Latisha Khorana, Anmol Motwani, Sullivan Naef, Mann Pawar, Sydney Revels, Christian Schneider, Tiffany Shen, Aveek Sur, Donald Whitley, Zuyao Zhang, Caroline Cromwell, and others.

TARGAS II, the second annual Teaching and Research with Generative AI Sprint, was a two-day event that paired faculty teams with AI Student Fellows to redesign assignments and explore how generative AI could support research and ideation.

An earlier technology partnership established a precedent for the school's current AI work: in 2019, a three-year, \$4 million in-kind partnership with UiPath made the Mason School the first business school in the country to give a UiPath robotic process automation "robot" to every student. A one-credit, 14-hour "Introduction to RPA for Business" course was offered beginning that fall, with 400 students receiving the software at orientation and 800 by the following year. UiPath also committed to 10 paid internships for W&M students.

The Online MBA 2.0, launched recently, introduces nine specializations including analytics/AI [35, 36, 37].

2.4 Tools & Technology

Enterprise AI tools are documented in Part I, Section C.

In addition to the enterprise tools, the Mason School uses Perplexity Pro in marketing courses, ChatGPT's voice interaction feature in negotiation simulations, JASP statistical software for Residency Weekend AI sessions, and UiPath RPA software. An online AI toolkit is maintained for faculty, and AI updates are presented at every faculty meeting.

2.5 Research & Scholarship

Tremblay and Kohli co-authored "Theories in Flux: Reimagining Theory Building in the Age of Machine Learning," arguing for the use of ML to close the gap between industry pace and traditional academic theory development. Tremblay's ongoing research focuses on enhancing predictive models in the juvenile justice system by integrating data across agencies, with an emphasis on AI interpretability and grounding decisions in human judgment. Chung's "AI The Magic Box: Strategies for Teaching How AI Works" won the best teaching paper award at the 2024 Pre-ICIS SIGDSA Symposium, and she is co-authoring an AI textbook with Mason School adjunct Steven Hojnicky [38].

2.6 Events & Programming

The AI in Business Education Summit on April 4, 2025 was a full-day event at Alan B. Miller Hall featuring faculty, students, and industry leaders. The keynote luncheon lecture was delivered by Dr. Haya Ajjan on "What Happens to Learning When Generative AI Can See, Hear, and Speak?" The event was sponsored by Academic Innovation.

On April 18, 2025, Dr. Zhen Zeng, AI Research Lead at J.P. Morgan, delivered the spring PwC Distinguished Lecture, "Beyond Words: How Multimodal AI Agents See, Think, and Take Action." The lecture was hosted by Chung and supported by the PwC lecture series, the Mason School faculty research fund, and the Society of 1918 grant. Zeng also met with MSBA students during their capstone kickoff.

The Mason School's AI Power Hour on March 21, 2025 featured Jim Barber, professor of higher education and senior associate dean at W&M's School of Education, who spoke on "The Students of Today: Leveraging AI as a Tool for Learning" to approximately 35 attendees. The Fall 2024 Residency Weekend brought online MBA and MS in Marketing students from 16 states plus China and Canada for intensive AI sessions led by Chung and Praszczalek, using JASP software and hand-drawn neural network exercises.

Chung presented "Illusion or Innovation: The Secret of AI The Magic Box" at TEDx W&M 2025 on March 20, and held AI: The Magic Box Workshops at the Williamsburg Regional Library on October 26 and 30, 2024, with a Society of 1918 alumni event in Washington, D.C. on November 20 [39, 40].

Unit 3. William & Mary Law School

The Law School's AI posture combines a published school-specific Default Generative AI Policy with the Center for Legal & Court Technology (CLCT), one of the longest-running AI-in-law research programs in the United States. Law is one of two W&M schools with its own written AI policy independent of the university-wide GenAI Guidelines. CLCT's AI research agenda predates W&M's formal AI Policy Initiative by seven years, traceable to a 2017 Silicon Valley Community Foundation grant funded by Cisco. Margaret Hu, the school's most prominent AI scholar, has testified before both chambers of Congress on AI regulation; her casebook *AI Law and Policy* became the number-one bestselling new release in Amazon's Internet and Computer Law category.

3.1 Governance & Policy

The Law School maintains its own Default Generative AI Policy, published at law.wm.edu/policies/ai-policy.pdf. The policy permits standard word processing functions such as spelling and grammar correction and auto-word complete, restricts Grammarly's generative AI function, and allows students to use study materials prepared by generative AI. Iria Giuffrida, Assistant Dean for Academic and Faculty Affairs, served on the university AIPI (see Part I, Section A) [41].

3.2 People

Margaret Hu, the Davison M. Douglas Professor of Law and Director of the Digital Democracy Lab, is the Law School's most prominent AI scholar. She has testified before the U.S. Senate Committee on Homeland Security and Governmental Affairs and the U.S. House Committee on Oversight and Government Reform on AI regulation. Her casebook, *"AI Law and Policy"* (Aspen Publishing, 1,110 pages), became the number-one bestselling new release in Amazon's Internet and Computer Law category. She is a research affiliate with Penn State's Institute for Computational and Data Sciences and a faculty affiliate of both GRI and CDSP. Her research focuses on the intersection of AI and national security, cybersurveillance, and civil rights. In Senate testimony, she stated: "We are faced with a decision: either the law governs AI or AI governs the law."

Fredric Lederer directs the Center for Legal & Court Technology (CLCT), a joint project of W&M Law and the National Center for State Courts. CLCT was awarded a 2017 grant from the Silicon Valley Community Foundation (funded by Cisco) to research and educate the legal profession about AI-related legal issues, and has since launched international research collaborations, courses, conferences, writing competitions, and a podcast. Lederer is also a researcher in the international Autonomy Through Cyberjustice Technologies (ACT) Project.

Giuffrida's research explores the legal dimensions of AI, IoT, and smart cities through lenses of governance, privacy, and cybersecurity. She teaches AI and the Law and serves as Program Director for the Law and Emerging Technologies concentration in the Master of Legal Studies

program. Her publications include “Liability for AI Decision-Making” and “Keeping AI Under Observation: Anticipated Impacts on Physicians’ Standard of Care.” Laura Heymann, the James G. Cutler Professor of Law, presented on the legal implications of generative AI at the 2024 Problematic Generative AI conference [42, 43].

3.3 Teaching & Curriculum

The Law School offers several AI-focused courses: “Artificial Intelligence, Emerging Technologies, and Their Effects on the Legal Landscape”; “AI & More: Legal Issues Likely to Arise from AI & Related Emerging Technologies”; and “Technology-Augmented Trial Advocacy.” The initial AI course was made possible by the Cisco-funded CLCT grant and is taught in the McGlothlin Courtroom, described as the world’s most technologically advanced educational trial and appellate courtroom. The Master of Legal Studies program’s “Law and Emerging Technologies” concentration covers AI, IoT, blockchain, data analytics, privacy, cybersecurity, intellectual property, and national security [44].

3.4 Tools & Technology

CLCT has collaborated with Proto Inc. to test the use of remote holographic testimony in court proceedings.

3.5 Research & Scholarship

Hu’s publications include “Facial Recognition AI,” “National Security & Federalizing Data Privacy Infrastructure for AI Governance” (92 Fordham L. Rev. 1829, 2024), and “Biometrics and an AI Bill of Rights” (60 Duq. L. Rev. 283, 2022). CLCT scholarship includes “AI-Based Evidence in Criminal Trials?” (Gless, Lederer et al.) and “A Legal Perspective on the Trials and Tribulations of AI” (Giuffrida, Lederer, and Vermeys). CLCT participates in the ACT Project, researching whether and how legal and adjudication systems can effectively and responsibly use AI decision-support. The Digital Democracy Lab supports research on rights-based AI governance, regulatory oversight of AI systems, AI ethics, algorithmic discrimination, and disparate impact [45, 46].

3.6 Events & Programming

The 2024 Problematic Generative AI conference, the second in a series, was held February 9 and included three panels covering an overview, risk management, and legal implications. It was co-sponsored by the Coastal Node Commonwealth Cyber Initiative, the Université de Montréal’s Cyberjustice Laboratory, Holistic AI, and W&M’s Center for International Law & Policy. CLCT hosts an annual AI Writing Competition open to law students worldwide, with prizes of \$2,500, \$1,500, and \$1,000. Past topics have included facial recognition ethics, deepfakes, predictive algorithms, and the constitutionality of AI in criminal justice. The Exhibit AI podcast, launched in April 2019 and co-created by CLCT staff member Taylor Treece, features

student-led discussions on AI and law. CLCT's inaugural 2018 International Workshop addressed legal issues at the convergence of AI, IoT, and blockchain [47].

Unit 4. School of Education

The School of Education's AI activity is primarily outward-facing, concentrated in K–12 school partnerships, teacher professional development, and pedagogy research rather than internal tool governance or student-facing AI policy. This profile reflects the school's mission and the nature of education research, which generates institutional impact through community engagement rather than through the centralized documentation that characterizes schools with larger internal AI operations.

4.1 Governance & Policy

The School of Education's AI footprint centers on K–12 partnerships and educational research rather than internal governance structures. Lindy Johnson served on the university AIPI (see Part I, Section A). The school's graduate admissions materials explicitly prohibit the use of generative AI to compose any portion of application materials.

4.2 People

Lindy Johnson, Associate Professor and Department Chair of Curriculum and Instruction, holds the Robert D. and Patricia Lee Pavey Family Co-Chair in Instructional Technology and co-directs the Center for Innovation in Learning Design. She is researching how AI affects K–12 teachers in the Williamsburg area, finding that some teachers use AI to improve their own efficiency while others have deep misgivings about student overreliance. She has stated: "One of our findings is that teachers are practically begging for guidelines." She serves on both the AIPI and the AAC&U AI Institute team.

Meredith Kier, who also holds the Pavey Co-Chair in Instructional Technology and is an Associate Professor of Science Education, leads the WJCC AI Ambassador Program in collaboration with the Computer Science Department. She serves as PI on a \$1.2 million NSF Noyce Scholars Program grant. Mark Hofer, Professor and Executive Director of Strategic Cultural Partnerships, is the former STLI Director and former CILD Co-Director, with expertise in curriculum-based technology integration.

4.3 Teaching & Curriculum

The WJCC AI Ambassador Program is a partnership with Williamsburg-James City County Schools in which W&M School of Education and Computer Science faculty work alongside K–12 teachers, administrators, and staff to create AI-integrated, standards-aligned lessons that promote active learning and to set school-specific AI goals. Kier has described the partnership as working "in close collaboration with faculty from the Computer Science Department" to "support the creation of standards-aligned, engaging lessons that promote active learning." Doctoral programs include a Ph.D. in Curriculum & Learning Design with a "Leveraging technology for learning" concentration and an Ed.D. CET concentration addressing educational technology leadership [48].

4.4 Tools & Technology

Not publicly documented in available sources. The School of Education's focus on educational technology and pedagogy suggests that AI tool use in instruction and research may occur, but no school-level documentation was identified in public sources.

4.5 Research & Scholarship

A full two-year ARII grant was awarded to “Generative AI and Democracy: A Multi-Level Analysis,” an interdisciplinary collaboration between faculty in government, education, and STLI. Johnson leads the local-level component, studying AI’s impact on K–12 teachers. The Center for Innovation in Learning Design brings together researchers and practitioners to explore, prototype, and test new learning designs [49].

4.6 Events & Programming

The School Leadership Institute has hosted “Exploring Artificial Intelligence” conferences in both fall and spring editions, with a keynote by Dr. Trenton Ford from Data Science and concurrent sessions on how teachers use AI and what they need to know to help students use it effectively [50].

Unit 5. College of Arts & Sciences

The College of Arts & Sciences is the university's largest academic unit, encompassing more than 25 departments across the humanities, social sciences, and natural sciences. AI-related activity in this college is distributed across individual faculty research programs and course-level decisions, most of which do not generate institutional-level public documentation. The dossier below reflects what is publicly visible; the Known Gaps section in Appendix D identifies departments where AI activity likely exists but is not captured here.

5.1 Governance & Policy

The College's approach to AI policy was shaped by an AI Writing Tools Working Group convened in spring 2023 and chaired by Elizabeth Losh. The working group recommended three types of syllabus language for faculty but determined that AI policies should be set by individual professors rather than through a campus-wide mandate. Losh noted the practical constraints of any ban: "It's not realistic to ban Microsoft Word from being used in writing for William and Mary," a reference to the integration of LLM features into standard productivity software. A November 2023 Flat Hat editorial noted that while per-faculty policies allow course-level tailoring, the variation creates student confusion, a finding later echoed in the AIPI's 2025 community engagement results. Two Arts & Sciences faculty — William D'Alessandro (Philosophy) and Joshua Burk (Psychological Sciences) — served on the university AIPI.

Dean Suzanne Raitt, in a Board of Visitors presentation, described AI as "approaching a problem in a way that is effective, that allows you to solve the problem and be efficient," highlighting that AI enables new research such as studying monarch butterfly population decline through genome data [51]. At the November 2025 BOV meeting, Raitt presented a snapshot of Arts & Sciences, citing 999 peer-reviewed publications by faculty and students in 2024 and an increase in credit-bearing applied learning experiences. Each dean's presentation at that meeting was framed around the rise of artificial intelligence.

The BOV approved a B.S. in Applied Artificial Intelligence and a B.S. in Bioengineering at the November 2025 meeting. Both degrees are housed in CDSP but are available to A&S students as double majors. An interdisciplinary AI minor, also through CDSP, launched in fall 2025 and is open to all W&M undergraduates [13, 83, 84].

5.2 People

Elizabeth Losh, the Duane A. and Virginia S. Dittman Professor of American Studies and English with a specialization in New Media Ecologies, has studied computer-generated text for over two decades. She co-chaired the national MLA-CCCC Joint Task Force on Writing and AI (with Holly Hassel of Michigan Technological University), which produced three working papers between 2023 and 2024: "Overview of the Issues, Statement of Principles, and Recommendations" (July 2023); "Generative AI and Policy Development: Guidance from the MLA-CCCC Task Force" (2024); and "Building a Culture for Generative AI Literacy in College

Language, Literature, and Writing" (October 2024). The task force also submitted a statement to the White House Office of Science and Technology Policy on the national AI strategy. The task force concluded its work and was sunsetted in spring 2025. Its successor body, the MLA Task Force on Generative AI Initiatives, continues with Losh as co-chair alongside Antonio Byrd. Losh directs W&M's Equality Lab, an interdisciplinary digital humanities research lab, and Gender, Sexuality, and Women's Studies [85, 86, 87].

Jaime Settle, the Cornelia Brackenridge Talbot Professor of Government, holds a joint appointment in Data Science and previously served as Associate Director of the Data Science program. She directs the Social Networks and Political Psychology Lab (composed entirely of undergraduate students) and co-directs the Social Science Research Methods Center. Settle's research focuses on how political interactions in face-to-face and online contexts affect political behavior, integrating tools from behavior genetics, psychophysiology, and data science. She has published in *Nature*, *Science*, and the *Proceedings of the National Academy of Sciences*. Her book *Frenemies: How Facebook Polarizes America* (Cambridge University Press, 2018) received the Philip E. Converse Award and the Doris Graber Award from the American Political Science Association. She collaborated with researchers at Meta on the U.S. 2020 Facebook and Instagram Election Study, which produced peer-reviewed papers in *Science*, *Nature*, and *PNAS* examining how social media algorithms affect political beliefs and behavior [88, 89].

William D'Alessandro, Assistant Professor of Philosophy, is an AIPI member whose research focuses on AI safety and ethics. His published work includes "Deontology and Safe Artificial Intelligence" (*Philosophical Studies* special issue on AI safety) and "Artificial Intelligence: Arguments for Catastrophic Risk" (*Philosophy Compass*, 2024, with Adam Bales and Cameron Domenico Kirk-Giannini). He received a \$5,000 W&M Faculty Research Grant for "Explainable AI and Idealized Models."

Joshua Burk, Professor of Psychological Sciences and Provost Liaison for Academic Innovation, served on the AIPI's communications subcommittee and co-led the workstream on forming a future AI governing council with Andrew Crawford.

Lori Jacobson, Director of the Writing and Communication Center, leads W&M's AAC&U AI Institute team (see Part I, Section D).

Paul Kieffaber, Associate Professor of Psychological Sciences and affiliated faculty in Data Science, researches the psychophysiology of attention and cognitive control, developing physiologically informed computational models of cognitive processes [90].

Megan Gotowski, Visiting Assistant Teaching Professor of Linguistics, researches the intersection of language acquisition and computational modeling, comparing LLM learning to human language acquisition. She teaches corpus methods and computational linguistics at W&M and holds a Ph.D. from Rutgers (2022). Her conference presentations include work on comparing human and model performance with adjective learning (BUCLD 49, 2024) and how language models interpret expletive forms (BUCLD 50, 2025) [91].

Margaret Hu, the Davison Douglas Professor of Law and Director of the Digital Democracy Lab at W&M Law School, is a Faculty Affiliate with both GRI and Data Science. Her research on AI governance, algorithmic discrimination, and cybersurveillance is documented in the Law School unit dossier (Unit 3), per the ownership rules for this report.

5.3 Data Science Cross-Appointments

Several A&S faculty hold affiliations with the Data Science program (now in CDSP), creating formal interdisciplinary bridges. As of the March 2026 evidence snapshot, documented A&S-based Data Science affiliated faculty include: Jaime Settle (Government), Paul Kieffaber (Psychological Sciences), Elizabeth Losh (English & American Studies), Matthias Leu (Biology, former Data Science program director), Joshua Puzey (Biology, genomics and molecular ecology), Margaret Saha (Biology, molecular genetics), and Rowan Lockwood (Geology, fossil marine invertebrates and environmental change).

Two previously affiliated faculty have departed W&M:

Fiona Shen-Bayh was formerly Assistant Professor of Government and Data Science and co-founder/co-director of the Digital Inclusion and Governance Lab (DIGLab) alongside Philip Roessler. She taught cross-listed Government/Data Science courses including "Digital Dictatorship" (GOVT 391 / DATA 440), "Leveraging Legal Data in Comparative Context," and "How to be an Autocrat." She is now Assistant Professor of Government & Politics with a joint appointment at the College of Information Studies at the University of Maryland. The DIGLab team page at W&M's Global Research Institute now lists Philip Roessler as sole Director.

Paul Vierthaler was formerly Assistant then Associate Professor of Chinese Studies in Modern Languages and Literatures (2019-2024), applying NLP, corpus linguistics, and machine learning to late imperial Chinese literature and print history. His employment at W&M concluded June 30, 2024. He is now Assistant Professor of Chinese Literature and Interdisciplinary Data Science at Princeton University, where he serves as Associate Faculty Director for the Center for Digital Humanities [90].

5.4 Teaching & Curriculum

AI-related coursework is offered through Computer Science and Data Science, now housed in CDSP. Individual Arts & Sciences faculty integrate AI tools at their discretion per the Working Group recommendation. The AI minor (fall 2025) and B.S. in Applied AI are available to A&S students as secondary programs. The Computational & Applied Mathematics & Statistics (CAMS) program, an interdisciplinary A&S program, offers undergraduate tracks in mathematical biology and applied statistics, drawing on faculty from biology, economics, computer science, neuroscience, mathematics, statistics, and operations research [92].

Planned COLL 200 "AI & Society" courses would satisfy general education requirements (reported but URL not confirmed).

5.5 Tools & Technology

Activity likely exists but is not documented in institutional-level public sources. Individual faculty across more than 25 departments make independent tool choices; these are not aggregated at the college level.

AI-Powered Campus Surveillance Systems

William & Mary operates two AI-powered surveillance systems layered onto its campus security camera infrastructure. Both are campus-wide IT/Public Safety deployments, not A&S-specific tools; they are documented here because they have generated substantial governance debate within the student body. A Flock Safety referendum on the March 26, 2026 Student Assembly election ballot passed with 88.6 percent voting to end the contract. A separate ZeroEyes referendum is scheduled for April 7, 2026 [19, 98, 99].

Flock Safety: AI License Plate Recognition. The William & Mary Police Department deploys Flock Safety automatic license plate reader (LPR) cameras at locations around campus. According to WMPD policy obtained by The Flat Hat through a Freedom of Information Act request, the stated purpose of the LPR network is "to mitigate known threats, deter crimes, and assist in protecting the personal safety and property of the university community." The Flock system captures digital images of license plates and vehicles, using AI-powered optical character recognition to identify and catalog vehicle and plate information.

Virginia Code § 2.2-5517 (effective July 1, 2025) governs all ALPR use by law enforcement agencies in the Commonwealth. The statute requires: system data must be automatically purged after 21 days in a manner that is destroyed and not recoverable by either the vendor or the agency, unless the data is part of an ongoing investigation, prosecution, or civil action (subsection E); the vendor must certify that it will not sell or share any system data gathered in the Commonwealth except upon request of the contracting agency (subsection B); agencies must maintain an internal auditing procedure that occurs at least once every 30 days (subsection H); and agencies must report annually to the Virginia Department of State Police on their use of the system (subsection I). A January 2026 Virginia State Crime Commission survey found that some Virginia law enforcement agencies are not in compliance with the statute: 21 percent of responding agencies reported retaining data beyond 21 days, and 21 agencies reported providing continuous access to out-of-state agencies [100].

The College participates in the statewide Virginia Flock data-sharing program, which allows law enforcement agencies within Virginia to search and access data from W&M's Flock cameras; the statute prohibits sharing through Flock's nationwide network but permits intrastate sharing. Law enforcement can conduct searches on Flock data within the 21-day retention window without a warrant. WMPD policy designates the deputy chief or a designee to perform the required 30-day audit. In February 2026, students organized in Washington Hall to discuss opposing Flock surveillance cameras [98].

ZeroEyes: AI Firearm Detection. The university holds a contract with ZeroEyes, an AI-based gun detection platform, at an annual cost of \$82,600 for coverage of up to 400 security cameras across campus. Associate Vice President for Public Safety Cliff Everton described the system as "a firearms object detection capability designed to enhance the university's situational awareness across campus" and characterized it as part of "a layered approach to our safety and security at William & Mary." When the ZeroEyes software detects a potential weapon, it captures a screenshot of the security footage and sends an alert to the ZeroEyes Operations Center, staffed by former military and law enforcement personnel, for human verification before alerts are dispatched to police. Per the subscription agreement, ZeroEyes may use anonymized or aggregate consumer data for business operations or for training its AI software. ZeroEyes does not place a time limit on its usage of customer data. When asked whether the system captures images of faces, Everton stated: "The ZeroEyes system doesn't take an image unless and until a potential weapon is detected. The tool focuses on potential firearms in hands, and images do not routinely focus on faces." He declined to confirm the specific number of cameras feeding into the system and declined to discuss publicly the procedures associated with police response to false positives. Despite the human verification layer, there have been multiple recorded instances of the company alerting police to false emergency situations [19].

Regulatory Asymmetry: ALPR Data vs. CCTV Footage vs. ZeroEyes Screenshots

A significant regulatory gap exists across the three data types generated by W&M's campus surveillance infrastructure. Flock Safety ALPR data is comprehensively regulated by Virginia Code § 2.2-5517: mandatory 21-day purge, 30-day audit, no out-of-state sharing, vendor certification, annual State Police reporting, and misdemeanor penalties for violations. The underlying CCTV footage from the same cameras is not subject to any Virginia statute setting a maximum retention period. CCTV retention at Virginia public institutions is governed by Library of Virginia General Schedules (GS-108 for Safety/Security, GS-117 for Law Enforcement), which establish minimum retention periods for records management purposes, not privacy-driven maximums. W&M's CCTV retention policy is not publicly documented. ZeroEyes screenshots (images captured from the CCTV feed when the AI detects a potential weapon) are not covered by § 2.2-5517 (which applies only to ALPR systems) and are not subject to any Virginia statute governing retention or purge. The Flat Hat reported that ZeroEyes does not place a time limit on its usage of customer data. The subscription agreement permits use of anonymized or aggregate data for business operations or AI software training without a stated expiration.

The practical effect: license plate data captured by Flock must be destroyed after 21 days under state law. Video footage of the same scene recorded by the same camera, and AI-generated screenshots extracted from that footage by ZeroEyes, have no statutory retention limit.

Several questions remain unresolved in public reporting: whether the underlying campus video management system runs additional AI analytics beyond ZeroEyes and Flock; the total number of security cameras deployed across campus; W&M's CCTV footage retention period; what

independent safeguards exist for false positive events if ZeroEyes' human verification fails; whether the College intends to respond to the Flock referendum result; and the outcome of the ZeroEyes referendum scheduled for April 7, 2026.

Departments where AI-related tool use or research activity is probable based on disciplinary scope but not publicly documented at the department level include: Biology (computational genomics and bioinformatics, noting that the Computational Biology Lab is housed in CDSP Applied Science, not A&S Biology), Psychology (computational behavioral modeling), Economics (econometrics with potential ML applications), and Chemistry (molecular modeling, computational drug discovery). These departments are listed because their national disciplinary counterparts have significant AI activity; their omission here reflects the limits of institutional-level public documentation, not confirmed inactivity.

5.5b Kinesiology: Interdisciplinary AI Collaboration

Carrie Dolan, Associate Professor of Kinesiology and leader of the Ignite research lab, has an active collaboration with Haipeng Chen, Assistant Professor of Data Science (CDSP), applying AI and data science techniques to global health challenges. The partnership originated through W&M's Community-Engaged Faculty Accelerator program. The collaboration uses data science techniques to improve vaccination delivery to nomadic populations in the Narok region of rural Kenya.

The team — including Dolan, Chen, Scott Ickes (Kinesiology), Erica Garrouette (Institute for Integrative Conservation), and Jillian Harrison (Ignite Lab) — received an ARII exploratory grant for "Data-Driven Decision Intelligence Approach To Enhance Community and Environmental Health Resilience in Kenya." The project applies data-driven decision intelligence to understand associations between environmental and human health and allocate limited health resources to communities most vulnerable to health crises and climate change [93].

5.5c Linguistics: Computational Modeling of Language Acquisition

Megan Gotowski joined W&M as Visiting Assistant Teaching Professor of Linguistics, filling a gap in computational linguistics after Vierthaler's departure. Her research sits at the intersection of language acquisition and computational modeling, examining how large language models compare to human children in learning language. She teaches corpus methods for language acquisition and computational linguistics [91].

5.5d Philosophy: Ethics for Data & Computing Concentration

The Philosophy department offers an "Ethics for Data & Computing" concentration as one of three tracks within the B.A. in Philosophy. The concentration is built around PHIL 330, "Ethics and Data Science," taught by Matthew Haug (Chair of Philosophy and panelist at the February 2023 Community Conversation on AI). The course addresses ethical and societal problems posed by data science, AI, and internet pervasiveness, covering algorithmic bias, transparency, moral accountability for autonomous machines, automation's impact on labor, and superintelligence risk. PHIL 330 is also accepted as the ethics requirement for the Data Science

minor (in lieu of DATA 202), creating a formal curricular bridge between A&S Philosophy and CDSP Data Science [94, 95].

5.6 Research & Scholarship

D'Alessandro's "Deontology and Safe Artificial Intelligence" explores how prominent deontological theories may lead to unsafe outcomes when implemented by autonomous AI systems, arguing that the ethical AI program is not a straightforward solution to risk mitigation. His co-authored "Artificial Intelligence: Arguments for Catastrophic Risk" surveys arguments about future AI systems' potential to cause harm [52].

Settle's research program at the intersection of political science and data science includes co-authorship on the U.S. 2020 Facebook and Instagram Election Study, which used large-scale experimental designs with Meta to study how algorithmic content curation affects political beliefs and behavior. The study's findings, published across *Science*, *Nature*, and *PNAS*, showed that algorithms are highly influential in shaping on-platform experiences and that there is significant ideological segregation in political news exposure.

Losh's three MLA-CCCC working papers represent nationally visible scholarship on AI and writing pedagogy. The third working paper, "Building a Culture for Generative AI Literacy in College Language, Literature, and Writing" (October 2024), was authored by the full task force membership and addresses institutional culture-building for AI literacy across ELA programs [96].

5.7 Events & Programming

The Digital Humanities Discovery Group brings faculty, staff, and students together to foster conversation and collaboration in DH methods, some of which involve text analysis using machine learning. Losh's Equality Lab hosted a "Race, Memory, and the Digital Humanities" conference and co-sponsored a digital humanities symposium with Gender, Sexuality, and Women's Studies. The Equality Lab also hosted an online safety and privacy workshop.

The February 2, 2023 Community Conversation on "Generative A.I. and Writing for Learning," covered by the Flat Hat on February 7, 2023, included A&S panelists Matthew Haug (Philosophy) and Elizabeth Losh alongside Education's Stephanie Blackmon and Dean of Students Dave Gilbert [57, 97].

Unit 6. Studio for Teaching & Learning Innovation

STLI is William & Mary's central hub for AI-in-teaching guidance and functions as the de facto first point of contact for AI-related faculty questions across governance, tool access, and pedagogical strategy. Its programming has run continuously since February 2023, when the Office of the President asked Executive Director Adam Barger to convene the university's first community-wide conversation about ChatGPT. That first conversation predates the formal AIPI by twenty months, making STLI one of the few units whose AI role was established before the institution's central policy apparatus existed.

6.1 Governance & Policy

STLI's AI resource pages link to IT tool documentation, Honor Code information, and Provost's Office policy, making it the institution's primary AI information hub.

STLI has produced four key policy resources: the Instructor AI Policy Communication Guidelines, which provide step-by-step instructions and syllabus statement models; the Departmental AI Policy Recommendations, which offer guidance for departments to create consistent GenAI policies; the STLI AI Identifiers, a transparent labeling system for AI use in creative outputs available under Creative Commons licensing; and the GenAI Communication Entry Points, a three-level guide (entry, intermediate, advanced) for discussing AI use with students. A separate Evaluating AI Outputs resource walks students through lateral reading strategies for verifying GenAI accuracy and reliability.

Despite the breadth of these resources, the AIPI's 2025 community engagement found that students still reported significant confusion about permissible AI use, with expectations varying by instructor. This suggests that resource availability has not yet translated to consistent faculty adoption or uniform student-facing communication.

Roche offers a structural diagnosis of this pattern (personal communication, April 3 and April 9, 2026). In his framing, institutional governance has rarely been the right mechanism through which student learning is improved, and the gap between a provost's AI policy framework and classroom practice is especially wide across disciplinary contexts: what AI integration looks like in a modern languages course differs fundamentally from what it looks like in a business analytics course. The unit of change that matters, he argues, is the individual faculty member in a specific disciplinary setting — not the committee, and not the institutional framework. He grounds this claim in Daniel Chambliss's *How College Works* [102], a longitudinal single-institution study that used the individual student as the unit of analysis and found institutional structures mattered less to student learning than individual faculty relationships. Read against the AIPI's 2025 findings, the implication is that STLI's infrastructure exists at the institutional level while adoption operates at the faculty-in-discipline level, and the two do not yet meet through a documented mechanism for tracking whether resources translate into classroom practice [101].

STLI's pedagogical approach to AI is grounded in a four-mindsets framework developed by Executive Director Adam Barger: agency (ownership of learning decisions), curiosity (exploration of AI tools and their limitations), wisdom (judgment about when and how to use AI), and character (ethical commitment to responsible use). This framework centers on the dispositions students need to engage with AI thoughtfully across disciplines and careers, rather than focusing primarily on tool proficiency or policy compliance [53, 54].

6.2 People

Adam Barger, who holds a Ph.D. from William & Mary (2016) and serves as Executive Director, has been STLI's primary voice on AI since the Office of the President asked him to address the topic in early 2023. He organized the university's first community-wide GenAI conversation on February 2, 2023, produced GenAI guidelines distributed before fall 2023 classes began, and led a September 2023 Quick Bite session on framing ChatGPT for faculty. His conceptual contribution is a four-mindsets framework for approaching AI—agency, curiosity, wisdom, and character—which he describes as the foundation for “using generative AI in a way that is ethical, humane, results-oriented and sustainable.” He is co-PI on the ARII “Generative AI and Democracy” grant and publishes in education journals on digital fluency and web-based pedagogy.

Katalin Wargo, Director of Academic Innovation & Pedagogical Partnerships, is an AIPI member and leads W&M's team in the AAC&U Institute on AI, Pedagogy and the Curriculum. She authored “Striking a Balance: Navigating the Ethical Dilemmas of AI in Higher Education” and created the Instructor AI Policy Communication Guidelines, Departmental AI Policy Recommendations, and STLI AI Identifiers. She has described the AAC&U work as presenting “an opportunity to lean into and lead approaching Gen AI through an ethically responsive lens, which W&M is well positioned to do as a liberal arts institution.”

Pablo Yáñez, Senior Data, Technology & Innovation Program Manager, oversees the digital tools, programming, and teaching infrastructure that supports science labs and large classes. He has been with William & Mary since 2000, originally in Information Technology, and has contributed to the creation of multiple technology-enhanced learning environments across the university, including the Center for Geospatial Analysis.

Katie Oles, a 2024 W&M graduate serving as Instructional Design & Technology Intern, works alongside Barger on the AI mindset initiative. She has described their work as “developing mini courses that focus on shorter form information sources and interactive activities to engage and educate.” [55]

6.3 Teaching & Curriculum

“Designing for Learners: Generative AI” is a free short course that provides faculty with actionable strategies for mitigating or integrating GenAI in their courses. The STLI Academy platform (academy.wm.edu) offers web-based microlearning and professional development

courses taught by STLI staff, W&M community members, and external experts, with micro-credentials available upon completion. “College Teaching Essentials,” an asynchronous faculty development course, trained over 100 new instructors in its inaugural semester with a 100 percent satisfaction rate among surveyed participants.

The Griffin Guide to AI is documented in Part I, Section E. Jacobson has said of the broader effort: “I really would love to see our William & Mary students graduate asking the hard questions about AI.”

Adoption metrics for STLI’s AI-specific resources — including faculty participation rates in Quick Bites and Community Conversations, syllabus language adoption rates, departmental uptake of the AI Policy Recommendations, and Griffin Guide completion and Credly badge issuance — are not publicly reported. The College Teaching Essentials enrollment figure (100+ instructors) is the only publicly documented adoption data point. Because adoption metrics are not publicly available, the relationship between resource availability and faculty behavioral change cannot be assessed from public sources.

6.4 Tools & Technology

STLI recommends Microsoft Copilot as a university-supported GenAI tool for classroom activities and references Gradescope, an AI-assisted grading platform, in its faculty resources. The VR Lab in Boswell Hall, funded by a Provost’s Innovation grant and co-sponsored by IT, offers immersive learning with Meta Quest headsets for up to 26 students, though this is not AI-specific.

6.5 Research & Scholarship

The ARII-funded “Generative AI and Democracy: A Multi-Level Analysis” is a full two-year grant shared with faculty in government and education. Barger leads the STLI component, focused on expanding digital fluency through a fuller understanding of human-computer interaction. STLI’s Academic Innovation page also lists “PROPEL Assessment strategies and Generative AI applications” as an active research area, and the University Teaching & Learning Project (UTLP) grants for 2024–25 include generative AI as a topic [56].

6.6 Events & Programming

STLI’s AI programming has run continuously since early 2023, marking a three-year arc from crisis response to institutional infrastructure. The trajectory is notable: a first Community Conversation in February 2023, guidelines distributed before fall 2023 classes, a September 2023 faculty framing session, then continuous programming through 2024 and 2025 while the AIPI developed formal policy — and still, in March 2026, a Quick Bite session on bluebook exams suggests that foundational questions about AI and assessment remain unresolved for many faculty. As of March 2026, STLI programming continues to address foundational

questions about AI and assessment, suggesting that faculty integration of AI into pedagogy remains an active and evolving process.

The Community Conversation on “Generative A.I. and Writing for Learning” (February 2, 2023) was the university’s first major AI event, with panelists Stephanie Blackmon, Dave Gilbert, Matthew Haug, and Elizabeth Losh. A September 2023 Quick Bite on generative AI followed, with Barger framing ChatGPT for faculty. In November 2025, a “Lessons To Go” session partnered with Lori Jacobson to offer a ready-to-teach lesson on “AI as Writing Partner” for any discipline. In January 2026, the “Ready, Set, Teach!” event—co-hosted with Libraries and IT—devoted sessions to responsible AI use. In March 2026, a Quick Bite addressed faculty reevaluation of bluebook exams in response to AI-related integrity concerns [57].

Unit 7. W&M Libraries

W&M Libraries serve as an information literacy and research support hub for the entire university. The library system's AI role is primarily instructional — producing research guides, hosting discussion groups, and advising on AI citation practices — rather than governance or tool deployment. Public documentation captures the resources created; it does not capture the volume of individual consultations, reference questions, or instructional sessions that involve AI topics.

7.1 Governance & Policy

The Libraries' GenAI guide advises students to request and gain faculty permission before using generative AI for assignments or research. Published guides carry a disclaimer: "Inclusion of a particular tool should not be considered an endorsement by William & Mary Libraries of the efficacy or reliability of the tool or the information contained within."

7.2 People

No individual library staff members were documented with AI-specific projects or publications. Rachel Hogan (Instruction & Research Librarian for Arts & Digital Humanities) offers digital research technology consultation that may include AI methods. Mary Oberlies (Head of Publishing & Open Access) supports the data lifecycle.

7.3 Teaching & Curriculum

The Libraries maintain two comprehensive AI-focused research guides. The Generative AI LibGuide covers AI literacy, prompt engineering, evaluating outputs, citing AI contributions, ethics, and publishing with AI. The AI for Research LibGuide addresses literature review tools, AI fabrication, ethical and responsible use, and tools beyond ChatGPT, including Scite, an AI discovery tool based on research literature that allows users to search by citation statement and filter by supporting, contrasting, or mentioning citations. The McLeod Business Library developed supplementary GenAI content in collaboration with W&M Libraries. The Libraries also promote the ROBOT Test, an evaluation framework for AI tools created by librarians Sandy Hervieux and Amanda Wheatley at McGill University [58, 59].

7.4 Tools & Technology

Enterprise AI tools are documented in Part I, Section C.

Scite is available with free registration using a W&M email. Adobe AI features, including an AI watermark tool, are available through institutional Adobe licenses.

7.5 Research & Scholarship

The Journal of Global Higher Education, published by W&M Libraries, maintains a formal AI use and disclosure policy: AI tools cannot be listed as authors, and their use must be disclosed in cover letters and acknowledgment sections [60].

7.6 Events & Programming

The AI Community of Inquiry meets biweekly on Mondays to explore generative AI tools, read and discuss articles, and share ideas. The Digital Humanities Discovery Group fosters conversation and collaboration in DH methods, some of which involve text analysis using machine learning. The Libraries sponsor up to five faculty and graduate students annually to attend the Digital Humanities Summer Institute [61].

Unit 8. Information Technology / CIO Office

Information Technology is the operational center of W&M's AI tool ecosystem. Every centrally approved AI platform — ChatGPT Edu, Microsoft Copilot, Google Gemini, and the enterprise Google Workspace AI tools — passes through IT's accessibility and security review. IT co-hosts the biweekly AI Power Hour with CDSP, administers the tool review process, maintains the dual HPC environments that support AI/ML research across both the main campus and VIMS, and executed the February 2025 DeepSeek ban within days of Governor Youngkin's executive order. CIO Edward Aractingi reports to the Vice President for Administration with a strategic reporting line to the President and a seat on the President's cabinet.

8.1 Governance & Policy

The AI tool review process, data classification system, and DeepSeek ban are documented in Part I, Sections A and C.

Andrew Crawford, Deputy CIO, served on the AIPI and co-led the workstream on forming a permanent AI governing council (see Part I, Section A).

8.2 People

CIO Edward Aractingi is profiled in Part I, Section B.

Andrew Crawford joined W&M as Deputy CIO from Christopher Newport University, where he served as CIO. He oversees client services, academic technology, communications, business services, and research computing. Louis Hubert serves as Manager of Innovation & AI Applications, a role focused on integrating AI into university workflows. He has stated: "With thoughtful integration into current workflows, AI will help faculty cut down on tedious tasks." Barbara Forth, the university's inaugural Chief Data Officer, leads data governance, reporting, and analytics infrastructure. Among her objectives is introducing machine learning and AI to expand the university's analytics capabilities [62].

8.3 Teaching & Curriculum

IT provides Microsoft Copilot training sessions (available only to licensed users), ChatGPT Edu training resources, and "ChatGPT at Work" sessions offering engagement with OpenAI experts through virtual events, videos, and tutorials.

8.4 Tools & Technology

The full AI tool inventory is documented in Part I, Section C.

8.5 Research & Scholarship

IT maintains two primary HPC cluster environments — SciClone (with the k8s Kubernetes cluster) on the main campus and Chesapeake at the VIMS Gloucester campus — that support

AI/ML research workloads. Combined double-precision computing capacity across both campuses is approximately 600 TFLOPS. GPU resources include the astral subcluster (8x NVIDIA A30 GPUs, 24GB each) and the gulf subcluster (4 GPU nodes with 2x NVIDIA A40 GPUs, 48GB each), both running CUDA 12.3 on Slurm. A hardware and software refresh was completed in summer 2024. Available software includes Python 3.11.9, R 4.4.0, and standard scientific computing packages. JupyterHub environments are available for machine learning education and training. A \$491,051 NSF Campus Cyberinfrastructure grant supports improved networking between VIMS and main campus, including faster data transfer for HPC workflows. Two additional MRI grants were submitted — one for a large homogeneous cluster (with VIMS collaboration) and one for a GPU cluster (with high-energy physics) — though outcomes are not publicly documented.

No publicly available HPC strategic plan or capacity roadmap addressing AI/ML workload growth was identified. Given the research portfolio documented in this report — deep learning for nuclear physics, CNNs for coastal monitoring, LLM agent research, diffusion models — the alignment between compute capacity and research demand is a relevant question that public sources do not answer [63, 64].

8.6 Events & Programming

The AI Power Hour, co-hosted by Dean Schmidt and CIO Aractingi, is documented in Part I, Section D.

Unit 9. Office of Research & Global Research Institute

The Office of Research has not publicly issued a research-specific AI use policy independent of the university-wide GenAI Guidelines. The Global Research Institute houses four labs with documented AI activity: DIGLab (Digital Inclusion & Governance Lab), geoLab, AidData, and DisinfoLab. GRI also administers the Applied Research & Innovation Initiative, a five-year pilot program that has funded both a two-year grant on generative AI and democracy and an exploratory grant on AI for international healthcare. GRI's AI footprint concentrates in international development, democracy, and disinformation research rather than in faculty guidance or tool deployment.

9.1 Governance & Policy

No research-specific AI policy has been documented beyond the university-wide AIPI and GenAI Guidelines (see Part I, Section A).

9.2 People

Alyson G. Wilson serves as Vice Provost for Research, leading initiatives that include shared technology, high-performance computing, cybersecurity, sponsored programs, technology transfer, and compliance. Philip Roessler, Professor of Government and Director of the Digital Inclusion & Governance Lab (DIGLab) at W&M's Global Research Institute, is the principal investigator on the ARII "Generative AI and Democracy" project at the international level, examining the impact of AI and edutainment campaigns in Tanzania in partnership with the Makerere University Business School-ICT Centre. Fiona Shen-Bayh, formerly Assistant Professor of Government and Data Science, co-founded DIGLab with Roessler in spring 2021; she is now at the University of Maryland, and Roessler serves as sole Director. Dan Runfola directs geoLab, which builds tools using AI, machine learning, and geospatial data for security, sustainability, and community resilience.

9.3 Teaching & Curriculum

Not publicly documented in available sources.

9.4 Tools & Technology

HPC clusters are documented in the IT/CIO unit (Unit 8).

9.5 Research & Scholarship

The Applied Research & Innovation Initiative is a five-year pilot program hosted by GRI, the Institute for Integrative Conservation, and the Whole of Government Center of Excellence. Its AI-related awards include a full two-year grant for "Generative AI and Democracy" (Roessler, Barger, Johnson) and an exploratory grant to Haipeng Chen for AI's impact on international healthcare.

DIGLab pursues policy-relevant research on the impact of digital technologies on society, politics, and the economy, with particular attention to inequity in AI access and the potential for misuse. geoLab builds tools using AI, ML, and geospatial data. AidData, an international development research lab, uses AI and advanced analytical tools alongside survey research and financial flow tracking. DisinfoLab is a student-run GRI research lab that tracks disinformation [49, 65, 66].

9.6 Events & Programming

On August 18, 2023, the Digital Democracy Lab, GRI, Data Science, the Democracy Initiative, the Center for Democracy & Technology, and Penn State's PILOT Lab co-hosted a policy workshop on AI governance titled "AI & Democracy: Futureproofing 2076."

Unit 10. Student Affairs & Academic Integrity

The majority of student AI activity is documented in Part I, Section E. This dossier covers honor code governance and operational student affairs functions specific to this unit.

Student Affairs encompasses residence life, counseling, career development, student organizations, and honor code enforcement. AI activity documented here is limited to student-led initiatives, career guidance, and governance-related findings. Operational AI use within Student Affairs functions — such as chatbots in residence life, AI in counseling triage, or AI-assisted application review in admissions — is not publicly documented. This dossier captures student-facing activity; institutional operations within Student Affairs remain uncharted.

10.1 Governance & Policy

Honor Code structure and AIPI findings on AI-related confusion are documented in Part I, Section A.

Faculty guidance documents instruct professors to clearly inform students of expectations regarding collaboration, citation, and AI use. The AIPI recommended potential Honor Code language changes and a framework for assessing AI use relative to the threshold of proof.

10.2 People

The AI Club, AI Student Fellows, and student AI leaders are documented in Part I, Section E.

10.3 Teaching & Curriculum

The Griffin Guide to AI and other student AI literacy resources are documented in Part I, Section E.

No AI-specific content has been documented in New Student Orientation programming.

10.4 Tools & Technology

Career development AI tools are documented in Part I, Section E.

10.5 Research & Scholarship

Student research activity is documented in Part I, Section E.

10.6 Events & Programming

Student AI events, including the AI Club's planned cheat-a-thons and the ZeroEyes referendum, are documented in Part I, Section E.

Unit 11. Whole of Government Center of Excellence

The Whole of Government Center of Excellence is a professional education and convening unit that serves government employees, federal contractors, and policy practitioners. Its AI activity is concentrated in non-credit course offerings and conference programming directed at external professional audiences rather than W&M students or faculty.

11.1 Governance & Policy

Not publicly documented in available sources.

11.2 People

Kathryn H. Floyd, a 2005 W&M graduate with a Ph.D., directs the WGC. She previously served as Mass Violence & Terrorism Visiting Fellow at the U.S. Department of Justice from 2017 to 2019 and teaches courses on terrorism and security in the Government Department. Margaret Hu (profiled in Unit 3, Law School) teaches WGC-affiliated AI courses.

11.3 Teaching & Curriculum

The WGC offers two non-credit AI courses. “Operational AI,” presented in partnership with the W&M Law School, prepares practitioners in national security, policy, and intelligence to navigate AI governance. It has been approved for 11 hours of Virginia Mandatory Continuing Legal Education credit and is open to government employees, federal contractors, and consultants. “AI and the Constitution: Preserving Limited Government in Digital Environments” addresses the Fourth Amendment’s continuing relevance and the rules governing government acquisition and use of publicly available information [67, 68].

11.4 Tools & Technology

Not publicly documented in available sources.

11.5 Research & Scholarship

The ARII grant on AI and democracy is documented in Unit 9, Research/GRI.

11.6 Events & Programming

William & Mary was selected by the Public Interest Technology University Network to host a Tech for Change Hackathon on April 9–10, 2026. Stream 1 focuses on the proliferation of synthetic media and AI-generated fraud, asking students to explore how public interest technologies can help societies rebuild trust. The 2024 National Security Conference included three AI-related panels: “Future of Data, AI, & Cyber Defense” (a senior leadership fireside chat), “Cyber Attacks, AI Weaponry, & the Future of National Security Policy,” and “Securing Critical Infrastructure in the Age of AI and Other Emerging Technologies.” [69, 70]

Unit 12. Virginia Institute of Marine Science (VIMS)

VIMS operates with significant autonomy from the main Williamsburg campus, with its own IT infrastructure, graduate programs, and research administration at the Gloucester Point campus. Its AI activity is concentrated in faculty research — particularly machine learning for coastal and environmental science — rather than in governance or teaching policy. No documented connection between VIMS and the university-wide AIPI or GenAI Guidelines process was identified in public sources.

12.1 Governance & Policy

Not publicly documented in available sources.

12.2 People

J. Derek Loftis, Assistant Professor at the Center for Coastal Resources Management, conducts research on inundation monitoring using machine learning algorithms that combine AI and edge detection. He developed an Xception Convolutional Neural Network with integrated image segmentation for water level monitoring and teaches Remote Sensing and Advanced GIS courses. Karinna Nunez, also in the CCRM, applies machine learning to map shoreline features and coastal habitats and developed pyShore, a deep learning toolkit for shoreline structure mapping using high-resolution orthographic imagery and convolutional neural networks. R. David Parker, a VIMS staff member, is developing domain-specific large language models and multi-modal retrieval systems tailored for educational and research text, biomedical literature, operational oceanographic and environmental sciences, and research administration workflows.

12.3 Teaching & Curriculum

Loftis teaches Remote Sensing and Advanced GIS at VIMS and on the main W&M campus. The graduate program in marine science includes advanced quantitative methods.

12.4 Tools & Technology

The Batten School & VIMS IT team supports AI/ML pipelines and cloud-based research workflows. pyShore is an open deep learning toolkit for shoreline mapping. The SCHISM hydrodynamic model, widely used in coastal research, specifies terrestrial nutrient inputs using Artificial Neural Network models based on the Chesapeake Bay Program watershed model.

12.5 Research & Scholarship

Loftis's recent publications include research on inundation monitoring using ML with AI and edge detection (Applied Ocean Research, 2025), water level monitoring with an Xception CNN (OCEANS 2025), denoising diffusion probabilistic models for coastal inundation forecasting (ACM SIGSPATIAL 2025), and a deep learning approach to video inundation monitoring (Oceans 2022). Nunez's publications include BathyFormer, a transformer-based method for

nearshore bathymetry mapping with multispectral satellite imagery (Remote Sensing, 2025), and hierarchical transfer learning for tidal marsh mapping (GIScience & Remote Sensing, 2023). Separate VIMS research includes a machine learning model using a long short-term memory framework for hypoxia forecasting in Chesapeake Bay, published in Artificial Intelligence for the Earth Systems (2024), which achieved 88 percent accuracy at 0.6-meter resolution for tidal marsh classification. A \$3 million NOAA grant to ODU/VIMS supports harmful algal bloom research using ML image classifiers [71].

12.6 Events & Programming

The Center of Excellence in Environmental Forecasting, established in 2024–2026 at the Batten School of Coastal & Marine Sciences and VIMS, is supported by \$1.6 million in federal funding and more than \$800,000 from Virginia [72].

Unit 13. Advancement, Alumni & Administration

Advancement is the only W&M unit with a publicly documented production deployment of an AI agent: Wren, an AI virtual engagement officer with a portfolio of approximately 500 potential donors, communicating via text and email in support of the university's \$1.45 billion endowment. Wren is the only documented administrative AI deployment at W&M outside of research computing, enterprise IT infrastructure, and the two campus surveillance systems (ZeroEyes and Flock Safety) covered in Unit 5.

13.1 Governance & Policy

University-wide AIPI and GenAI Guidelines are documented in Part I.

13.2 People

Matthew T. Lambert, a 1999 W&M graduate, serves as Senior Vice President for University Advancement. He has spoken publicly about the importance of transparency when AI tools are used in donor engagement: "The most important component for me is that we are transparent, meaning that we are clear when we have outreach that is not a human being but instead an autonomous fundraiser."

The advancement office launched Wren, an AI virtual engagement officer, which has been assigned a portfolio of approximately 500 potential donors and communicates via text and email in support of the university's \$1.45 billion endowment [73, 74].

13.3 Teaching & Curriculum

Not publicly documented in available sources.

13.4 Tools & Technology

Wren, the AI virtual engagement officer, is the only documented AI tool specific to this unit. Details on the underlying platform provider have not been publicly confirmed. The compliance framework governing Wren's communications — including CAN-SPAM compliance, state charitable solicitation requirements, and donor data privacy protections — is not publicly documented.

13.5 Research & Scholarship

Not publicly documented in available sources.

13.6 Events & Programming

Professional Development Week 2025 included a panel on AI and careers featuring Alisa Yang (class of 2025, co-author of *AI: The Magic Box*), Dean Douglas Schmidt, and Elaine Turville (class of 1996, Accenture Federal Services), moderated by Kathleen Powell, the Chief Career

Officer. The panel explored how W&M graduates can leverage their strengths in an AI-driven economy.

Alumni webinars have included “The Right Way To Use AI To Accelerate Your Career” (July 8, 2024), presented by Jeremy Schifeling, described as OpenAI’s first education partner and a former hiring manager at LinkedIn and Khan Academy. A separate panel with Kira Allmann (class of 2010), Gabrielle Hibbert (class of 2017, New America), and Catherine Gregory (class of 2009, Ada Lovelace Institute) discussed AI ethics, the future of work, and data literacy.

At the November 2025 Board of Visitors meeting, each of the university’s six school deans presented on their strengths and challenges in the context of AI. Faculty representative K. Scott Swan raised the strategic implications of AI. The Board approved the B.S. in Applied AI at that meeting [75, 76].

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Appendices

Appendix A. People Index

Appendix B. AI Tools Summary

Appendix C. Research Funding Summary

Appendix D. AI Research Across the University — A Domain-Level Synopsis

All sources cited in this report are listed with full APA entries in the References section preceding the appendices.

Appendix A. People Index

Alphabetical listing of all individuals named in this report with their title, home unit, and documented AI role.

Agouris, Peggy. Provost — Part I. Authorized AIPI; endorsed AI minor.

Anderson, Brier. Senior Instructional Designer, STLI — Unit 6. Designed College Teaching Essentials course.

Aractingi, Edward. Chief Information Officer — Part I. Co-hosts AI Power Hour; led ChatGPT Edu pilot launch.

Barger, Adam. Executive Director, STLI — Unit 6. Four-mindsets AI framework; co-PI ARII GenAI and Democracy; led first GenAI community conversation.

Burk, Joshua A.. Professor of Psychological Sciences; Provost Liaison for Academic Innovation — Unit 5. AIPI member; co-led future AI governing council workstream.

Carlson, Kurt. Associate Dean for Faculty and Academic Affairs, Mason School — Unit 2. AI Innovation Grant: synthetic data for marketing.

Castellanos, Arturo. Faculty, Mason School — Unit 2. AI Innovation Grant: RAG-based AI tutors.

Chen, Haipeng. Assistant Professor of Data Science — Unit 1. ARII grant: AI for international healthcare.

Chung, Tingting (Rachel). Clinical Associate Professor, Mason School — Unit 2. Author AI: The Magic Box; TEDx speaker; AIPI member; STLI GenAI committee chair.

Conner, Karen. Director of Academic Innovation, Mason School — Unit 2. AI Steering Committee; faculty training; AI toolkit.

Crawford, Andrew. Deputy CIO — Unit 8. AIPI member; co-led future AI governing council workstream.

D'Alessandro, William. Assistant Professor of Philosophy — Unit 5. AIPI member; AI safety research; \$5K faculty research grant.

Dolan, Carrie. Associate Professor of Kinesiology — Unit 5. ARII grant: AI/data science for global health; Dolan-Chen Kenya vaccination project.

Eddy, Pamela. Associate Provost for Faculty Affairs — Part I. AIPI co-chair.

Edmiston, Dawn. Clinical Professor of Marketing, Mason School — Unit 2. AI Steering Committee chair; Fulbright Scholar; faculty benchmark survey.

Everton, Cliff. Associate Vice President for Public Safety — Unit 5. Described ZeroEyes deployment as part of layered campus safety approach.

Fanelli, Cristiano. Associate Professor of Data Science — Unit 1. NSF CAREER Award; DOE detector design PI; DOE fusion AI co-PI; AIPI member.

Floyd, Kathryn H.. Director, Whole of Government Center of Excellence — Unit 11. WGC leadership.

Forth, Barbara. Chief Data Officer — Unit 8. Inaugural CDO; introducing ML/AI to analytics.

Giuffrida, Iria. Assistant Dean, Law School — Unit 3. AI and the Law course; Law and Emerging Tech MLS program; AIPI member.

Gotowski, Megan. Visiting Assistant Teaching Professor of Linguistics — Unit 5. Computational modeling of language acquisition; LLM comparison research.

Heymann, Laura. Professor of Law — Unit 3. Presented on GenAI legal implications.

Haug, Matthew. Chair of Philosophy — Unit 5. Teaches PHIL 330 Ethics and Data Science; panelist at February 2023 GenAI Community Conversation.

Hofer, Mark. Professor, School of Education — Unit 4. Former STLI Director; curriculum-based tech integration.

Hu, Margaret. Davison M. Douglas Professor of Law; Director, Digital Democracy Lab — Unit 3. Senate/House AI testimony; AI Law and Policy casebook; AI governance research.

Hubert, Louis. Manager of Innovation & AI Applications, IT — Unit 8. AI workflow integration.

Jacobson, Lori. Director, Writing and Communication Center — Unit 5. Leads AAC&U AI Institute team; critical AI literacy framework.

Johnson, Lindy. Associate Professor, School of Education — Unit 4. AIPI member; K-12 AI research; co-PI ARII grant; AAC&U team.

Kier, Meredith. Associate Professor of Science Education — Unit 4. WJCC AI Ambassador Program; \$1.2M NSF Noyce PI.

Kieffaber, Paul. Associate Professor of Psychological Sciences; Data Science affiliated faculty — Unit 5. Computational models of cognitive processes.

Kohli, Rajiv. Professor, Mason School — Unit 2. ML theory-building research; AI Innovation Grant.

Lambert, Matthew T.. SVP University Advancement — Unit 13. Transparency in AI donor outreach.

Lederer, Fredric. Director, CLCT, Law School — Unit 3. CLCT AI research; ACT Project; holographic testimony.

Loftis, J. Derek. Assistant Professor, VIMS CCRM — Unit 12. ML inundation monitoring; CNN water level systems.

Long, David. Faculty, Mason School — Unit 2. AI voice interaction for negotiation simulations.

Losh, Elizabeth. Dittman Professor of American Studies and English — Unit 5. Chaired AI Writing Tools Working Group; MLA-CCCC Joint Task Force co-chair (sunsetting 2025); MLA Task Force on Generative AI Initiatives co-chair; Equality Lab director.

Mooradian, Todd. Dean, Mason School of Business — Unit 2. AI integration strategy; AI Tiger Team.

Mukhopadhyay, Ayan. Assistant Professor of Computer Science — Unit 1. RAIL Lab founder; \$1.25M NSF S&CC; \$697K NSF Civic Innovation.

Nunez, Karinna. Faculty, VIMS CCRM — Unit 12. ML shoreline mapping; pyShore toolkit developer.

Oles, Katie. Instructional Design & Technology Intern, STLI — Unit 6. AI mindset mini-course development.

Parker, R. David. Staff, VIMS — Unit 12. Developing domain-specific LLMs for research workflows.

Peers, Pieter. Associate Professor of Computer Science — Unit 1. Neural rendering; DOE fusion AI senior scientist.

Peters, Tucker. Student, Class of 2028; AI Club President — Unit 10. Founded AI Club; created GenEdu.co.

Praszczaek, Przemek. Adjunct Professor, Mason School — Unit 2. Mastercard; AI sessions on payments and fraud prevention.

Roche, Gene. Special Advisor to the Dean, Mason School — Unit 2. AI Steering Committee member.

Roessler, Philip. Professor of Government; sole Director, DIGLab — Unit 9. PI: ARII GenAI and Democracy (international).

Rowe, Katherine A.. President — Part I. Vision 2026; TEDx remarks.

Runfola, Dan. Director, geoLab — Unit 9. AI/ML geospatial research.

Schmidt, Douglas C.. Dean, CDSP — Part I. AI Power Hour co-host; Tack Lecture; prompt engineering research.

Settle, Jaime. Cornelia Brackenridge Talbot Professor of Government; joint appointment in Data Science — Unit 5. Meta election study co-author; publications in Nature, Science, PNAS.

Shen-Bayh, Fiona. Formerly Assistant Professor of Government and Data Science — Unit 5, Unit 9. DIGLab co-founder with Roessler. Now at University of Maryland.

Tremblay, Monica Chiarini. Professor, Mason School — Unit 2. AI transparency research; ML theory-building; Mary Talk.

Vierthaler, Paul. Formerly Assistant/Associate Professor of Chinese Studies — Unit 5. NLP and computational literary analysis. Employment ended June 2024; now at Princeton University.

Wagner, Phillip. Clinical Associate Professor, Mason School — Unit 2. Vision 2026 GenAI case study.

Wang, Jindong. Assistant Professor of Data Science — Unit 1. AWS AI Award; Google Research Gift; LLM agent research.

Wargo, Katalin. Director of Academic Innovation, STLI — Unit 6. AIPI member; AAC&U AI Institute lead; AI ethics publication; policy guidelines author.

Wilson, Alyson G.. Vice Provost for Research — Unit 9. Research enterprise leadership.

Yalof, David. Senior Vice Provost for Academic Affairs — Part I. AIPI co-chair.

Yáñez, Pablo. Senior Data, Technology & Innovation Program Manager, STLI — Unit 6. Digital tools and teaching infrastructure for science labs.

Zhang, Yixuan (Janice). Assistant Professor of Computer Science — Unit 1. AIPI member; LLM teaching assistant longitudinal study.

Appendix B. AI Tools Summary

All AI tools and platforms documented in this report, organized by scope. Licensing model indicates whether costs are borne centrally by IT, by individual units, or are free. Approval status reflects the tool's position relative to W&M's IT review process. Public sources do not document tools that were evaluated and rejected, the specific evaluation criteria, the timeline for review completion, contract renewal dates, data retention provisions upon contract termination, or whether unit-funded tools undergo the same IT review as centrally procured tools.

Enterprise Tools (University-Wide)

ChatGPT Edu. OpenAI enterprise platform. Pilot fall 2025. SSO, institutional data protections. Select faculty/staff in CDSP and Mason School; other departments may purchase. Licensing: centrally managed pilot with unit-funded expansion. Approval: IT-approved enterprise.

Microsoft Copilot. Two tiers: Chat (free, W&M O365, 18+) and M365 (licensed, faculty/staff, per-seat fee). Pilot March 2024. Licensing: Chat free via existing O365; M365 requires purchased license. Approval: IT-approved enterprise.

Google Gemini. Enterprise Google Workspace access. All students, faculty, staff. Licensing: included in enterprise Workspace. Approval: IT-approved enterprise.

NotebookLM. Google's AI research and learning assistant. Enterprise Workspace access. Licensing: included in enterprise Workspace. Approval: IT-approved enterprise.

Adobe AI Features. Institutional Adobe licenses. Includes AI watermark.

Unit-Specific Tools

Perplexity Pro. Mason School marketing courses. LinkedIn optimization, trend analysis. Licensing: unit-funded. Approval: not documented as enterprise-reviewed.

ChatGPT Voice Interaction. Mason School. AI-driven negotiation role play.

JASP. Mason School Residency Weekend. Statistical analysis for AI instruction.

UiPath RPA. Mason School. \$4M in-kind (2019). Robot for every business student.

Copilot in VS Code. MSBA curriculum. AI-assisted coding environment.

Scite. W&M Libraries. AI citation analysis. Free with W&M email.

Gradescope. STLI faculty resources. AI-assisted grading.

pyShore. VIMS. Open deep learning toolkit for shoreline mapping.

SCHISM/ANN Models. VIMS. Artificial neural networks for nutrient input in Chesapeake Bay modeling.

Wren. Advancement. AI virtual engagement officer for donor outreach.

Flock Safety. Campus-wide (WMPD/Public Safety). AI-powered automatic license plate reader (LPR) cameras. Captures digital images of license plates and vehicles using optical character recognition. Data automatically purged after 21 days per Virginia law. Participates in statewide Virginia Flock data-sharing program; law enforcement can conduct warrantless searches within the retention window. Referendum to cancel Flock contract passed March 26, 2026 (88.6% in favor).

ZeroEyes. Campus-wide (IT/Public Safety). AI-based firearm detection software deployed on up to 400 security cameras. \$82,600/year. Analyzes camera feeds in real time; detections sent to ZeroEyes operations center for human verification. Per subscription agreement, ZeroEyes may use anonymized or aggregate data for business operations or AI software training. Student Assembly Senate placed ZeroEyes referendum on April 7, 2026 ballot; vote pending as of evidence snapshot.

Banned Tools

DeepSeek AI. Banned on W&M network and university devices effective February 18, 2025 per Virginia Executive Order 46.

Appendix C. Research Funding Summary

Documented AI-related research grants and awards, sorted by amount. Funding type indicates the financial mechanism: federal grant (carries indirect costs), industry award, industry gift (no indirect costs), internal, or in-kind. PI role indicates whether W&M is the lead institution or a subawardee.

\$5,000,000 — DOE Fusion Energy Science (federal grant). Open and FAIR Fusion for ML Applications. Fanelli is co-PI; W&M is a subawardee (\$1.3M to W&M). Unit: CDSP.

\$3,000,000 — NOAA (federal grant). Harmful algal bloom ML classifiers. ODU is lead institution; VIMS is collaborator. W&M share not publicly specified. Unit: VIMS.

\$1,250,000 — NSF Smart and Connected Communities (federal grant). AI for community challenges. Mukhopadhyay is co-PI. Multi-institution collaboration with George Mason, ODU, and Vanderbilt; W&M role (lead or subawardee) not publicly confirmed. Unit: CDSP.

\$1,200,000 — NSF Noyce Scholars Program (federal grant). Teacher preparation with AI components. Kier is PI. Unit: Education.

\$1,000,000 — DOE (federal grant). AI-assisted detector design for Electron-Ion Collider. Fanelli is PI; \$1M to W&M. Unit: CDSP.

\$697,000 — NSF Civic Innovation Challenge (federal grant). AI for transportation (Nashville DOT, Vanderbilt). Mukhopadhyay is PI. Multi-institution; W&M role not publicly confirmed. Unit: CDSP.

Up to \$500,000 — NSF CAREER Award (federal grant). Deep learning and uncertainty quantification in nuclear physics. Fanelli is PI. Unit: CDSP.

\$100,000 (est.) — AWS Agentic AI Amazon Research Award (industry award). LLM agent topologies. Wang is PI. \$70K unrestricted + \$30K AWS credits. Unit: CDSP.

\$15,000 — ACFE (industry grant). Fraud research. Chung is PI. Unit: Mason Business.

Amount not disclosed — Google Research Gift (industry gift; no indirect costs). Robust foundation models. Wang is PI. Unit: CDSP.

Amount not disclosed — ARII (internal, two-year). Generative AI and Democracy. Roessler (PI), Barger, Johnson. Unit: Research/GRI.

Amount not disclosed — ARII (internal, exploratory). AI for international healthcare. Chen is PI. Unit: CDSP.

Amount not disclosed — ARII (internal, exploratory). Data-Driven Decision Intelligence Approach To Enhance Community and Environmental Health Resilience in Kenya. Dolan (Kinesiology) and Chen (Data Science) are co-PIs. Unit: Arts & Sciences / CDSP.

\$5,000 — W&M Faculty Research Grant (internal). Explainable AI and Idealized Models. D'Alessandro is PI. Unit: Arts & Sciences.

\$750–\$10,000 each — Mason AI Innovation Grants (internal). Seven faculty projects (2024–25). Various PIs. Unit: Mason Business.

The documented portfolio is concentrated: CDSP accounts for the majority of funded AI research by dollar value, with seven of twelve documented awards. VIMS holds one large collaborative award. Education, Mason Business, Arts & Sciences, and Research/GRI each hold one or more awards. No funded AI research was documented in the Law School, Libraries, IT, Student Affairs, Whole of Government, or Advancement.

Indirect cost (F&A) rates, overhead recovery amounts, and the infrastructure revenue generated by these grants are not publicly documented. The dollar figures above represent direct costs or total award amounts as reported in public sources.

No AI-related technology transfer activity — invention disclosures, patent applications, or licensing — has been publicly documented through W&M's Office of Technology Transfer.

Appendix D. AI Research Across the University — A Domain-Level Synopsis

This appendix consolidates AI-related research documented throughout this report into a cross-cutting view organized by research domain rather than organizational unit. It is drawn from the same public sources as the rest of the report and reflects institutionally visible research — projects that appeared in news coverage, grant announcements, faculty profiles, and published scholarship. It does not represent a comprehensive inventory of all AI-related research at William & Mary.

Nuclear Physics & Particle Physics

Cristiano Fanelli (Data Science) holds an NSF CAREER Award of up to \$500,000 for deep learning and uncertainty quantification in nuclear physics, leads a \$1 million DOE grant for AI-assisted detector design for the Electron-Ion Collider's ePIC detector, and was selected for two projects from a \$16 million DOE allocation for AI/ML research in nuclear physics accelerators and detectors. In October 2022, W&M hosted the second AI4EIC workshop, drawing over 200 participants from national laboratories, universities, and industry [23, 24, 28, 30].

Fusion Energy

Fanelli and Pieter Peers (Computer Science) are part of a \$5 million DOE Fusion Energy Science project, “Open and FAIR Fusion for Machine Learning Applications,” with \$1.3 million allocated to W&M. The all-women-led PI team includes a summer school component. The inaugural AI4Fusion Summer School at W&M in June 2024 selected 14 undergraduates for a fully funded two-week intensive and is scheduled to return for at least two more summers [29, 31].

Cyber-Physical Systems & Transportation

Ayan Mukhopadhyay (Computer Science) founded the RAIL Lab, focused on AI techniques for large-scale systems such as transportation and emergency response. He holds a \$1.25 million NSF Smart and Connected Communities grant in collaboration with George Mason University, Old Dominion University, and Vanderbilt University, and leads a separate \$697,000 NSF Civic Innovation Challenge project with the Nashville Department of Transportation and Vanderbilt [25].

AI Agents & Foundation Models

Jindong Wang (Data Science) was selected for the AWS Agentic AI Amazon Research Award (\$70,000 in unrestricted funding plus \$30,000 in AWS credits) for “Structure Matters: Task-Optimized Topologies for LLM Agents” and received a Google Research Gift for work on robust foundation models and the impact of imperfect pre-training data. Wang is an Associate Editor for IEEE Transactions on Neural Networks and Learning Systems, an Area Chair for ICML, NeurIPS, ICLR, and KDD, and is listed among the World's Top 2% Highly Cited Scientists by Stanford University [77].

Coastal & Environmental Science

This is one of W&M's deepest AI research areas, concentrated at the Virginia Institute of Marine Science. J. Derek Loftis (CCRM) has published on inundation monitoring using ML with edge detection (Applied Ocean Research, 2025), water level monitoring with Xception CNNs (OCEANS 2025), and denoising diffusion probabilistic models for coastal inundation forecasting (ACM SIGSPATIAL 2025). Karinna Nunez (CCRM) developed pyShore, a deep learning toolkit for shoreline structure mapping with CNNs, and published on transformer-based nearshore bathymetry mapping (Remote Sensing, 2025) and hierarchical transfer learning for tidal marsh classification (GIScience & Remote Sensing, 2023). R. David Parker is developing domain-specific LLMs and multi-modal retrieval systems for oceanographic and environmental literature. Separate VIMS research includes an LSTM framework for Chesapeake Bay hypoxia forecasting published in Artificial Intelligence for the Earth Systems (2024). A \$3 million NOAA grant supports harmful algal bloom research using ML image classifiers. The Center of Excellence in Environmental Forecasting, established in 2024–2026 with \$2.4 million in combined federal and state funding, further anchors this work [71, 78, 72].

Democracy, Governance & Digital Society

Philip Roessler (Government/DIGLab) leads the international component of an ARII-funded two-year study on generative AI and democracy, examining the impact of AI and edutainment campaigns in Tanzania in partnership with the Makerere University Business School-ICT Centre. The project's local component, led by Lindy Johnson (Education), studies AI's impact on K–12 teachers, and the STLI component, led by Adam Barger, focuses on digital fluency and human-computer interaction. The student-run DisinfoLab at GRI tracks disinformation. Margaret Hu's Digital Democracy Lab at the Law School supports research on rights-based AI governance, regulatory oversight of AI systems, and algorithmic discrimination [49, 65, 46].

Legal & Policy Scholarship

Margaret Hu (Law) published "AI Law and Policy" (Aspen Publishing, 1,110 pages), "Facial Recognition AI," "National Security & Federalizing Data Privacy Infrastructure for AI Governance" (92 Fordham L. Rev. 1829, 2024), and "Biometrics and an AI Bill of Rights" (60 Duq. L. Rev. 283, 2022). She testified before the U.S. Senate Committee on Homeland Security and the House Committee on Oversight on AI regulation. Iria Giuffrida (Law) published "Liability for AI Decision-Making" and "Keeping AI Under Observation." The CLCT, directed by Fredric Lederer, participates in the international ACT Project researching AI decision-support in legal systems and has published "AI-Based Evidence in Criminal Trials?" (Gless, Lederer et al.) [42, 79, 45, 43, 80].

AI Safety & Philosophy

William D'Alessandro (Philosophy) published "Deontology and Safe Artificial Intelligence" (Philosophical Studies) and co-authored "Artificial Intelligence: Arguments for Catastrophic Risk"

(Philosophy Compass, 2024). He holds a \$5,000 W&M Faculty Research Grant for “Explainable AI and Idealized Models.” [52, 81]

Education & Pedagogy

Yixuan Zhang (Computer Science) conducted the first longitudinal study on LLM-powered AI teaching assistants in entry-level programming. Tingting (Rachel) Chung (Business) received the best teaching paper award at the 2024 Pre-ICIS SIGDSA Symposium for “AI The Magic Box: Strategies for Teaching How AI Works” and is co-authoring an AI textbook. Lindy Johnson (Education) is studying how AI affects K–12 teachers. Adam Barger (STLI) has developed a four-mindsets framework for AI engagement. Katalin Wargo (STLI) published “Striking a Balance: Navigating the Ethical Dilemmas of AI in Higher Education.” Meredith Kier (Education) leads the WJCC AI Ambassador Program integrating AI into K–12 instruction [26, 38, 56, 48].

Business & ML Theory

Monica Tremblay and Rajiv Kohli (Business) co-authored “Theories in Flux: Reimagining Theory Building in the Age of Machine Learning.” Tremblay’s ongoing research focuses on AI transparency and interpretability in predictive models for the juvenile justice system. Arturo Castellanos (Business) is researching AI tutors using Retrieval Augmented Generation. Kohli and Seth Li are exploring AI as a tool for mediating polarized discussions. Kurt Carlson (Business) is developing synthetic data exercises for marketing education [32].

Healthcare & Social Impact

Haipeng Chen (Data Science) holds an ARII exploratory grant studying AI’s impact on international healthcare, with broader research in reinforcement learning and generative AI for health and environmental applications. Tingting Chung (Business) received a \$15,000 ACFE grant for fraud-related research [49].

Computational Humanities

Paul Vierthaler, formerly Assistant Professor of Chinese Studies and Data Science, conducted NLP and computational literary analysis at W&M through June 2024. He is now at Princeton University and is not included in this inventory of current W&M faculty research.

Geospatial Intelligence & International Development

Dan Runfola directs geoLab at GRI, which builds tools using AI, ML, and geospatial data for security, sustainability, and community resilience. AidData, also at GRI, uses AI and advanced analytical tools for international development research, serving governments, international organizations, and media [66].

Known Gaps

Several academic departments at William & Mary are likely to have faculty conducting AI-related research that is not captured in this report. These include but are not limited to Biology and Neuroscience (computational genomics, bioinformatics, neural modeling), Psychology

(computational behavioral modeling, NLP in clinical research), Economics (machine learning for causal inference, predictive econometrics), Chemistry (molecular modeling, computational drug discovery), Mathematics (optimization theory, statistical learning), and Anthropology/Sociology (computational social science, text mining). The absence of documented research in these departments reflects the scope of this report's methodology — institutional-level public sources — not the absence of work.

Kinesiology (Dolan-Chen AI/data science collaboration for global health), Linguistics (Gotowski's computational modeling of language acquisition), and Philosophy (PHIL 330 Ethics and Data Science course; D'Alessandro's AI safety research) are now documented in Unit 5.

Student Research

Graduate theses, doctoral dissertations, MSBA capstone projects, honors theses, and undergraduate research projects involving AI/ML methods are not systematically cataloged in this report. Public visibility of student research varies: some projects are documented through institutional news, competition results, or repository listings, but most are not discoverable through the institutional-level sources used here. A comprehensive student research inventory would require access to thesis databases, capstone archives, and program-level records that may not be fully public.

Comprehensive AI Research Inventory — Available Upon Request

This report documents AI research visible through institutional news, grant announcements, and faculty profiles. A comprehensive AI research inventory is available as a separate engagement and would include:

- Systematic bibliometric search of all W&M-affiliated publications involving AI, machine learning, deep learning, NLP, computer vision, computational modeling, and related methods (2020–present)
- Faculty-by-faculty publication inventory across all departments, including those not traditionally associated with AI
- Research lab and center profiles for interdisciplinary groups with AI components
- Graduate student theses and dissertations employing AI/ML methods
- Funded grants where AI/ML is a component, including projects where W&M is a collaborator rather than the lead institution
- Industry partnerships, clinical applications, and technology transfer activity involving AI
- Cross-institutional collaborations with national laboratories (Jefferson Lab, NOAA, DOE facilities) and partner universities
- Patent and intellectual property filings related to AI methods or tools

- Faculty research interest mapping — identifying every faculty member who self-identifies AI or ML as a research area, including those who have not yet published but are actively developing projects

A comprehensive inventory would be organized by research domain, revealing connections across departmental silos that may not be visible from within any single unit.

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