

MARYMOUNT UNIVERSITY

Comprehensive AI Governance & Activity Inventory

A Public-Source Institutional Reference

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Evidence snapshot: April 6, 2026

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Introduction

What This Document Is

This document is a public-source inventory of AI governance, teaching, research, and operations at Marymount University. 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 interviews were conducted. No internal documents were reviewed. 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.

The document is organized in two parts. Part I provides an institutional overview across ten sections covering governance architecture, policy infrastructure, teaching and learning posture, the tool ecosystem, academic integrity, research governance, library and information literacy, infrastructure investment, public statements, and the evidence archive. Part II contains seven unit dossiers—one for each college, school, or administrative division with documented AI activity—using a six-part structure: Governance & Policy, People, Teaching & Curriculum, Tools & Technology, Research & Scholarship, and Events & Programming.

The evidence snapshot date is April 6, 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 Marymount inventory is one of several companion documents produced from that research, alongside comprehensive AI governance inventories for Virginia Tech and the University of Virginia, a peer benchmark covering 23 BOV-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 Responded to Generative AI*](#) 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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PART I — Institutional Overview

Evidence snapshot: April 6, 2026

- I. Institutional AI Governance Architecture
- II. Policy Infrastructure & Institutional Alignment
- III. Teaching & Learning Posture
- IV. Tool Ecosystem & Procurement Governance
- V. Academic Integrity Integration
- VI. Research Governance & Ethics
- VII. Library & Information Literacy Signals
- VIII. Infrastructure & Strategic Investment Signals
- IX. Public Statements & Executive Signaling
- X. Evidence Archive

I. Institutional AI Governance Architecture

Marymount University's AI governance architecture is distributed across several instruments that were not designed as a unified system but that collectively constitute the institution's operational AI framework. No published AI governance framework, AI strategy plan, or standalone AI policy document exists. What exists instead is a set of governance mechanisms embedded in different institutional structures — each addressing a piece of the AI puzzle, none integrated with the others.

The most specific governance instrument is the IRB's mandatory review requirement for all research using artificial intelligence or machine learning, regardless of whether human subjects are involved. This policy, documented on the Office of Research IRB page, requires that most AI/ML projects undergo review (though many may qualify for exemption under sections 1.2 and 7.10 of the IRB manual). It is the only documented AI governance mechanism at Marymount that applies universally across academic units and requires affirmative institutional action — a researcher cannot simply proceed without engaging the review process. That it governs research rather than teaching or operations limits its scope, but within its domain it is operationally concrete.

The Academic Integrity Code contains the institution's most detailed AI policy language. Section 4 (Expectations) of the 2025–2026 Community Standards document acknowledges that generative AI has the capability of dramatically altering teaching and learning. The code prohibits the use of generative and assistive AI tools in completing any coursework or assignments unless explicitly permitted by the instructor in the syllabus, the LMS, or the assignment itself. The prohibition applies to all student work including development and final versions, graded and ungraded. Improper use is classified under the university's standard definition of plagiarism. The AI language was specifically updated on January 6, 2026, per the document's Change Log. The Academic Integrity Incident Report includes a dedicated checkbox for unauthorized use of artificial intelligence. An Academic Integrity Coordinator, appointed by the Provost, reviews all records for consistency.

This creates a default-prohibition model: AI tools are prohibited unless an instructor opts in. The operative mechanism is instructor-level authority — each faculty member determines what constitutes authorized use in their course. The code does not define AI, does not list specific tools, and does not provide guidance on how instructors should make the authorization decision.

An AI Task Force is referenced in some institutional communications, including President Becerra's Forbes columns, where she calls for establishing presidential AI task forces as a crucial initial step. No charter, roster, meeting schedule, report, or output from any Marymount AI Task Force was located. Whether the referenced task force exists internally or remains aspirational cannot be determined.

The Technology Resource Use Policy governs use of all Marymount technology resources. It specifies that ITS may restrict access to programs, sites, or services for security or administrative purposes. The policy contains no AI-specific provisions.

A University Technology Committee exists under the Momentum Strategic Plan (Initiative 31). No public output from this committee was located. The Intellectual Property Committee, appointed by

the Provost, oversees IP policy. Scholarly works generally belong to faculty creators; sponsored research IP is determined by the collaboration agreement. No AI-specific IP guidance has been posted.

CIO Carl Whitman's March 2025 promotion to Vice President and Cabinet member explicitly added AI adoption to his mandate — the only documented instance of AI responsibility being formally assigned to a named institutional officer.

Marymount also maintains a dedicated AI Information page designed to provide accurate data for external AI models (such as ChatGPT or Gemini), ensuring the university is represented correctly in AI-generated responses. This is an unusual governance signal — a proactive attempt to manage institutional representation in the AI ecosystem.

In summary: Marymount's AI governance architecture consists of an IRB mandatory review for AI/ML research, a detailed Academic Integrity Code provision with graduated sanctions, a CIO with an AI mandate, an AI information management page, and a set of governance structures (task force, technology committee, IP committee) whose AI activity (if any) is not publicly documented. The architecture is more developed than the institution's public narrative suggests, but it lacks the integrating framework that would connect these mechanisms into a coherent institutional AI strategy.

II. Policy Infrastructure & Institutional Alignment

The Academic Integrity Code is the policy instrument that most specifically addresses AI. Its Section 4 provides a complete framework: default prohibition of generative and assistive AI tools, instructor opt-in authorization, classification of violations as plagiarism, and a graduated sanction structure ranging from redoing an assignment (minimum) to course failure (maximum) for first offenses, with hearing panels for disputed or repeat cases and potential expulsion for third violations.

The code's strength is its specificity: it names generative AI, defines the prohibition's scope, and provides enforcement mechanisms including a dedicated incident report checkbox. Its limitation is structural: it delegates every substantive decision to individual instructors without providing tools to support those decisions. No supplemental guidance document (faculty AI guide, AI syllabus template, or recommended authorization frameworks) has been issued by the Provost's Office, OTEA (Unit 6), or any academic unit. The Instructor Quick Guide to Academic Integrity (2023 PDF) addresses the process of reporting violations but not the pedagogical question of when and how to authorize AI use.

The Technology Resource Use Policy was written without reference to AI tools, generative AI, or AI-assisted work. No AI addendum or policy revision has been publicly posted.

No AI-specific procurement policy, vendor assessment framework, or risk classification system for AI tools was located. Enterprise procurement follows standard processes through ITS and Financial Affairs.

International student resources define cheating to include the use of substantive translation services that aid in more than just spelling and grammar — language that encompasses some AI tools and demonstrates awareness of AI-adjacent technology use in a specific student population.

The gap between the institution's AI curriculum investment (B.S. in AI, Applied AI Certificate, federal grants, NOVATech Works Hub) and its governance infrastructure (integrity code prohibition, IRB review, no faculty guidance) is the most prominent structural finding in this inventory. The investment side is growing rapidly; the governance side remains anchored in the integrity code and the IRB.

III. Teaching & Learning Posture

Marymount's AI teaching posture is defined by three features: concentrated AI curriculum in the School of Technology and Innovation, a default-prohibition model in the Academic Integrity Code, and an emerging institutional AI literacy requirement through the MU 101 first-year course.

STI (Unit 1) houses the B.S. in Artificial Intelligence (launched summer 2024, entering its third year), the Applied AI Graduate Certificate (four courses with the AI prefix in the 2025–2026 catalog: AI 511, AI 531, AI 551, AI 680), the Minor in AI and Robotics, and AI-adjacent content in the Data Science Certificate and M.S. in Emerging Technology. The Applied AI Certificate carries a "Pending SACSCOC approval" notation on the Majors & Programs page despite full course descriptions in the catalog, a discrepancy that cannot be resolved publicly. The B.S. in AI requires the IT 352 AI Trust, Bias and Social Impact course, the only documented required ethics-focused AI course at the institution. STI also runs the AI for All dual enrollment program with DC Public Schools (35 students served through August 2025) and the NOVATech Works Hub, a GO Virginia-funded regional AI workforce coordination initiative launched in January 2026.

The Applied AI Certificate's course descriptions reveal a pedagogically distinctive program. AI 511 (Concepts in Artificial Intelligence) covers machine learning, neural networks, NLP, computer vision, and AI ethics across domains. AI 531 (Use-Inspired Generative AI Applications) examines generative AI for content creation including text, images, music, and video, with attention to unethical usage such as deepfakes. AI 551 (Using Generative AI Tools and Techniques) provides hands-on access to AI tools in lab and cloud environments, teaching the AI systems development life cycle from requirements definition through continuous monitoring. The "use-inspired" framing, drawn from Pasteur's Quadrant, signals an orientation toward practical problem-solving across domains rather than purely theoretical AI research.

Outside STI, AI teaching signals are sparse. No AI-specific courses or curriculum revisions are documented in the public catalogs of the College of Health and Education, the College of Sciences and Humanities, or any non-STI unit. The NSF "Accelerating AI Workforce Development" grant (~\$400,000) targets cross-disciplinary faculty preparation for teaching AI — the primary documented mechanism for expanding AI teaching capacity beyond STI. OTEA (Unit 6) is the institutional unit most logically positioned to deliver this work, but no public documentation confirms its role.

The MU 101 course, a one-credit requirement for all first-year students expanded to a full semester in fall 2025, covers campus resources, time management, and financial literacy while helping students develop familiarity with emerging technologies including the ethical use of AI. This is the only documented institutional requirement that all students engage with AI as a topic. It originated from enrollment management and student success infrastructure rather than from Academic Affairs or OTEA.

No institution-wide faculty AI guide, AI syllabus template, or AI teaching workshop was located. Dr. Elizabeth Langran (Education, Unit 2) completed ISTE's inaugural AI Explorations Faculty Fellowship in 2023, co-edited a volume on generative AI in teacher education (AACE, 2024), and co-authored an AAAI Conference paper on AI education frameworks for educator preparation programs — the most developed AI-in-teaching professional scholarship documented at the institution.

IV. Tool Ecosystem & Procurement Governance

Marymount's documented enterprise technology stack consists of Workday (ERP — human capital, finance, student records), Canvas (LMS), Turnitin (originality checking, integrated with Canvas), Microsoft 365 (email, collaboration, file storage), and Panopto (lecture capture). The Workday implementation is unusually comprehensive for a university of Marymount's size, covering all three modules.

No AI-specific tools are documented in the institutional technology portfolio. No institutional ChatGPT or Copilot license, no AI writing detection platform beyond Turnitin's baseline originality matching, no AI-assisted analytics deployment, and no AI chatbot were located. The AI 551 course description references student access to AI tools "in the lab and on the cloud," indicating some AI compute infrastructure exists for instructional purposes, though its specifications are not publicly documented.

No approved AI tools list, AI tool risk classification framework, or AI procurement pathway has been published by ITS, the Provost's Office, or any other unit. The Academic Integrity Incident Report includes a checkbox for unauthorized AI use, but no corresponding institutional list of authorized tools exists.

Workday College, launched July 2025 as a partnership with Workday (one of two national university partners), offers the Workday Pro Platform Administrator Certification. Workday increasingly markets AI-driven analytics features within its platform. No documentation of Workday AI features being activated at Marymount was located.

The Commonwealth of Virginia's "Virginia Has Jobs: Activate Your AI Potential" website, launched in partnership with Google in July 2025, lists Marymount's B.S. in AI among state AI education resources — external validation that positions the program within the state's official AI workforce infrastructure.

V. Academic Integrity Integration

The Academic Integrity Code's AI provision is the institution's most operationally developed AI governance mechanism. Section 4 establishes that generative and assistive AI tools are prohibited in all coursework unless explicitly permitted by the instructor. The prohibition extends to both development and final versions of work, graded and ungraded. Improper use falls within the standard definition of plagiarism. The code specifically names ChatGPT as an example.

The default-prohibition model means AI is forbidden unless a faculty member affirmatively authorizes it. This is stricter than many peer institutions that adopt a default-permitted-with-disclosure model. The prohibition creates a clear enforcement baseline: any unauthorized use is a violation. But it places the entire burden of authorization on individual instructors without institutional scaffolding.

The enforcement infrastructure is documented in detail. The Academic Integrity Incident Report includes a dedicated checkbox for unauthorized AI use. Sanctions for AI violations range from a minimum of redoing the assignment to a maximum of course failure. First violations involve an instructor-student conference and completion of the RAISE Academic Integrity Tutorial (\$20). The Academic Integrity Coordinator reviews all records for institutional consistency. For disputed or repeat cases, hearing panels consist of faculty elected by their schools for three-year terms and student representatives. Records are maintained for seven years.

Turnitin is available through Canvas. The institution notes that Turnitin detects text matches and that assessment of plagiarism rests with the instructor. No institutional position on Turnitin's AI writing detection feature, which identifies AI-generated text rather than matching it to existing sources, was located. This is a notable gap: the incident report has an AI checkbox, but the detection infrastructure is not specifically configured for AI identification.

The library's citation guides (APA 7th Edition, Chicago/Turabian) include AI citation sections and direct students to their teaching faculty for course-specific AI expectations, reinforcing the instructor-level authority model.

VI. Research Governance & Ethics

The IRB's mandatory review requirement for all AI/ML research is the most specific AI research governance mechanism at Marymount. The policy requires that any research using artificial intelligence or machine learning undergo IRB review regardless of whether human subjects are involved. Most AI/ML projects may qualify for exemption, but review is mandatory. This requirement extends IRB authority beyond its traditional scope (human subjects protection) into a new domain (AI methodology review), reflecting an institutional recognition that AI research raises governance questions independent of human subjects involvement.

The Office of Research, led by VP for Research Dr. Patricia Heyn (Interim), administers the research portfolio. The IRB operates under federal registrations FWA #00019383 and IORG #0003273, with a Policy & Procedure Manual approved January 15, 2020 under the Revised Common Rule.

Dr. Catherine Diaz-Asper's (Unit 7) 2024 *American Psychologist* article provides the most substantive published AI ethics framework produced by a Marymount-affiliated researcher. The paper evaluates ethical challenges for AI language technologies in behavioral research and clinical applications, addressing transparency, explainability, human agency, oversight, equity, non-discrimination, and automation bias. Diaz-Asper's 2025 NIH AIM-AHEAD Hub grant for bilingual cognitive screening operates under this ethical framework. Her cross-institutional research with Georgetown University Medical Center includes documented IRB oversight for the telephone speech collection study — the most developed example of AI research governance in practice at Marymount.

The NIH AIM-AHEAD grant (originally PI: Nathan Green, Unit 1) for AI readiness at minority-serving institutions would have triggered NIH human subjects and data sharing requirements. No Marymount-specific AI research ethics guidance derived from this grant was located beyond the general IRB AI/ML policy.

VII. Library & Information Literacy Signals

The Reinsch Library (Unit 3) has embedded generative AI citation guidance within two existing LibGuides (APA 7th Edition and Chicago/Turabian) but has not developed a standalone AI information literacy guide, AI research guide, or AI-specific instructional program. The library's comparative table of AI research tools, describing how each works, its source, and whether it is free, provides a basic evaluative framework for students. The advisory language directs students to course instructors for AI use expectations, reinforcing the default-prohibition model. The dean position was vacant following Alison Gregory's January 2026 departure.

VIII. Infrastructure & Strategic Investment Signals

Marymount's AI-related infrastructure investment signals fall into five categories.

Federal grants. The AI-specific grant portfolio includes: NIH AIM-AHEAD Program for AI Readiness (Nathan Green, PI, 2023); NIH AIM-AHEAD Hub bilingual cognitive screening grant (Diaz-Asper, PI, 2025); NSF "Accelerating AI Workforce Development" (~\$400K, 2024); NSF CyberCorps Scholarship for Service (Murphy, PI, renewed 2022 for five years); NSF CyberTeach (Murphy, PI); NSA Cybersecurity Clinic (\$1.5M). The NSF STEM Scholars Program (\$1.46M) supports students in AI-adjacent STEM fields. The total research portfolio reached \$21 million in 2024.

Academic programs. The B.S. in Artificial Intelligence, Applied AI Graduate Certificate (four courses with AI prefix), Minor in AI and Robotics, and AI for All dual enrollment program represent curricular infrastructure. The B.S. in AI is listed on Virginia's "Virginia Has Jobs: Activate Your AI Potential" website in partnership with Google.

Carnegie designations. Marymount received Carnegie Research University and Opportunity University designations in 2025 — one of 33 institutions nationally holding both, and one of three private not-for-profit institutions in Virginia classified as an Opportunity College with higher access

and earnings. The Research University classification was based on \$2.6 million in annual research expenditures and 63 research doctorates.

Digital transformation. The full-scale Workday implementation (HR, finance, student), Workday College partnership, CIO elevation to VP/Cabinet with AI mandate, and the 75th anniversary \$50M fundraising campaign represent institutional investment in technology infrastructure. The MU 101 first-year course with ethical AI content creates an institutional floor for AI awareness across all incoming students.

Regional workforce coordination. The NOVATech Works Hub (GO Virginia-funded, January 2026, Murphy as Project Director) positions Marymount as the lead institution for a regional AI workforce coordination initiative connecting training providers, employers, and job seekers across Northern Virginia's technology ecosystem. This is the most recent and ambitious extension of the institution's AI positioning from internal programming to regional infrastructure.

The Center for the Innovative Workforce (Director: Murphy) and the Center for Optimal Aging (Founding Director: Heyn; Associate Director of Research: Diaz-Asper) are the two research centers most directly connected to AI activity.

No high-performance computing infrastructure, GPU resources, or AI-specific lab facilities were documented beyond the cloud-based tools referenced in the AI 551 course description.

IX. Public Statements & Executive Signaling

President Becerra (Unit 5) is the institution's primary, and nearly sole, public voice on AI. Across at least five AI-relevant Forbes Business Council columns (2024–2026), national speaking engagements, and institutional communications, she has framed AI as a workforce imperative, called for presidential AI task forces and organizational AI audits, warned of an emerging "intelligence divide," described AI as "eyeglasses for our brain" at the Inside Higher Ed U.S. Universities Summit and in ARLnow, and positioned Marymount's AI programs as institutional evidence.

Her March 2026 Forbes column is the most governance-specific: it cites a 2025 survey showing 75 percent of responding students use AI for homework (24 percent daily), describes disciplinary tensions between faculty who want to redesign curricula around AI and those concerned about academic integrity, and recommends task forces, surveys, and audits as essential governance instruments. Her cross-sector collaboration column (August 2025) argues that businesses will increasingly rely on universities for AI workforce retraining and ethical guidance. As Consortium Board Chair (2025–2026), Becerra's AI commentary reaches an audience of presidents across the Washington metropolitan area's higher education system.

Beyond Becerra, public AI commentary from Marymount leadership is concentrated in Dr. Diane Murphy, who provides the operational voice — describing the B.S. in AI, the regulatory gap, and the workforce rationale for AI literacy across fields. Murphy's commentary is programmatic rather than governance-oriented: she addresses what Marymount is building, not what governance structures should govern it.

Provost Slaven-Lee's sole documented AI-adjacent statement is a general comment on research as a tool for innovation. CIO Whitman's AI language appears only in his promotion announcement and Workday College communications. No Board of Trustees statement on AI was located. Former Provost El-Rewini's Future U. podcast comments on cross-disciplinary AI integration (philosophy faculty teaching AI ethics alongside computer science and psychology) remain the most granular public description of AI pedagogy from any Marymount executive.

The institutional AI brand — workforce readiness, ethical practice, competitive positioning — is coherent and consistently messaged. The governance infrastructure behind the brand is thinner than the messaging implies, though the IRB AI/ML policy and the Academic Integrity Code's Section 4 demonstrate that governance mechanisms do exist in domains that matter (research review and academic conduct).

X. Evidence Archive

All URLs supporting Part I claims are documented in the Sources sections of Units 1–7. The institutional-level sources most frequently cited across multiple sections are listed below.

Academic Integrity Code (Section 4, AI language) — 2025–2026 Community Standards Blue Book, Updated AI Language, January 6, 2026

<https://marymount.edu/student-life/wp-content/uploads/sites/4/2026/01/2025-2026-Community-Standards-Blue-Book-Updated-AI-Language.pdf>

Academic Integrity Policy Summary (2025–2026 catalog) — enumerated violations including unauthorized AI use

<https://marymount.smartcatalogiq.com/en/2025-2026/catalog/marymount-university-catalog-2025-26/academic-information-and-policies/graduate-academic-information-and-policies/academic-integrity-policy-summary>

Academic Integrity main page — Office of Student Conduct, Quick Guide, incident reporting

<https://marymount.edu/student-life/health-wellness/student-conduct/academic-integrity/>

Instructor Quick Guide to Academic Integrity (PDF, 2023)

<https://marymount.edu/student-life/wp-content/uploads/sites/4/2024/08/Instructor-Quick-Guide-to-Academic-Integrity-2023.pdf>

Guide to Sanctions — AI violation sanctions, minimum through maximum

<https://marymount.edu/student-life/health-wellness/student-conduct/academic-integrity/information-for-faculty/guide-to-sanctions/>

IRB AI/ML Mandatory Review Policy — all AI/ML research requires IRB review regardless of human subjects

<https://marymount.edu/academics/office-of-research/institutional-review-board/artificial-intelligence-and-machine-learning/>

IRB main page — federal registrations, human subjects review

<https://marymount.edu/academics/office-of-research/institutional-review-board/>

Intellectual Property Policy — scholarly works ownership, invention disclosure, royalty-sharing

<https://marymount.edu/faculty-and-staff/human-resource-services/human-resources-policies/intellectual-property-policy/>

AI Information page — institutional data management for external AI models

<https://marymount.edu/ai-info/>

Technology Resource Use Policy — acceptable use, no AI-specific language

<https://marymount.edu/academics/services-resources/technology-services/technology-resource-use-policy/>

Momentum Strategic Plan 2019–2026 — four pillars, Initiative 31, Technology Committee

<https://marymount.edu/faculty-and-staff/office-of-planning-institutional-effectiveness/strategic-planning/>

Carl Whitman VP promotion announcement (March 2025) — AI adoption mandate

<https://marymount.edu/blog/marymount-appoints-carl-whitman-as-v-p-of-information-technology-and-cio/>

Research University designation article (February 2025) — Carnegie classifications, \$21M portfolio

<https://marymount.edu/blog/marymount-achieves-research-university-designation-as-it-expands-research-footprint/>

Forbes: "The value of AI for higher education" (March 2026) — AI task force call, 75% student AI use

<https://marymount.edu/blog/forbes-the-value-of-ai-for-higher-education-turning-tension-into-transformation/>

Forbes: "How universities can prepare young professionals" (November 2025)

<https://marymount.edu/blog/forbes-how-universities-can-prepare-young-professionals-for-the-ai-economy/>

Forbes: "Why cross-sector collaboration is key" (August 2025)

<https://marymount.edu/blog/forbes-why-cross-sector-collaboration-is-key-to-solving-societal-challenges/>

Forbes: "How to become a transformational leader in the AI era" (April 2024)

<https://marymount.edu/blog/forbes-how-to-become-a-transformational-leader-in-the-ai-era/>

Inside Higher Ed Summit article (October 2025) — "eyeglasses" analogy, enrollment, financial sustainability

<https://marymount.edu/blog/president-becerra-shares-insights-on-ai-and-the-future-of-work-at-2025-u-s-universities-summit/>

ARLnow: B.S. in AI profile (October 2025) — Becerra and Murphy quotes, enrollment data

<https://marymount.edu/blog/arlnow-com-with-bachelors-degree-in-ai-marymount-seeks-to-equip-students-for-a-changing-world/>

B.S. in AI launch announcement (June 2024)

<https://marymount.edu/blog/marymount-offers-expanded-knowledge-of-artificial-intelligence-in-new-bachelors-program/>

AI for All / Future-Ready Virginia (August 2025) — NSF AI Workforce grant, Virginia Has Jobs listing

<https://marymount.edu/blog/marymounts-ai-programs-help-pave-the-way-for-a-future-ready-virginia/>

NOVATech Works Hub (January 2026) — GO Virginia-funded, AI-enabled regional workforce hub

<https://marymount.edu/blog/marymount-university-to-lead-regional-tech-workforce-initiative-with-development-of-novatech-works-hub/>

Workday College launch (July 2025)

<https://marymount.edu/blog/marymount-one-of-only-two-u-s-schools-to-offer-new-workday-certification/>

Consortium Board Chair announcement (September 2025) — Becerra appointed 2025–2026

<https://marymount.edu/blog/president-becerra-named-board-chair-of-consortium-of-universities-of-the-washington-metropolitan-area/>

Class of 2029 welcome (August 2025) — MU 101 ethical AI content, record enrollment

<https://marymount.edu/blog/marymount-welcomes-largest-ever-first-year-class-for-fall-2025/>

AI course catalog (SmartCatalog) — AI 511, AI 531, AI 551, AI 680 descriptions

<https://marymount.smartcatalogiq.com/en/2025-2026/catalog/marymount-university-catalog-2025-26/courses/ai-artificial-intelligence>

APA 7th Edition Citation Guide — Citing AI and AI Tools tab

<https://marymount.libguides.com/apa7/citingAI>

Chicago/Turabian Citation Guide — Citing Media and AI Tools tab

<https://marymount.libguides.com/c.php?g=708721&p=5035779>

Marymount blog AI tag archive

<https://marymount.edu/blog/tag/artificial-intelligence/>

ITS homepage

<https://marymount.edu/academics/services-resources/technology-services/>

OTEA homepage

<https://marymount.edu/academics/services-resources/teaching-assessment>

PART II — Unit Dossiers

Each unit dossier follows a six-part structure: Governance & Policy, People, Teaching & Curriculum, Tools & Technology, Research & Scholarship, and Events & Programming.

Unit 1. School of Technology and Innovation

Unit 2. College of Health and Education

Unit 3. Reinsch Library

Unit 4. Information Technology Services

Unit 5. Office of the President & Executive Leadership

Unit 6. Office of Teaching Excellence and Assessment

Unit 7. College of Sciences and Humanities

Unit 1. School of Technology and Innovation

Key Signals: STI accounts for the majority of Marymount's documented AI activity — the B.S. in Artificial Intelligence (described at launch as Virginia's first), a four-course Applied AI Graduate Certificate with detailed catalog descriptions addressing generative AI applications and ethics, five federal grants with AI or AI-adjacent scope totaling millions in funding, and the institution's only concentration of AI-publishing faculty. The Center for the Innovative Workforce, directed by Distinguished Professor Diane Murphy, functions as the operational engine for AI curriculum, workforce partnerships, and the grant portfolio that drove Marymount's 2025 Carnegie Research University designation. Two recent faculty hires (Alvaro Cintas-Canto with 720 Google Scholar citations and published research at the intersection of AI and post-quantum cryptography, and Osei Hyiamang on generative AI in health care) signal continued investment in AI-specific faculty capacity.

The School of Technology and Innovation (STI) operates within Marymount's College of Business, Innovation, Leadership and Technology (CBILT) at the Ballston Center in Arlington, Virginia. Dr. Alex Mbaziira serves as School Director and Associate Professor. The school holds NSA/DHS Center of Academic Excellence in Cyber Defense Education (CAE-CDE) designation and offers undergraduate programs in AI, information technology, cybersecurity, computer science, and cloud computing; graduate programs in information technology, cybersecurity, emerging technology, technology management, and a D.Sc. in Cybersecurity; and multiple graduate certificates including Applied AI, Data Science, and Digital Transformation. AI is the school's most recent and publicly prominent program area. The Ballston Center, located in Arlington's Ballston quarter adjacent to the federal agency and defense contractor ecosystem of Northern Virginia, positions STI students within walking distance of the employers and research partners that anchor Marymount's AI workforce development mission.

1.1 Governance & Policy

No STI-specific AI governance document is publicly available. The school operates under the university-wide Academic Integrity Code, which lists "unauthorized uses of artificial intelligence" as an enumerated violation category in the 2025–2026 Community Standards (the document filename includes "Updated-AI-Language," suggesting a deliberate revision cycle for the AI provision). The Technology Resource Use Policy, administered by Information Technology Services, applies to all STI operations but contains no AI-specific language.

The NSA/DHS CAE-CDE designation imposes curriculum standards for cybersecurity programs that are not AI-specific but govern program content in an area that increasingly intersects with AI, particularly in STI's research on AI-based cybercrime detection and disinformation modeling.

STI's governance contribution to AI is expressed primarily through curriculum design and research positioning rather than published policy documents. The Center for the Innovative Workforce connects the school to workforce development strategy at the institutional level. The CyberCorps Scholarship for Service program, administered through STI since 2008, imposes federal compliance

requirements that structure how AI-adjacent cybersecurity education and research operate under NSF oversight.

1.2 People

Dr. Alex Mbaziira

Director and Associate Professor, School of Technology and Innovation. Ph.D. in Information Technology. Former Fulbright Scholar at George Mason University, where he conducted research on cybercrime detection using machine learning and natural language processing. Member, cybersecurity and privacy working group, Greater Washington Board of Trade; member, IEEE. Co-PI on the NSF CyberCorps Scholarship for Service grant alongside Murphy and Hall.

Research spans three lines: (1) AI-based cybercrime detection using computational linguistic and psycholinguistic feature engineering to identify scams, fraud, fake reviews, and disinformation — building artificial intelligence models that process natural language to detect deceptive patterns in online communications; (2) applied research funded by the U.S. Department of Defense investigating how red-team processes can be made more efficient with emerging technology; (3) securing medical supply chains for wearable medical devices using lightweight and post-quantum cryptography. Co-instructor for the AI for All/DCPS summer program alongside Murphy. Teaches at all levels from undergraduate through doctoral.

Selected publications: Mbaziira, A.V., Sabir, M., & Al Harrack, M. (2021). "Lying Trolls: Detecting Deceptions and Text-based Disinformation Using Machine Learning," book chapter in *Cybersecurity, Psychology, and Cognitive Science*. Diaz-Gonzalez, J., Mbaziira, A.V., & Liu, M. (2019). "An exploratory deep learning approach to mobile malware detection," *Journal of Computing Sciences in Colleges*, 35(3). Mbaziira, A.V. & Jones, J. (2017). "Hybrid Text-based Deception Models for Native and Non-Native English Cybercriminal Networks," *2017 International Conference on Computing and Data Analysis*, ACM.

Dr. Diane Murphy

Distinguished Professor; Director, Center for the Innovative Workforce. B.Sc., Chemistry; M.Sc., Library Science; Ph.D., Information Science. Early career work in chemical informatics and early AI systems at the U.S. Environmental Protection Agency (1980s). Serial entrepreneur: founded two technology companies and a not-for-profit supporting young entrepreneurs. 2020 Commonwealth of Virginia Outstanding Faculty Award; 2021 inaugural Distinguished Faculty Award, Marymount Halo Committee.

Murphy is the architect of Marymount's AI program portfolio. She has been publicly credited with identifying AI as a program focus for the institution in 2022 and driving development of the B.S. in Artificial Intelligence. Her research agenda centers on workforce development in cybersecurity and AI, trustworthy AI, bias detection and minimization in AI, and diversity barriers in STEM. She serves as PI on three active NSF grants: CyberCorps Scholarship for Service (renewed 2022 for five years), CyberTeach (cybersecurity faculty development), and the \$400,000 "Accelerating AI Workforce Development" award for cross-disciplinary faculty preparation.

In the ARLnow article profiling the B.S. in AI (October 2025), Murphy addressed the regulatory landscape directly, observing that the absence of federal AI regulation means the field operates without formal guardrails. She described the AI Trust, Bias and Social Impact course as essential preparation for students navigating that unregulated environment. Murphy is the operational voice of AI strategy in institutional communications, frequently appearing alongside President Becerra in public-facing announcements about AI programs and grants. She serves as program director for AI for All, the dual enrollment program with DC Public Schools.

Co-authored with Liu: "A Multi-Faceted Approach for Trustworthy AI in Cybersecurity," *Journal of Strategic Innovation and Sustainability* 15(6), 2020.

Dr. Michelle Liu

Associate Professor, School of Technology and Innovation. Research in three areas: (1) how emerging technologies interact with users and evolve with organizational security posture and privacy decision-making, including telehealth platforms; (2) impact, governance, ethics, and accountability of AI-based systems; (3) STEM education innovation for workforce diversity and readiness. Active in student/faculty collaborative research that produces conference presentations and peer-reviewed publications. Liu's research on AI governance and accountability represents one of the few documented research programs at Marymount that directly addresses the governance questions President Becerra raises in her public commentary.

Dr. Nathan Green

Associate Professor, School of Technology and Innovation. Ph.D., Charles University in Prague (2013); Marie Curie Early Stage Researcher in NLP and Machine Learning (CLARA EU project). M.S., Computer Science, George Washington University; B.S., North Carolina State University; Fulbright Fellow in Iceland. Prior position: Assistant Professor of Computer Science, Westfield State University. Research: natural language processing, machine learning, human-computer interaction, extended reality (XR), human-robot interaction interfaces; Google Scholar citations: 374.

PI on the NIH AIM-AHEAD Program for AI Readiness grant (2023), establishing Marymount's AI Health Equity Lab. The lab focuses on AI-driven health research including falls prevention and in-home care for underserved populations, with AI-based avatar interfaces for 24/7 monitoring and triage to nursing staff. The grant was one of 15 awards nationally from the NIH program for AI readiness at minority-serving institutions. Research is conducted in collaboration with the Center for Optimal Aging and Center for the Innovative Workforce.

Employment status note: LinkedIn activity references a new position at UAB Marnix E. Heersink School of Medicine. Marymount institutional pages and Green's personal academic website listed him at Marymount as of October 2025. Status unconfirmed at time of this research snapshot. If Green has departed, the AIM-AHEAD grant PI status may have changed; no public documentation of a PI change was located.

Dr. Donna Schaeffer

Associate Professor, School of Technology and Innovation. Research: ethical and social implications of artificial intelligence and machine learning; incorporating cybersecurity principles across curricula

in disciplines including mathematics, public health, tourism, and public affairs; cybersecurity and health. Active doctoral committee work confirmed in public sources.

Dr. Kateryna Nesvit

Faculty, School of Technology and Innovation. Research: computational mathematics; NLP algorithms for automating pre-employment hiring processes, specifically converting voice responses to employer questions into text, performing preliminary text analysis, and building NLP-based decision-making models.

Dr. Natalia Bell

Faculty, School of Technology and Innovation. Research: cybersecurity in nonprofits and small-to-medium enterprises; cybersecurity readiness during disasters; cybersecurity awareness; workforce readiness; digital badges for academic milestones; academic resilience. Bell also works on the development of AI curriculum — a function noted on the Cybersecurity Research Area page that positions her as contributing to the pedagogical infrastructure underlying the B.S. in AI and related programs.

Dr. Andy Hall

Faculty, School of Technology and Innovation. Background includes nearly 30 years in the U.S. Army, finishing as head of the cybersecurity program at West Point. Co-PI on the NSF CyberCorps Scholarship for Service grant alongside Murphy and Mbaziira. Research: operations research, data science, cybersecurity education; applying advanced analytic techniques to complex decision problems; workforce planning and military operations research; statistical methods for qualitative research.

Dr. Susan Conrad

Faculty, School of Technology and Innovation. Prior roles: Director of Instructional Design and Online Learning at Marymount (2011–2016); Director of ERP and custom code, Siemens Medical Solutions (12+ years). Research: data privacy and personal identifiable information; IoT and surveillance; workforce readiness and technology marketplace trends. Published research includes biometrics, data privacy, and experiential learning. Conrad's data privacy work intersects with AI through questions about data consent, usage, and ownership — particularly as AI systems collect and process personal data at scale.

Dr. Alvaro Cintas-Canto

Assistant Professor of Cybersecurity and Artificial Intelligence, College of BILT. Ph.D., University of South Florida (Department of Computer Science and Engineering, 2021); M.Sc. and B.Sc. in Computer and Electrical Engineering, Tennessee Tech University (2018 and 2016 respectively). Google Scholar citations: 720. ResearchGate: 16 publications.

Cintas-Canto's research sits at the intersection of hardware security, post-quantum cryptography, and artificial intelligence. His most AI-relevant publication — "ChatGPT vs. Lightweight Security: First Work Implementing the NIST Cryptographic Standard ASCON" (2023) — is the first study to

explore the intersection between lightweight cryptography (LWC) and advanced AI language models. Additional research addresses error detection architectures for post-quantum cryptographic systems, FPGA implementations, and cryptographic engineering. He holds the title of Senior Key Personnel on a curriculum development initiative leveraging AI and cybersecurity expertise across doctoral, master's, undergraduate, and certificate programs. He received a faculty scholarship seed grant, awarded annually to two faculty members with scholarly projects exhibiting high potential for future external grant funding.

Cintas-Canto maintains a personal website (alvarocintas.com) with AI tutorials, courses, and projects aimed at making AI accessible to non-technical audiences. He was the subject of a Marymount Faculty in Focus profile (November 2023) discussing his AI advocacy, ChatGPT applications, and social media presence educating the public about AI benefits. He has published in Forbes on AI topics. Courses taught include Intro to Computer Systems, Advanced Python Applications, Applications of Cryptography, Computer Scripting Techniques, and Applied Research in Cybersecurity.

Dr. Osei Hyiamang

Assistant Professor. Research: application of generative AI models in health care; responsible, ethical, and fair integration of generative AI into health care delivery and community health outcomes. No peer-reviewed publications or grants confirmed in public sources at time of research. Hyiamang's appointment represents a direct faculty investment in generative AI research with a health equity orientation consistent with the AIM-AHEAD lab and Center for Optimal Aging missions.

Dr. Stephen Boyce

Mentor and alumnus on the CyberCorps Scholarship for Service grant team. Holds a D.Sc. in Cybersecurity from Marymount. No additional public profile information located.

External Connections

A Marymount adjunct faculty member in CBILT holding a D.Sc. in Cybersecurity from Marymount presented at the GovAI Summit (October 2025, Arlington, Virginia). Jonathan Aberman, Dean of the School of Business and Technology at Marymount from 2019 to 2023, also spoke at GovAI Summit 2025; he no longer holds a Marymount appointment. Marymount is a member of the Greater Washington Partnership's Capital CoLAB (Collaborative of Leaders in Academia and Business), which connects the university to regional workforce development initiatives including the TalentReady program that supports the AI for All pipeline.

1.3 Teaching & Curriculum

Undergraduate Programs

B.S. in Artificial Intelligence — Launched summer 2024; now entering its third year of availability. 120 total credits required; minimum grade of C in all AI courses; minimum grade of C+ in IT 489 Capstone Project; students must complete 21 credits of the AI major at Marymount. All

students must complete a for-credit internship in the AI field before graduation (minimum 90 cumulative credits and 2.0 GPA to register). The internship requirement connects to the institution's broader policy that every student completes an internship before graduation.

Core curriculum encompasses courses with the IT prefix: IT 305 Concepts of AI, IT 306 Applications of AI, IT 352 AI Trust, Bias and Social Impact (required for all AI majors), machine learning, robotics, and advanced software development. Research opportunities with faculty span cybersecurity, NLP, and business analytics. Extracurricular programming includes competitions and boot camps. The B.S. in AI with a minor in Cybersecurity is an eligible program for CyberCorps Scholarship for Service funding, creating a pathway for AI students to pursue federally funded cybersecurity careers.

The program was described at launch as Virginia's first B.S. in Artificial Intelligence. In the ARLnow article (October 2025), the program was characterized as comparable to a computer science degree, providing a foundation in AI concepts, skills in advanced software development, machine learning and robotics, and knowledge of modern AI methodologies and tools. Murphy described the program's pedagogical approach as combining fundamental technology classes from existing IT, computer science, and cybersecurity programs with specialized AI courses.

Minor in Artificial Intelligence and Robotics — Available to students majoring in other fields.

Graduate Programs

Applied AI Graduate Certificate — Designed for working professionals in technical and non-technical fields, including K-12 and higher education faculty, government employees, and industry workers. The certificate carries its own course prefix (AI) in the 2025–2026 catalog, with four courses forming a structured sequence:

AI 511 Concepts in Artificial Intelligence examines AI principles, history, building blocks, machine learning, data curation, neural networks, robotics, natural language processing, and computer vision. Ethics, bias, and trustworthiness are addressed in detail. Students evaluate use-inspired AI applications across domains and examine AI's impact on existing jobs and potential to create new career fields.

AI 531 Use-Inspired Generative AI Applications covers generative AI use cases across multiple domains including content creation (text, images, music, audio, and video), with attention to unethical usage such as deepfakes. Students examine applications in education, healthcare, business, agriculture, entertainment, science, and everyday life. The course requires students to critically evaluate datasets used to train generative AI tools. Trustworthiness (including bias, explainability, accessibility, privacy, and ethics) is explored throughout. Prerequisite: AI 511 with minimum grade of B-.

AI 551 Using Generative AI Tools and Techniques provides hands-on access to datasets and AI tools, teaching students to design, configure, and evaluate their ethical use in domain-specific applications. Coverage includes the AI systems development life cycle: requirements definition, data curation, tool selection, model training, user orientation, and continuous monitoring. Students work

with AI tools in both lab and cloud environments. The final project requires comparative critical evaluation of tools in a specific domain. Prerequisite: AI 531 with minimum grade of B-.

AI 680 AI Capstone Project: Domain Specific AI Application is the culminating experience.

The certificate currently carries a "Pending SACSCOC approval" notation on the institutional Majors & Programs page. Prior reporting described the certificate as launching fall 2024; the current catalog includes full course descriptions with the AI prefix, suggesting the curriculum is developed and operational regardless of the SACSCOC notation. This discrepancy cannot be resolved from public sources (see Gaps and Observations).

Data Science Graduate Certificate — Four-course program. Required: IT 540 Enterprise Data Management and Analysis, IT 546 Principles of Data Science, IT 566 Computer Scripting Techniques. Electives include IT 576 Natural Language Processing and IT 586 Machine Learning. The catalog also includes a separate DATA course prefix (Data Science), indicating continued investment in data-adjacent academic infrastructure.

M.S. in Emerging Technology — Stackable credential program: students complete any three graduate certificates from the STI portfolio (cybersecurity, data science, digital health, digital transformation, healthcare informatics, Applied AI) to earn the master's degree. This architecture makes the Applied AI Certificate a building block toward a master's degree.

M.S. in Information Technology; M.S. in Cybersecurity; M.S. in Technology Management; D.Sc. in Cybersecurity — AI intersects throughout the cybersecurity and IT curriculum. Mbaziira teaches at all levels including doctoral. The D.Sc. in Cybersecurity is a research doctorate that could produce AI-related dissertations, though no AI-specific dissertation topics were identified in public sources.

Pedagogical Approach

Murphy has described the school's approach as increasing student participation in lab work and research projects to explore AI tools and applications, teaching students to use AI responsibly rather than as a shortcut. In the ARLnow profile, she emphasized the AI Trust, Bias and Social Impact course as central to the pedagogical model, preparing students to navigate the absence of federal AI regulation. The AI for All program awards three transferable credits for Marymount's Concepts of Artificial Intelligence course, extending the pedagogical pipeline to high school students.

The Applied AI Certificate course descriptions reveal a pedagogy organized around "use-inspired" applications — a term drawn from Pasteur's Quadrant that signals an orientation toward practical problem-solving rather than purely theoretical AI research. Students are expected to select domains and evaluate AI tools within those domains, producing graduates who can deploy AI in specific professional contexts rather than in the abstract.

1.4 Tools & Technology

No publicly posted list of AI tools approved for instructional or research use in STI was located. The Ballston Center is described in institutional materials as state-of-the-art. Canvas, Panopto, and

Workday are documented as enterprise platforms across the university. No AI-specific lab infrastructure, GPU resources, or high-performance computing assets were documented in public sources.

The AI 551 course description references student access to "a variety of AI tools, both in the lab and on the cloud," indicating that some AI computing infrastructure exists for instructional purposes, though its specifications and institutional licensing arrangements are not publicly documented.

The school operates a CyberClinic through an NSA grant (\$1.5 million). Students from the CyberClinic team developed the capture-the-flag competition for the Cyber Saints WiCyS Conference in November 2025. Cintas-Canto's courses (Applications of Cryptography, Advanced Python Applications) use tools that overlap with AI development environments.

1.5 Research & Scholarship

Federal Grants

NIH AIM-AHEAD Program for AI Readiness (2023) — One of 15 awards nationally from the NIH program for AI readiness at minority-serving institutions. Established Marymount's AI Health Equity Lab. Research focus: AI-driven health research including falls prevention, in-home care for underserved populations, and AI-based avatar interfaces for 24/7 monitoring with triage to nursing staff. Conducted in collaboration with the Center for Optimal Aging and Center for the Innovative Workforce. Marymount's HSI designation was a qualifying factor for the grant, linking the institution's demographic identity to its AI research portfolio. Nathan Green listed as PI at time of award; current PI status unconfirmed (see Section 1.2).

NSF "Accelerating AI Workforce Development: Preparing Faculty for Teaching AI Across Domains and Pathways" (~\$400,000, 2024) — Faculty development grant targeting cross-disciplinary AI teaching capacity. This is the only documented federal grant at Marymount specifically focused on building AI instructional capacity beyond STI. Its scope extends to all faculty across the university, making it an institutional rather than unit-level initiative administered through STI.

NSF CyberCorps Scholarship for Service (renewed 2022, five-year award) — Murphy, PI; Hall and Mbaziira, Co-PIs; Boyce, mentor. Marymount has participated in the CyberCorps community since 2008. The program provides full scholarships for students pursuing cybersecurity careers in the federal government, covering tuition, stipends, and up to \$6,000 per year in professional development. Five scholarships were available for the 2025–2026 cohort. Eligible programs include the B.S. in Artificial Intelligence with a minor in Cybersecurity, B.S./M.S. Cybersecurity, M.S. programs, and D.Sc. in Cybersecurity.

NSF CyberTeach — Murphy, PI. Cybersecurity faculty development; funded OTEA staff time (Provenzano and Steiner) to create and evaluate teaching workshops.

NSA Cybersecurity Clinic (\$1.5 million) — NSA selected Marymount to build and operate a cybersecurity clinic. Produces applied security research and the student CyberClinic team.

NSF STEM Scholars Program (\$1.46 million) — Need-based scholarship initiative for students in STEM majors including Computer Science, Cybersecurity, Engineering, and Information Technology. Supports student persistence in fields that feed into the AI pipeline.

Selected Publications and Research Outputs

Liu, X. & Murphy, D. (2020). A Multi-Faceted Approach for Trustworthy AI in Cybersecurity. *Journal of Strategic Innovation and Sustainability*, 15(6), 68–78.

Cintas Canto, A., Kaur, J., Mozaffari Kermani, M., & Azarderakhsh, R. (2023). ChatGPT vs. Lightweight Security: First Work Implementing the NIST Cryptographic Standard ASCON. Preprint. The first study to explore the intersection between lightweight cryptography and advanced AI language models.

Mbaziira, A.V., Sabir, M., & Al Harrack, M. (2021). Lying Trolls: Detecting Deceptions and Text-based Disinformation Using Machine Learning. Book chapter in *Cybersecurity, Psychology, and Cognitive Science*.

Diaz-Gonzalez, J., Mbaziira, A.V., & Liu, M. (2019). An exploratory deep learning approach to mobile malware detection. *Journal of Computing Sciences in Colleges*, 35(3).

Mbaziira, A.V. & Jones, J. (2017). Hybrid Text-based Deception Models for Native and Non-Native English Cybercriminal Networks. *2017 International Conference on Computing and Data Analysis*, ACM.

Green, N. (multiple publications, 2009–present). NLP, machine learning, dependency parsing, and corpus linguistics; 374 Google Scholar citations.

Nesvit, K. Research on NLP algorithms for automated pre-employment decision-making. No peer-reviewed publications confirmed in public sources at time of research.

Hyiamang, O. Research on generative AI in health care. No peer-reviewed publications or grants confirmed in public sources at time of research.

IARPA Capabilities Statement

A publicly available capabilities statement submitted to IARPA's ReSCIND program documents AI disinformation research at Marymount involving students and faculty — studying social media dissemination patterns and AI models for identifying disinformation campaigns. Faculty named in the statement include Liu, Mbaziira, Hall, and Cintas-Canto. This document confirms research activity in AI-based disinformation detection that does not appear in any other public institutional communication.

Student-Mentored AI Research

The Discover Research Program supports undergraduate students in faculty-mentored research. In 2022, Dr. Dalal Alarayed mentored a summer project on leveraging virtual reality and machine learning to improve rehabilitation exercise programs, using an Oculus Quest 2 with machine-

learning pose recognition algorithms to guide physical therapy users. This is the earliest documented student-faculty AI research collaboration at Marymount outside of the federal grant portfolio.

Research Portfolio Context

Marymount's total research portfolio reached \$21 million in 2024, with \$6 million in new grants added that year. STI-anchored AI grants (AIM-AHEAD, NSF AI Workforce, NSA clinic, CyberCorps, CyberTeach) represent a substantial portion of this figure. The institution received Carnegie Research University classification in 2025 based on \$2.6 million in annual research expenditures and 63 research doctorates awarded.

1.6 Events & Programming

AI for All / DC Public Schools Dual Enrollment and Internship Program (Summer 2024, ongoing) — Six-week dual enrollment program at Ballston Center. Approximately 10 students per cohort; 35 total participants as of August 2025. Students earn three transferable credits for Concepts of Artificial Intelligence. Curriculum covers AI basics, Python coding, and hands-on projects including restaurant reservation systems and AI applications for UN Sustainable Development Goals. A four-week internship component runs concurrently, managed by the Work-Based Learning Alliance. Led by Murphy and Mbaziira. Supported by the Greater Washington Partnership's TalentReady initiative and the DC Public Education Fund. The program uses a student instructor model: Kristian Alleyne, a Marymount IT junior, served as an instructor for the summer 2024 cohort. Participating students were drawn from DC public schools including Phelps ACE High School. The program aligns with Marymount's HSI designation and Becerra's public commentary on the "intelligence divide" — targeting DC public school students who might not otherwise have access to AI education before college.

Cyber Saints WiCyS Conference (November 2025) — Inaugural student-led conference at Ballston Center, organized by Maha Noor, a senior IT major and president of Marymount's Cyber Saints WiCyS chapter. Theme: "Navigating AI's Shift in Cybersecurity." Nearly 100 students attended, including visitors from George Mason University, Georgetown University, Northern Virginia Community College, University of Maryland Global Campus, and Washington University of Science and Technology. Programming included skill-building technical workshops, research presentations, a capture-the-flag competition developed by CyberClinic students, and networking. Alumni speakers included Dr. Fatou Sankare ('23), an adjunct professor who led a session on "The Psychology of Intrusion," and Dr. Jonathan Lockett ('24), a U.S. Secret Service analyst who described how Marymount's D.Sc. in Cybersecurity prepared him for the AI field.

Future U. Podcast (May 2023) — Recorded at Ballston Center featuring President Becerra, Provost El-Rewini, STI Director Diane Murphy, and incoming SGA President Nicholas Mariel. Murphy discussed AI curriculum development and cross-disciplinary integration. El-Rewini described how philosophy faculty could teach AI ethics within the AI program and collaborate with computer science and psychology faculty. This was an early high-profile AI positioning event for the institution.

Interior Architecture + Design Lecture Series (February 2024) — Inaugural Dana Keegan & Martha Child Lecture Series at Ballston Center. Theme: AI technologies and their integration into design professions. Organized by the School of Design and Art (CBILT). Not an STI event but held in the same building and reflects AI engagement across CBILT.

Faculty in Focus: Dr. Alvaro Cintas-Canto (November 2023) — Institutional profile of Cintas-Canto discussing AI advocacy, ChatGPT applications, and efforts to make AI accessible to non-technical audiences through social media and public writing.

NOVATech Works Hub (January 2026) — Marymount was selected to lead the planning of NOVATech Works, a GO Virginia-funded regional technology workforce initiative. The project, administered through the Center for the Innovative Workforce, takes the form of a virtual coordination hub, described as AI-enabled, connecting training providers, employers, workforce organizations, and job seekers in artificial intelligence, cybersecurity, cloud computing, and software development. Murphy serves as Project Director. Over a nine-month planning period, Marymount and regional partners will engage employers, develop a training catalog, and design outcome tracking systems. CBILT Dean Anne Magro described the initiative as Marymount developing coordinated, accessible solutions that link talent with Northern Virginia's most dynamic industries. This is the most recent and ambitious extension of STI's workforce mission into regional coordination.

GovAI Summit 2025 (October 2025, Arlington) — Marymount adjunct (D.Sc. in Cybersecurity) and former CBILT Dean Jonathan Aberman presented. The summit's Arlington location, minutes from the Ballston Center, positions Marymount within the federal AI governance conversation.

Gaps and Observations

No STI-specific AI use policy, AI course guidance framework, or school-level statement on AI tool use has been publicly posted. All governance is expressed through the curriculum (particularly the required AI Trust, Bias and Social Impact course) and through individual faculty research postures. For a school that offers a B.S. in AI and a graduate certificate explicitly teaching students to develop AI applications, the absence of a published statement on how AI tools may be used within the school's own courses is structurally incongruous.

The Applied AI Graduate Certificate carries a "Pending SACSCOC approval" notation on the current Majors & Programs page, inconsistent with the existence of four fully described courses in the 2025–2026 catalog under the AI prefix. The certificate has a program page, active course descriptions, and prerequisite chains — suggesting the curriculum is operational. Whether the SACSCOC notation reflects a pending formal approval, a delayed update, or a substantive programmatic question cannot be determined from public sources.

Nathan Green's reported departure to UAB Heersink School of Medicine is a consequential gap. Green was the PI on the NIH AIM-AHEAD grant — the only NIH grant in Marymount's AI portfolio. No public documentation of a PI change, grant amendment, or transition plan for the AI Health Equity Lab was located. The lab's current operational status is unconfirmed. If the PI has

departed, the grant may have been transferred, amended, or returned — each outcome with different implications for Marymount's research infrastructure.

STI's research area web pages carry October 2022 update dates. Faculty profiles and research descriptions may have evolved since then, particularly for Cintas-Canto and Hyiamang, who appear to have been hired after those pages were last updated.

The IARPA Capabilities Statement confirms AI disinformation research involving students and faculty that does not appear in any other public institutional communication. This suggests research activity that is underreported in official channels — a pattern consistent with a school where faculty research capacity outpaces the institutional communications infrastructure.

Cintas-Canto's 720 Google Scholar citations represent the highest documented citation count among STI faculty — exceeding Green's 374 — yet his AI research (particularly the ChatGPT vs. lightweight cryptography paper) receives minimal institutional visibility compared to Green's NLP work or Murphy's workforce development portfolio.

No enrollment data for the B.S. in AI or the Applied AI Graduate Certificate was located in public sources. The ARLnow article (October 2025) reported that Marymount does not make program-specific enrollment data available, though it noted the university's fourth consecutive year of undergraduate enrollment growth (2,839 undergraduates, up 13%) and its status as entering its third year of offering the AI degree.

Cross-References

- **Office of the President & Executive Leadership (Unit 5):** Becerra framed the B.S. in AI at its launch and references STI's programs in her Forbes columns as evidence of institutional commitment. Murphy functions as the operational voice of AI strategy alongside Becerra in institutional communications. Becerra described Murphy's work in the ARLnow profile; Murphy's regulatory commentary in that article complements Becerra's governance-level calls for AI task forces.
- **OTEA & Academic Affairs (Unit 6):** NSF CyberTeach funded OTEA staff to develop teaching workshops; NSF AI Workforce grant targets cross-disciplinary faculty development, with OTEA as the likely delivery mechanism.
- **Reinsch Library (Unit 3):** Library APA7 and Chicago citation guides link to AI resources; students in STI AI programs are a primary audience for these research guides.
- **College of Health and Education (Unit 2):** AI Health Equity Lab is cross-disciplinary — STI (Green), Center for Optimal Aging, and health programs collaborate. Hyiamang's generative AI in health care research creates additional overlap.
- **College of Sciences and Humanities (Unit 7):** Diaz-Asper's NLP/ML cognitive screening research connects to STI through the AI Health Equity Lab and Center for Optimal Aging collaboration. Her work represents a distinct AI research strand — health-focused, peer-reviewed, internationally collaborative — that complements STI's workforce-oriented AI portfolio.

- **Information Technology Services (Unit 4):** STI's AI programs and research operate on ITS-managed infrastructure; no AI-specific computing resources for STI research were documented. Whitman's AI adoption mandate (March 2025) creates a potential infrastructure pathway for STI's lab and research needs. The AI 551 course description references cloud-based AI tools, suggesting some compute infrastructure exists outside ITS-managed systems.
- **Part I, Section VIII (Infrastructure & Strategic Investment):** STI drives the majority of Marymount's documented AI infrastructure signals: B.S. in AI, federal grants, CAE-CDE designation, Carnegie Research University classification.
- **Part I, Section IX (Executive Signaling):** Murphy's public statements appear alongside Becerra's in institutional communications as the operational voice of AI strategy.

Sources

School of Technology and Innovation homepage — director's welcome, program overview, CAE-CDE designation, graduate certificate navigation

<https://marymount.edu/academics/college-of-business-innovation-leadership-and-technology/school-of-technology-and-innovation>

Artificial Intelligence (B.S.) program page — curriculum requirements, course list, internship requirement, faculty research areas, Minor in AI and Robotics

<https://marymount.edu/academics/college-of-business-innovation-leadership-and-technology/school-of-technology-and-innovation/undergraduate-programs/artificial-intelligence-bs/>

B.S. in AI SmartCatalog entry — 2025–2026 catalog program requirements and course listings

<https://marymount.smartcatalogiq.com/en/2025-2026/catalog/marymount-university-catalog-2025-26/college-of-business-innovation-leadership-and-technology/school-of-technology-and-innovation/undergraduate-degrees/artificial-intelligence-bs>

AI course catalog (SmartCatalog) — AI 511, AI 531, AI 551, AI 680 course descriptions, prerequisites, and credit hours

<https://marymount.smartcatalogiq.com/en/2025-2026/catalog/marymount-university-catalog-2025-26/courses/ai-artificial-intelligence>

B.S. in AI launch announcement (June 2024) — Murphy and Becerra quotes, curriculum description, Applied AI Certificate fall 2024 announcement, Virginia's first B.S. in AI claim

<https://marymount.edu/blog/marymount-offers-expanded-knowledge-of-artificial-intelligence-in-new-bachelors-program/>

Applied AI Graduate Certificate program page — program description, target audience

<https://marymount.edu/academics/college-of-business-innovation-leadership-and-technology/school-of-technology-and-innovation/graduate-programs/applied-ai-graduate-certificate-program/>

Majors & Programs page — full program inventory, "Pending SACSCOC approval" notation for Applied AI Certificate, Minor in AI and Robotics confirmed

<https://marymount.edu/academics/majors-programs/>

Active Academic Programs 2024–2025 (PDF) — B.S. in Artificial Intelligence in official SACSCOC program inventory with CIP code

<https://marymount.edu/wp-content/uploads/2024/09/Active-Programs-2024-2025.pdf>

STI Artificial Intelligence Research Area — faculty research profiles for Murphy, Liu, Green, Nesvit, Bell, Hall, Conrad

<https://marymount.edu/academics/college-of-business-innovation-leadership-and-technology/school-of-technology-and-innovation/school-of-technology-and-innovation-research/artificial-intelligence-research-area/>

STI Technology Workforce Research Area — Murphy, Schaeffer, Liu, Conrad research descriptions; CyberCorps and CyberTeach grants noted

<https://marymount.edu/academics/college-of-business-innovation-leadership-and-technology/school-of-technology-and-innovation/school-of-technology-and-innovation-research/technology-workforce-research-area/>

STI Cybersecurity Research Area — Mbaziira three research lines, Hall, Bell (AI curriculum development noted), Cintas-Canto research description

<https://marymount.edu/academics/college-of-business-innovation-leadership-and-technology/school-of-technology-and-innovation/school-of-technology-and-innovation-research/cybersecurity-research-area/>

STI Faculty page — Mbaziira listed as Director and Associate Professor

<https://marymount.edu/academics/college-of-business-innovation-leadership-and-technology/school-of-technology-and-innovation/school-of-technology-and-innovation-faculty/>

CyberCorps Scholarship for Service program page — program history since 2008, 2022 renewal for five years, PI/Co-PI team, eligible programs including B.S. in AI with minor, scholarship details, five available for 2025–2026

<https://marymount.edu/academics/college-of-business-innovation-leadership-and-technology/school-of-technology-and-innovation/empowering-future-tech-careers/>

ARLnow: With bachelor's degree in AI, Marymount seeks to equip students for a changing world (October 2025) — Becerra and Murphy quotes, "eyeglasses for our brain" context, AI regulation commentary, B.S. in AI third year, enrollment data (2,839 undergrads, up 13%, fourth year of record growth)

<https://marymount.edu/blog/arlnow-com-with-bachelors-degree-in-ai-marymount-seeks-to-equip-students-for-a-changing-world/>

Marymount Faculty Experts page (October 2025) — Green and Mbaziira listed in STI

<https://marymount.edu/faculty-and-staff/office-of-university-communications/marymount-university-faculty-experts/>

AI for All / Future-Ready Virginia article (August 2025) — Murphy quotes, program enrollment, grant portfolio, DCPS partnership, NSF AI Workforce grant confirmed, Becerra quote on AI as transformative force

<https://marymount.edu/blog/marymounts-ai-programs-help-pave-the-way-for-a-future-ready-virginia/>

Summer AI program article (July 2024) — AI for All cohort details, Murphy and Mbaziira as co-leaders, Work-Based Learning Alliance, transferable credits, student instructor quoted

<https://marymount.edu/blog/summer-ai-program-at-marymount-prepares-d-c-high-school-students-for-tomorrows-jobs/>

Research University designation article (February 2025) — NIH AIM-AHEAD, NSA clinic grant, Center for the Innovative Workforce, Green as AI Health Equity Lab PI, \$21M portfolio, \$1.46M NSF STEM Scholars, Provost Slaven-Lee quote

<https://marymount.edu/blog/marymount-achieves-research-university-designation-as-it-expands-research-footprint/>

NIH AIM-AHEAD PAIR Fellows — Marymount program description, Green as PI, AI health equity and aging-in-place focus, HSI institutional context

<https://www.aim-ahead.net/pair-cohort-1-phase-1-awardee-institutions/marymount-university/>

Marymount IARPA Capabilities Statement — AI disinformation research, faculty profiles for Liu, Mbaziira, Hall, Cintas-Canto; NSF and NSA grants noted; student AI research on social media documented

https://www.iarpa.gov/images/PropersDayPDFs/ReSCIND/Marymount_University_Capabilities_Statement.pdf

Faculty in Focus: Dr. Alvaro Cintas-Canto (November 2023) — AI advocacy, ChatGPT applications, Forbes article, social media AI education, courses taught, pedagogical approach

<https://marymount.edu/blog/marymount-professor-highlights-impactful-advantages-of-artificial-intelligence/>

Alvaro Cintas-Canto Google Scholar profile — 720 citations, cryptographic engineering, post-quantum cryptography, machine learning, artificial intelligence

<https://scholar.google.com/citations?user=KpEkb3MAAAAJ&hl=en>

Alvaro Cintas-Canto ResearchGate profile — 16 publications, ChatGPT vs. Lightweight Security paper, FPGA research, Marymount affiliation

<https://www.researchgate.net/profile/Alvaro-Cintas-Canto>

Alvaro Cintas-Canto personal website — AI tutorials, courses, projects, career background, publication list, Ph.D. USF 2021

<https://alvarocintas.com/>

Nathan Green personal academic website — research interests, NLP and ML background, HCI and XR, current Marymount affiliation as listed

<https://nathangreencom.netlify.app/>

Nathan Green Google Scholar profile — 374 citations, publication record in NLP and machine learning

<https://scholar.google.com/citations?user=76LU144AAAAJ&hl=en>

Nathan Green LinkedIn — Marymount affiliation listed; activity post referencing UAB Heersink School of Medicine position (employment status flag)

<https://www.linkedin.com/in/nathandavidgreen/>

Nathan Green Marymount online profile — biography, PhD from Charles University, research interests

<https://online.marymount.edu/faculty/nathan-green>

Alex Mbaziira Marymount directory — publications list, Fulbright background, teaching scope, cybersecurity research record

<https://marymount.edu/staff-members/alex-mbaziira/>

Alex Mbaziira CAHSI profile — DOD-funded red-teaming research, AI for cybersecurity risk mitigation

<https://cahsi.utep.edu/expert/alex-mbaziira/>

Data Science Graduate Certificate page — course list confirming NLP (IT 576) and Machine Learning (IT 586) electives

<https://marymount.edu/Academics/college-of-business-innovation-leadership-and-technology/school-of-technology-and-innovation/graduate-programs/data-science-certificate/>

Cyber Saints WiCyS Conference article (November 2025) — AI/cybersecurity theme, student-organized conference at Ballston Center, CyberClinic CTF development

<https://marymount.edu/blog/student-led-conference-at-marymounts-ballston-center-explores-ai-cybersecurity/>

GovAI Summit 2025 speakers page — Marymount adjunct (D.Sc. in Cybersecurity from Marymount) and Jonathan Aberman (former Marymount dean, 2019–2023) listed as speakers

<https://www.govaisummit.com/2025-speakers>

Marymount blog AI tag archive — full history of AI-related news posts used to confirm events and chronology

<https://marymount.edu/blog/tag/artificial-intelligence/>

NOVATech Works Hub announcement (January 2026) — GO Virginia-funded, Murphy as Project Director, Magro as CBILT Dean, AI-enabled virtual hub, nine-month planning period

<https://marymount.edu/blog/marymount-university-to-lead-regional-tech-workforce-initiative-with-development-of-novatech-works-hub/>

Virginia Has Jobs / Future-Ready Virginia — Commonwealth of Virginia website in partnership with Google lists Marymount's B.S. in AI among AI education resources

<https://marymount.edu/blog/marymounts-ai-programs-help-pave-the-way-for-a-future-ready-virginia/>

Community Standards 2025–2026 (Blue Book, Updated AI Language) — Academic Integrity Code with AI violation category, seven-section structure

<https://marymount.edu/student-life/wp-content/uploads/sites/4/2026/01/2025-2026-Community-Standards-Blue-Book-Updated-AI-Language.pdf>

AIM-AHEAD grant announcement (December 2023) — Heyn and Green cited, Center for Optimal Aging context, one of 15 national awards, AI Health Equity Lab establishment

<https://marymount.edu/blog/marymount-team-lands-key-grant-for-ai-readiness/>

Greater Washington Partnership TalentReady — work-based learning programs with DC Public Schools, AI for All pipeline, WBLA internship support

<https://greaterwashingtonpartnership.com/talentready-standing-up-work-based-learning-programs-with-dc-public-schools/>

Unit 2. College of Health and Education

Key Signals: AI activity in the College of Health and Education is concentrated in the School of Education, where Elizabeth Langran has emerged as a nationally recognized figure in AI and teacher education — co-editor of an AACE volume on generative AI in teacher education (2024), co-author of an AAAI Conference paper on AI education frameworks for educator preparation programs (2024), inaugural ISTE AI Explorations Faculty Fellow (2023), and past president of SITE. Langran and Azevedo produced three peer-reviewed publications on generative AI in educator preparation in 2025, including the REPAC framework for EdD programs. Nursing, physical therapy, and counseling programs have no documented AI-specific activity. The college's connection to AI health equity research runs through the Center for Optimal Aging, but that work is led from other units.

The College of Health and Education encompasses programs in nursing, physical therapy, education, counseling, and health sciences. Dr. Skye Donovan was appointed Dean in June 2025, following service as Interim Dean since 2024; she previously directed the School of Health Sciences from 2020 to 2024 and holds a Ph.D. in biochemistry and biophysics and a clinical DPT. Internal units include the School of Education (Director: Dr. Jessica Marotta), the Malek School of Nursing Professions, the School of Health Sciences (Director: Dr. Amy Allnutt), and the School of Counseling (Director: Dr. Lisa Jackson-Cherry). Physical therapy is offered through the Doctor of Physical Therapy program at the 4040 Center. The college's AI posture is active in education and aging research; it is absent in the nursing, physical therapy, and counseling programs at the level of public documentation.

The most popular major among the Class of 2029 is Nursing, followed by Business Administration and Biology — none of which carry AI-specific content in their public catalog listings. The college delivers instruction to a large share of Marymount's student body through health sciences and education programs.

2.1 Governance & Policy

No college-level AI governance document, AI use policy, or AI guidance specific to the College of Health and Education is publicly available. Faculty in the college operate under the university-wide Academic Integrity Code, which lists "unauthorized uses of artificial intelligence" as a violation category, with course-level authority delegated to individual instructors.

The college's 2025 strategic plan, referenced in institutional communications, prioritizes innovative partnerships to expand impact locally and globally. No AI-specific provisions are identified in publicly available descriptions of that plan.

The Malek School of Nursing Professions is accredited by the Commission on Collegiate Nursing Education (CCNE) and approved by the Commonwealth of Virginia Board of Nursing. Physical therapy accreditation is held through the American Physical Therapy Association's Commission on Accreditation in Physical Therapy Education. Neither accreditation body has AI-specific standards documented at this institution. The M.S. in Speech-Language Pathology, launched fully online in

Spring 2026, carries ASHA accreditation considerations. SLP's NLP adjacency (speech analysis, language assessment) creates potential future AI connection points, but no AI content is documented in the program's public materials.

2.2 People

Dr. Skye Donovan

Dean, College of Health and Education (appointed June 2025; Interim Dean since 2024). Tenured professor in the Doctor of Physical Therapy program. Ph.D., biochemistry and biophysics; clinical DPT. Member, American Physical Therapy Association Board of Directors since 2020; elected Vice President of APTA, 2025. Director, School of Health Sciences, 2020–2024. No AI-specific public statements or research activity documented. Donovan appears alongside President Becerra and CBILT Dean Anne Magro in the Class of 2029 Move-In Day photo coverage.

Dr. Elizabeth Langran

Professor of Education, School of Education. Ph.D., Instructional Technology, University of Virginia; M.A.T., Trinity University. At Marymount since 2003, with more than two decades of teaching experience. Past president, Society for Information Technology and Teacher Education (SITE). Research interests: digital equity, technology and teacher education, global citizenship, geospatial technology. Co-authored book: *Navigating Place-based Learning: Mapping for a Better World* (Palgrave Macmillan, 2020).

Langran has developed one of the most substantial AI-in-education research profiles at any Marymount-affiliated faculty member. Her engagement with AI in education began in 2019 when she attended events at UNESCO headquarters and co-led a panel on AI and teacher education at the National Technology Leadership Summit. She was selected for ISTE's inaugural AI Explorations for Educator Preparation Programs (EPP) Faculty Fellowship (2023) — one of seven fellows selected nationally through a competitive process. Fellowship activities included 50+ hours of specialized professional learning and coaching, collaborative development of educational materials, presentations, and leading a virtual EPP workshop. During ISTE's 2023 conference, Langran presented on how equity, ethics, and cultural responsiveness inform seven critical strategies for preparing teachers to teach about and with AI.

In 2024, Langran co-edited *Exploring New Horizons: Generative Artificial Intelligence and Teacher Education* (AACE, March 2024), with Mike Searson and Jason Trumble. The volume presents theoretical perspectives, practical guidance, and ethical considerations for integrating generative AI in educational settings and was highlighted by the European Commission's EPAL platform. Becerra amplified this book on LinkedIn. Langran is also a co-author of "A Framework for Approaching AI Education in Educator Preparation Programs," published in the *Proceedings of the AAAI Conference on Artificial Intelligence*, 38(21), 23069–23077 (2024), with Black, George, Eguchi, Dempsey, Fraga, Brunvand, and Howard. This AAAI publication places her work in the premier AI research conference venue.

Langran continues to lead workshops at SITE 2025 conferences on generative AI in K–12 education, cognitive debt from AI overuse, and scaffolding student inquiry in the AI era. Her work is cited in a January 2025 CADRE report on generative AI in STEM teaching as identifying a constellation of factors for successful at-scale outcomes in teacher education AI integration.

Teaches in the EdD program in Educational Leadership and Organizational Innovation, including a course in educational technology and leadership. Co-authored two 2025 peer-reviewed publications on generative AI (see Section 2.5).

Dr. Paula Cristina Azevedo

Assistant Professor of Education, School of Education. Ph.D., Education, George Mason University. Prior roles: Clinical Coordinator for Secondary Education, George Mason University; high school social studies teacher, San José, California. Experience in instructional technology professional development. Co-creator of the Write Up! Institute, which provides doctoral students with academic writing support. Research: teacherpreneurs' use of social media platforms; teacher leadership in PK-12 education; doctoral students' perceptions of academic writing. Specializes in AI applications in PK-12, preservice teacher education, and higher education.

Co-authored two 2025 peer-reviewed publications on generative AI (see Section 2.5).

Dr. Clara Hauth

Associate Professor, School of Education; EdD Program Director. Co-authored the 2025 REPAC framework paper with Langran and Azevedo (see Section 2.5). Her EdD Program Director role positions her to implement the REPAC framework's recommendations within Marymount's own doctoral program.

Dr. Jessica Marotta

Director and Associate Professor, School of Education. No AI-specific public activity documented.

Dr. Patricia C. Heyn

Vice President for Research (Interim); Founding Director, Center for Optimal Aging. Ph.D., applied exercise science and gerontology; postdoctoral fellowship in geriatric medicine, University of Colorado School of Medicine (NIH-funded). Former Associate Professor of Physical Medicine and Rehabilitation, University of Colorado. Fellow, Gerontological Society of America; Fellow, American Congress of Rehabilitation Medicine. Research: exercise and cognitive training for Alzheimer's prevention; health disparities and chronic disease in aging populations; emerging technologies for individuals with cognitive impairment. Over 100 peer-reviewed publications. Funding from NIH and NIDILRR/HHS Administration for Community Living.

Heyn succeeded Dr. Rita Wong (retired after 30 years) as VP for Research. The Center for Optimal Aging recently received a Potomac Health Foundation Howard L. Greenhouse Grant to expand the ALOHA (Arlington Longitudinal Optimal Healthy Aging) initiative. Heyn's Center collaborates with the AI Health Equity Lab (STI/NIH AIM-AHEAD) and with Dr. Catherine Diaz-Asper (CSH,

Associate Director of Research at the Center). No AI-specific research output from Heyn personally was located.

Dr. Catherine Diaz-Asper *(cross-appointment note)*

Associate Professor of Psychology, College of Sciences and Humanities; Associate Director of Research, Center for Optimal Aging. Primary appointment is in CSH (Unit 7). Her AI research on NLP-based cognitive screening is documented there. She is noted here because the Center for Optimal Aging sits within the CHE infrastructure and the AI Health Equity Lab collaboration involves the Center directly.

Dr. Lisa Jackson-Cherry

Director and Professor, School of Counseling. Her Faculty in Focus profile (January 2025) highlights the newly opened Clinical Mental Health Counseling (CMHC) Training Clinic at Ballston Center. No AI content noted.

2.3 Teaching & Curriculum

School of Education

The School of Education offers undergraduate programs in Elementary Education PK-6 and Special Education K-12, graduate programs including M.Ed. in Special Education (General Curriculum), M.S. in Speech-Language Pathology (launching fully online Spring 2026), and the Ed.D. in Educational Leadership and Organizational Innovation. Langran teaches educational technology and leadership in the EdD program.

No AI-specific courses or AI-focused curriculum revisions are documented in the public catalog for the education programs beyond integration within existing instructional technology coursework. The REPAC framework developed by Langran, Azevedo, and Hauth addresses how EdD programs should integrate generative AI, suggesting active internal curriculum discussions, but no revised catalog language reflecting those discussions has been located publicly. The MU 101 first-year course (covering ethical AI use for all incoming students) is institutionally administered rather than education-program specific.

Health Programs

No AI-specific courses or AI-focused curriculum are documented in the public catalog for nursing, physical therapy, health sciences, or counseling programs.

The Malek School of Nursing Professions offers BSN (traditional and accelerated), MSN (Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner), and DNP. The DPT program is offered at the 4040 Center. Graduate counseling programs include M.A. in Counseling with a Clinical Mental Health specialization and Forensic and Legal Psychology; a Ph.D. in Counselor Education and Supervision is also offered.

2.4 Tools & Technology

Not publicly documented in available sources for any unit within the college. No AI tools approved for clinical training, simulation, or instructional use were identified.

The college's facilities include nine science teaching labs, five science research labs, and five health science teaching labs in Caruthers Hall, including the William Randolph Hearst Nursing Laboratory. The 4040 Center houses the DPT program and a MedStar clinic. The CMHC Training Clinic operates at Ballston Center. No AI-specific technology deployments in these facilities are documented publicly.

2.5 Research & Scholarship

Education Faculty — AI Publications

Langran's publication record on AI in education has expanded substantially beyond what was documented in v1.0:

Searson, M., Langran, E. & Trumble, J. (Eds.). (2024). *Exploring New Horizons: Generative Artificial Intelligence and Teacher Education*. Association for the Advancement of Computing in Education (AACE). An edited volume presenting theoretical perspectives, practical guidance, and ethical considerations for generative AI integration in educational settings.

Black, N.B., George, S., Eguchi, A., Dempsey, J.C., Langran, E., Fraga, L., Brunvand, S. & Howard, N. (2024). A Framework for Approaching AI Education in Educator Preparation Programs. *Proceedings of the AAAI Conference on Artificial Intelligence*, 38(21), 23069–23077. doi:10.1609/aaai.v38i21.30351. Publication in the premier AI research conference venue.

Langran, E., Azevedo, P.C.R., Dreon, O., Budhai, S.S., & Hauth, C. (2025). REPAC: Critical Questions to Inform EdD Programs in an Era of Generative Artificial Intelligence. *Impacting Education: Journal on Transforming Professional Practice*, 10(1), 66–72. doi:10.5195/ie.2025.469. The REPAC framework (Reflect, Reenvision, Redesign, Act, and Continue) provides a structured approach for EdD program leaders and faculty to integrate generative AI into curricula and policies. Published in a themed issue on generative AI in doctoral research and writing.

Azevedo, P.C.R. & Valadez, C.B. (2025). If Ferris Bueller Had a Bot: AI Meeting Assistant Policy Landscape of CPED Member Institutions. *Impacting Education: Journal on Transforming Professional Practice*, 10(1), 80–89. doi:10.5195/ie.2025.471. Surveys AI meeting assistant policy across Carnegie Project on the Education Doctorate (CPED) member institutions.

Riddle, D., Azevedo, P.C.R., Shelton, C., Colwell, J., & Beck, J. (2025). Fostering Critically Conscious Lesson Planning in a Generative Artificial Intelligence Era. *Proceedings of Society for Information Technology & Teacher Education International Conference*, pp. 2897–2903. Orlando, FL. AACE. Design-based research on preparing teacher candidates to evaluate and use generative AI in lesson planning.

Center for Optimal Aging — AI-Adjacent Research

The Center for Optimal Aging is an interdisciplinary research hub whose stated focus areas include evaluating emerging technologies for individuals with cognitive impairment. Diaz-Asper's AI-based dementia screening work (primary appointment CSH) is conducted in part through the Center. The Center recently received a Potomac Health Foundation Howard L. Greenhouse Grant to expand the ALOHA initiative. A 2025 co-authored publication (Heyn, Gross, Gopaul, Ogawa, Diaz-Asper, Devos, Terhune, & Harden, *Archives of Physical Medicine and Rehabilitation*) on mild cognitive impairment addresses cognitive impairment context relevant to Diaz-Asper's AI screening research.

Nursing

The Malek School of Nursing Professions received a \$500,000 grant from the Virginia Department of Health for the Earn to Learn Nursing Education Acceleration Program, in collaboration with VHC Health. A \$1.2 million HRSA grant funds 84 fellowships for counseling students preparing to serve high-needs populations. These are workforce development grants, not AI-specific.

No AI-specific nursing research was documented in public sources.

2.6 Events & Programming

Not publicly documented in available sources at the college level. Langran has delivered numerous conference presentations and workshops on AI in teacher education through ISTE, SITE, and AAAI, but these are external professional venues rather than CHE-hosted events.

The college publishes the Health and Education Herald newsletter. The third edition (June 2025) highlights the Class of 2025, the new dean, SLP programming, the CMHC clinic, and an Early Learning Academy STEAM lab grant from Arlington County. No AI content appears in the newsletter.

Gaps and Observations

The Education component of CHE has produced the most substantial faculty-level AI research output at Marymount outside of STI. Langran's portfolio — an AAAI Conference paper, a co-edited AACE volume, an ISTE fellowship, three peer-reviewed 2025 publications, ongoing SITE workshops, and citation in a national CADRE report — constitutes a nationally recognized contribution to AI-in-education scholarship. This activity is not reflected in publicly available curriculum documentation; no AI-specific courses, syllabus templates, or program-level AI integration policies are posted for the education programs.

The REPAC framework, published by three CHE faculty (Langran, Azevedo, Hauth), directly addresses how Marymount's own EdD program should integrate generative AI. Hauth directs that program. Whether the framework has been implemented internally cannot be determined from public sources. If it has, it represents the most developed example of AI curriculum integration originating from faculty research at Marymount. If it has not, the disconnect between published research and institutional practice mirrors the pattern documented at the executive level (Unit 5).

Nursing is the most popular major among incoming students. Physical therapy, counseling, and health sciences collectively serve hundreds of students in clinical-facing programs where AI tools are increasingly prevalent (clinical documentation, diagnostic support, telehealth platforms). The absence of documented AI engagement in these programs reflects either a genuine lag in AI integration or a documentation gap — clinical programs may engage with AI through professional association guidance, clinical partner requirements, or internal communications not publicly visible.

The Center for Optimal Aging sits in a structurally ambiguous position — associated with CHE infrastructure through Heyn's VP for Research role, but with its most AI-active researcher (Diaz-Asper) holding a primary appointment in CSH. The ALOHA expansion (Potomac Health Foundation grant) could create new AI research opportunities in aging-related data collection and analysis.

Cross-References

- **School of Technology and Innovation (Unit 1):** NIH AIM-AHEAD AI Health Equity Lab was led by STI's Nathan Green in collaboration with the Center for Optimal Aging. Hyiamang's health care AI research in STI creates additional overlap with CHE's health sciences programs.
- **College of Sciences and Humanities (Unit 7):** Diaz-Asper (Psychology, CSH) serves as Associate Director of Research at the Center for Optimal Aging; her AI-based cognitive screening research bridges CSH and the aging research infrastructure associated with CHE.
- **OTEA & Academic Affairs (Unit 6):** Langran and Azevedo's REPAC framework and AI publications are directly relevant to OTEA's faculty development mandate; the NSF AI Workforce grant targets cross-disciplinary faculty preparation that includes Education faculty.
- **Office of the President & Executive Leadership (Unit 5):** Becerra amplified Langran's co-edited book on generative AI in teacher education on LinkedIn. Langran's AI publications provide scholarly grounding for Becerra's public commentary on AI in educator preparation.
- **Part I, Section III (Teaching & Learning Posture):** Education faculty's 2024–2025 AI publications and Langran's ISTE fellowship represent the most developed AI-in-teaching research signals at the institution.
- **Part I, Section VI (Research Governance & Ethics):** Center for Optimal Aging research uses IRB-reviewed human subjects protocols.

Sources

College of Health and Education homepage — college overview, programs, facilities

<https://marymount.edu/academics/college-of-health-and-education/>

Dean Skye Donovan appointment announcement (June 2025) — Donovan background, college structure, Earn to Learn grant, CMHC clinic, SLP online launch

<https://marymount.edu/blog/longtime-marymount-leader-dr-skye-donovan-appointed-dean-of-the-college-of-health-and-education/>

Meet the Dean interview (September 2025) — Donovan on college mission, helping professions framing

<https://marymount.edu/blog/meet-the-new-dean-of-the-college-of-health-and-education-dr-skye-donovan/>

School of Education faculty page — Marotta listed as Director; Langran confirmed on faculty

<https://marymount.edu/academics/education/faculty/>

Langran ISTE AI fellowship announcement (July 2023) — fellowship details, seven fellows nationally, 50+ hours of professional learning, UNESCO engagement since 2019, seven strategies for AI in teacher education, ISTE 2023 presentation

<https://marymount.edu/blog/education-professor-dr-elizabeth-langran-chosen-for-ai-fellowship/>

ISTE official announcement (June 2023) — Langran listed among inaugural AI Explorations EPP Faculty Fellowship cohort

<https://iste.org/news/iste-announces-first-ai-explorations-program-for-educator-prep-faculty>

Exploring New Horizons: Generative Artificial Intelligence and Teacher Education (AACE, 2024) — co-edited volume, Langran as co-editor with Searson and Trumble

<https://www.learntechlib.org/primary/p/223928/>

Langran et al. AAAI 2024 — "A Framework for Approaching AI Education in Educator Preparation Programs," Proceedings of the AAAI Conference on Artificial Intelligence 38(21), 23069–23077

<https://doi.org/10.1609/aaai.v38i21.30351>

Elizabeth Langran Marymount online faculty profile — biography, research interests, SITE presidency, book publication

<https://online.marymount.edu/faculty/dr-elizabeth-langran>

Elizabeth Langran ResearchGate profile — publication history, AI research, place-based learning, ISTE and SITE conference activity

<https://www.researchgate.net/profile/Elizabeth-Langran-2>

SITE 2025 workshops page — Langran listed as workshop presenter on GenAI in K-12 education, cognitive debt, scaffolding inquiry

<https://site.aace.org/conf/workshops/>

CADRE report: Generative AI in STEM Teaching (January 2025) — cites Langran et al. (2024) on factors for successful AI integration in teacher education

<https://cadrek12.org/sites/default/files/2025-01/edc-CADRE-REPORT-AI-Teaching-2025.pdf>

Paula Cristina Azevedo Marymount online faculty profile — biography, GMU background, teacher education experience, AI applications specialization

<https://online.marymount.edu/faculty/dr-paula-azevedo>

Teacher Preparation Research Area page — Azevedo and Langran research descriptions

<https://marymount.edu/academics/college-of-health-and-education/school-of-education/school-of-education-research/teacher-preparation-research-area/>

REPAC paper (2025) — Langran, Azevedo, Dreon, Budhai, Hauth; REPAC framework for integrating generative AI into EdD programs; *Impacting Education* Vol. 10 No. 1

<https://impactinged.pitt.edu/ojs/ImpactingEd/article/view/469>

Azevedo & Valadez AI meeting assistant policy paper (2025) — CPED member institution AI meeting assistant policy landscape; *Impacting Education* Vol. 10 No. 1

<https://dev.impactinged.pitt.edu/ojs/ImpactingEd/article/view/471>

Azevedo et al. SITE 2025 conference paper — generative AI and teacher candidate lesson planning; design-based research; presented March 2025, Orlando

https://digitalcommons.odu.edu/teachinglearning_fac_pubs/278/

Center for Optimal Aging team page — Diaz-Asper listed as Associate Director of Research; Heyn biography and research scope

<https://marymount.edu/academics/center-for-optimal-aging/faculty-staff-associates/>

Center for Optimal Aging founding director announcement (March 2022) — Heyn background, ALOHA study, NIH and NIDILRR funding history

<https://marymount.edu/blog/dr-patricia-c-heyn-leads-center-for-optimal-aging-as-founding-director/>

Center for Optimal Aging publications page — 2024–2025 publications including Heyn, Diaz-Asper co-authored outputs

<https://marymount.edu/academics/center-for-optimal-aging/31179-2/>

Research University designation article (February 2025) — Earn to Learn Nursing grant (\$500K, VDH), VHC Health partnership, \$1.2M HRSA counseling fellowships, Heyn as Interim VP for Research

<https://marymount.edu/blog/marymount-achieves-research-university-designation-as-it-expands-research-footprint/>

About the Malek School of Nursing Professions — school mission, CCNE accreditation, clinical affiliations

<https://marymount.edu/academics/about-malek/>

College of Health and Education Newsletter No. 3 (June 2025) — Class of 2025, new dean, SLP program, CMHC clinic, Early Learning Academy STEAM lab grant

<https://marymount.edu/academics/college-of-health-and-education-newsletter-3/>

Class of 2029 welcome article (August 2025) — Nursing as most popular major, Donovan at Move-In Day

<https://marymount.edu/blog/marymount-welcomes-largest-ever-first-year-class-for-fall-2025/>

Marymount Faculty Experts page (October 2025) — Donovan, Marotta, Hauth, Langran listed

<https://marymount.edu/faculty-and-staff/office-of-university-communications/marymount-university-faculty-experts/>

Unit 3. Reinsch Library

Key Signals: The Reinsch Library's AI engagement is limited to embedding generative AI citation guidance within two existing LibGuides (APA 7th Edition and Chicago/Turabian). No standalone AI research guide, no AI-specific instructional programming, and no published faculty AI guidance has been located. The dean position was vacant at the time of this research snapshot following Alison Gregory's January 2026 departure to the Loyola Notre Dame Library. A reference librarian with an M.S. in Computer Science from Virginia Tech (Vredevoogd) is on staff but has no documented AI-specific activity.

The Emerson G. Reinsch Library serves as the primary library for Marymount University's main campus in Arlington, Virginia. A branch extension, the Ballston Coakley Library Extension, supports students and faculty at the Ballston Center. The library holds approximately 389,000 volumes in print and electronic format and provides access to over 180 online databases and 90,000 electronic journals, streaming videos, and e-books. Marymount is a member of the Washington Research Library Consortium (WRLC), which extends borrowing access across most academic libraries in the Washington, DC area. Library and Learning Services operates with an annual budget of approximately \$2.2 million.

Alison Gregory served as Dean of Libraries and Assistant Provost for Special Projects from 2018 until early 2026, when she was appointed Director of the Loyola Notre Dame Library. The dean position was vacant at the time of this research snapshot, creating a leadership gap in an office that would typically drive any library-level AI information literacy initiative.

3.1 Governance & Policy

No library-specific AI governance document, AI collection policy, or formal statement on AI and information literacy was located in public sources. The library's AI guidance is expressed operationally through its LibGuides rather than through a policy document.

The library's citation guides explicitly direct students to "consult with your teaching faculty or contact your Liaison Librarian for updates or clarification on how to cite these sources," reinforcing the university's broader syllabus-level authority model for AI use. This advisory language places the library in a supporting role — answering how to cite AI rather than whether or how to use it.

3.2 People

Alison Gregory

Dean of Libraries and Assistant Provost for Special Projects (2018–early 2026); Associate Professor. B.A., Lycoming College; M.S., Library Science, Clarion University of Pennsylvania; M.S., Leadership and Management, Marymount University. Prior role: Associate Dean and Director of Library Services, Lycoming College (2013–2018). Completed doctoral coursework in Leadership and Organizational Innovation; graduate of the Harvard Leadership Institute for Academic Librarians.

At Marymount, Gregory led strategic planning for Library and Learning Services, oversaw collections and a \$2.2 million operating budget, advanced data-informed collection development, and co-created an inclusive faculty talent recruitment policy. Secured donor pledges to support information literacy awards for faculty. Chair of the Virginia Independent College and University Library Association (VICULA), 2023–2026. Elected Vice President of Chapter Development for Phi Kappa Phi, 2024.

Appointed Director of the Loyola Notre Dame Library (January 2026). No public statement from Gregory on AI or AI information literacy was located during her Marymount tenure.

Gwen Vredevoogd

Reference Librarian and Collection Development Librarian; at Marymount since 1997. Research interests: collection analysis and assessment, intellectual freedom, and the intersection of writing instruction and information literacy. Background includes health information librarianship; holds M.L.S. from University of Maryland and M.S. in Computer Science from Virginia Tech. The computer science degree is notable in the context of AI literacy — Vredevoogd has technical training that could support AI-related library services, though no AI-specific activity is documented.

3.3 Teaching & Curriculum

The library contributes to information literacy instruction through liaison librarian relationships with academic programs, reference services, and LibGuides. No AI-specific instructional module, workshop, or course-embedded instruction program on AI literacy was documented.

The Information Literacy Resources page (last substantially updated March 2023) describes collaboration between teaching faculty and library faculty on helping students navigate the information landscape. No AI-specific updates to this framework were found. The library's chat-with-a-librarian service is available for real-time reference support.

3.4 Tools & Technology

AI Citation Guidance in LibGuides

APA 7th Edition Citation Style Guide — Citing AI and AI Tools tab

Dedicated section within the APA7 guide. Content includes: citation format examples for generative AI tools; guidance that AI tool use may be different for each class, directing students to their course instructor; acknowledgment that the use of ChatGPT and other AI tools in research papers is an evolving field, with a commitment to add new formats as they become available; link to the MU Student Academic Integrity Code's AI provisions (described as defining appropriate uses of generative AI tools for students); a comparative table of available AI research tools describing how each works, its source, and whether it is free; and links to external citation guides from McMaster University, Georgetown University, and the University of Victoria.

Chicago/Turabian Style Guide — Citing Media and AI Tools tab

Parallel AI citation section within the Chicago guide. Content includes: citation formats for generative AI; interim guidance from the Chicago Manual of Style Q&A on AI citation; Georgetown and McMaster guide links; University of Victoria guidance on citing AI-generated images; the same comparative AI research tools table; and link to MU Academic Integrity Code AI provisions.

APA Online Media and AI tab

A secondary APA page also includes an AI citation note with the same advisory language directing students to instructors.

No standalone AI research guide — a dedicated LibGuide focused on AI tools, AI information literacy, or responsible AI use in research — was located. The AI citation content is embedded within existing citation style guides rather than presented as an independent resource. The comparative AI research tools table embedded in the citation guides is the most evaluative AI content the library produces, providing students with a tool-by-tool assessment framework.

3.5 Research & Scholarship

Not publicly documented in available sources. Gregory's published research focuses on information literacy, faculty-librarian collaboration, and academic librarianship. Vredevoogd's published work addresses collection development and information literacy. Neither has AI-specific publications.

3.6 Events & Programming

Not publicly documented in available sources. No AI-focused library workshops, speaker series, or programming events were identified.

Gaps and Observations

The library's AI citation integration is functional but minimal. Embedding AI guidance within citation style guides is the most common approach at smaller institutions and reflects practice consistent with the library's overall information literacy model. The absence of a standalone AI research guide is notable given that Marymount offers a B.S. in AI and graduate-level courses explicitly focused on generative AI tools and their ethical use. Students in AI 531 (Use-Inspired Generative AI Applications) and AI 551 (Using Generative AI Tools and Techniques) would benefit from library research support structured around AI as a topic rather than AI as a citation format problem.

Gregory's departure in early 2026 creates a leadership gap. Any AI strategy development that might have been in progress under her leadership is unconfirmed. The new or interim dean's approach to AI information literacy will shape whether the library evolves beyond citation support.

The library's advisory language — directing students to teaching faculty for AI guidance — is consistent with the syllabus-level authority model but transfers responsibility entirely to course instructors. No evidence of library-faculty co-development of AI information literacy frameworks was found. The WRLC consortium could potentially provide shared AI resources across member institutions, but no consortium-level AI initiative was identified publicly.

Cross-References

- **School of Technology and Innovation (Unit 1):** STI's AI programs are the primary student population for library AI citation resources; the comparative AI tools table is directly relevant to students in the Applied AI Certificate.
- **Office of Teaching Excellence and Assessment (Unit 6):** OTEA's faculty development mandate and the NSF AI Workforce grant both target AI integration in teaching; the library's information literacy role is an adjacent resource not formally connected to these initiatives in public documentation.
- **Part I, Section VII (Library & Information Literacy Signals):** This dossier is the primary source for Part I Section VII.

Sources

APA 7th Edition Citation Style Guide — Citing AI and AI Tools tab; citation formats, AI tools comparison table, external guides, MU Academic Integrity Code link, advisory language

<https://marymount.libguides.com/apa7/citingAI>

Chicago/Turabian Style Guide — Citing Media and AI Tools tab; CMOS interim guidance, Georgetown and McMaster guide links, AI-generated image citation

<https://marymount.libguides.com/c.php?g=708721&p=5035779>

APA guide — Citing Online Media and AI Tools tab; secondary AI citation note

<https://marymount.libguides.com/apa7/media>

LibGuides home — full guide listing, chat with librarian service

<https://marymount.libguides.com/>

Library and Learning Services homepage — general library description

<https://marymount.edu/academics/library-learning-services/>

Library Collections page — 389,000 volumes, 180+ databases, WRLC membership, e-book access

<https://marymount.edu/academics/library-learning-services/library-collections/>

Ballston Coakley Library Extension page — extension services at Ballston Center

<https://marymount.edu/Academics/Library-Learning-Services/About-L-LS/Ballston-Center-Library-Extension/>

Alison Gregory Marymount directory page — biography, credentials, roles, VICULA and Phi Kappa Phi service

<https://marymount.edu/staff-members/alison-gregory/>

Loyola University Maryland announcement (January 2026) — Gregory named Director of Loyola Notre Dame Library; Marymount tenure and budget confirmed

<https://www.loyola.edu/news/2026/0114-alison-gregory-library-director.html>

Library and Learning Services blog staff archive — Vredevoogd biography and publication record

<https://marymount.edu/blog/staff-member-category/library-learning-services/>

Information Literacy Resources page — library-faculty collaboration framework, last updated March 2023

<https://marymount.edu/academics/library-learning-services/faculty-services/information-literacy-resources/>

Unit 4. Information Technology Services

Key Signals: ITS has no documented AI-specific tools, policies, or governance infrastructure. The unit's AI relevance is structural rather than operational: CIO Carl Whitman's March 2025 promotion to Vice President explicitly added AI adoption to his mandate, and Marymount's full-scale Workday implementation — covering human capital, finance, and student modules, unusually comprehensive for a university of its size — positions ITS as the institutional backbone for any future AI-enabled enterprise systems. Turnitin.com is integrated with Canvas and available to all faculty, though no institutional position on its AI writing detection feature exists. The Technology Resource Use Policy contains no AI-specific language.

ITS operates within the Financial Affairs Division and consists of three units: IT Support Services, Administrative Information Services, and IT Infrastructure and Security. The office provides computing infrastructure, technical support, and enterprise system management for all students, faculty, and staff. Carl Whitman serves as Vice President of Information Technology and Chief Information Officer, a role elevated to the President's Cabinet in March 2025.

4.1 Governance & Policy

The Technology Resource Use Policy governs all use of Marymount technology resources. It requires users to act in an efficient, ethical, and legal manner consistent with university goals. The policy addresses unauthorized access, copyright, data confidentiality, monitoring rights, and acceptable use. It specifies that ITS may restrict access to certain programs, sites, or services for security or administrative purposes — language that could encompass AI tool restrictions but does not name AI. The policy contains no AI-specific provisions: no language on generative AI tools, AI-assisted work, or AI procurement. A parallel version appears in the Human Resources policy manual as the Technology Resources Policy, applying the same framework to employees.

The ITS Policies page links only to the Technology Resource Use Policy. No supplemental AI guidance, AI tool risk classification framework, or AI-specific acceptable use addendum was located.

A University Technology Committee is referenced in institutional governance documents (Momentum Strategic Plan, Initiative 31). No public charter, roster, meeting minutes, or AI-related output from this committee was located.

4.2 People

Carl Whitman

Vice President of Information Technology and Chief Information Officer (promoted March 2025; previously Associate Vice President and CIO since May 2020). Now serves on President Becerra's Cabinet. Prior roles: CIO at Montgomery College (Maryland); positions at California State University, Stanislaus; American University; founding employee of the Washington Research Library Consortium (WRLC). Outside higher education: management consultant at KPMG; technology

consulting for the Smithsonian Institution and Xerox Corporation. M.A., International Service, American University; B.A., Religion, American University. EDUCAUSE member.

Whitman led Marymount's full-scale Workday implementation across human capital, finance, and student modules. His March 2025 promotion announcement states he will advance Marymount's IT infrastructure, expand cybersecurity measures, implement cutting-edge technologies, and adopt artificial intelligence to enhance operational efficiency and student success. This is the only public document that explicitly assigns AI adoption responsibility to ITS leadership.

Whitman appeared on the Workday Podcast (July 2025) alongside CFO Robin Whitfield to discuss Marymount's digital transformation. He described the Workday College initiative as expanding professional pathways while strengthening connections with employers who need talent fluent in today's most in-demand enterprise systems.

4.3 Teaching & Curriculum

ITS does not deliver academic programs. The Workday College initiative, while administered through ITS infrastructure, is a workforce credentialing program.

4.4 Tools & Technology

Enterprise Platforms

Workday serves as the integrated enterprise resource planning system for human capital management, finance, and student records. Marymount's implementation is unusually comprehensive for a university of its size; most institutions limit Workday deployment to two of the three modules. The system runs on Workday's cloud platform (marymount.wd5.myworkdayjobs.com confirms the Workday instance). No documentation of Workday AI features (such as AI-driven analytics, machine learning-based recommendations, or automated workflows) being activated at Marymount was located.

Canvas is the learning management system. **Turnitin.com** is integrated with Canvas and available to all faculty for originality checking. The institution states that Turnitin detects matches and that the determination of whether plagiarism occurred rests with the instructor. No institutional position on the use of Turnitin's AI writing detection feature was located — a notable gap given that the Academic Integrity Code explicitly addresses unauthorized AI use.

Microsoft 365 provides email, calendar, collaboration, and file storage. No documentation of Microsoft Copilot availability was located. **Panopto** provides lecture capture and video management.

Workday College

Marymount launched the Workday Pro Platform Administrator Certification in July 2025, becoming one of only two higher education institutions nationally to partner with Workday as a Talent Development Partner. The 30-hour self-directed program trains participants in platform configuration, business process management, security access, reporting, dashboards, and data

integrations using Workday's enterprise interface builders. A two-hour certification exam produces a Workday Pro credential. The program is open to students, alumni, and working professionals.

Infrastructure

ITS manages wireless and wired networks, servers, email systems, telecommunications, television services, data wiring, and classroom audiovisual systems across all Marymount locations. Computer labs with Windows and Macintosh systems are available to students. No GPU computing resources, high-performance computing clusters, or AI-specific research infrastructure were documented. The AI 551 course description in the 2025–2026 catalog references student access to AI tools "in the lab and on the cloud," indicating some compute infrastructure exists for AI instructional use, though its relationship to ITS-managed systems is not publicly documented.

4.5 Research & Scholarship

Not publicly documented in available sources. ITS is a service unit.

4.6 Events & Programming

Not publicly documented in available sources.

Gaps and Observations

The March 2025 promotion announcement is the only public document that connects ITS to AI adoption. The language is forward-looking — Whitman "will" adopt AI — rather than describing existing deployments. No AI tools, pilots, or procurement processes are publicly documented eighteen months after the promotion.

The absence of an AI-specific acceptable use policy or AI tool guidance from ITS is the institutional-level gap with the most operational consequences. Faculty who encounter AI-related academic integrity questions, students who want to know which AI tools are approved for coursework, and researchers who need to evaluate AI tool data handling practices all lack centralized guidance from the office that manages the institution's technology stack. Turnitin's AI writing detection feature is a particularly sharp case: the tool is deployed, the integrity code addresses unauthorized AI use, but no institutional position bridges the two.

The University Technology Committee's existence is referenced but its composition, charge, and output are not publicly available. With the Momentum plan expiring in 2026, the committee's role in the successor plan — and whether AI governance will be part of its charge — is an open question.

Workday College positions Marymount as a digital transformation leader. Workday's platform increasingly incorporates AI-driven analytics, and Marymount's comprehensive implementation creates a potential early-adoption pathway. No public documentation of such adoption was located.

Cross-References

- **Office of the President & Executive Leadership (Unit 5):** Whitman's promotion to VP and Cabinet was a presidential action; his AI mandate derives from Becerra's strategic direction.
- **School of Technology and Innovation (Unit 1):** STI's AI programs operate on ITS infrastructure; no AI-specific computing resources for STI were documented. The AI 551 course's cloud-based tools may operate outside ITS systems.
- **Part I, Section IV (Tool Ecosystem & Procurement Governance):** ITS manages the enterprise technology stack; no AI tool procurement pathway or approved tools list exists publicly.
- **Part I, Section V (Academic Integrity Integration):** Turnitin integration with Canvas documented here; the AI writing detection gap is an ITS-adjacent governance issue.
- **Part I, Section VIII (Infrastructure & Strategic Investment):** Workday College and the full-scale ERP implementation are the primary infrastructure investment signals from ITS.

Sources

Information Technology Services homepage — mission statement, three-unit organizational structure, service descriptions

<https://marymount.edu/academics/services-resources/technology-services/>

Technology Resource Use Policy — full policy text, acceptable use framework, monitoring rights, ITS restriction authority, no AI-specific language

<https://marymount.edu/academics/services-resources/technology-services/technology-resource-use-policy/>

ITS Policies page — links to Technology Resource Use Policy only

<https://marymount.edu/academics/services-resources/technology-services/its-policies/>

Carl Whitman VP promotion announcement (March 2025) — AI adoption mandate language, Cabinet membership, Workday implementation leadership, digital transformation record

<https://marymount.edu/blog/marymount-appoints-carl-whitman-as-v-p-of-information-technology-and-cio/>

Carl Whitman Marymount directory page — biography, prior roles

<https://marymount.edu/staff-members/carl-whitman/>

Carl Whitman CIO appointment announcement (April 2020) — background, Becerra quote on technology leadership

<https://marymount.edu/blog/carl-whitman-named-as-marymount%C2%92s-new-chief-information-officer/>

Workday College certification launch announcement (July 2025) — one of two national university partners, certification details, Becerra and Whitman quotes

<https://marymount.edu/blog/marymount-one-of-only-two-u-s-schools-to-offer-new-workday-certification/>

Workday Podcast (July 2025) — Whitman and CFO Robin Whitfield discuss digital transformation, student experience

<https://blog.workday.com/en-us/workday-podcast-marymount-university-transformed-student-experience.html>

Workday at Marymount University page — Workday Pro Certification Program description

<https://marymount.edu/academics/workday-at-marymount-university/>

IT Services for Students page — Workday, Canvas, Microsoft 365 access

<https://marymount.edu/Academics/Services-Resources/Technology-Services/IT-for-Students/>

Technology Purchases page — student laptop requirements

<https://marymount.edu/academics/services-resources/technology-services/technology-purchases/>

Human Resources Policies page — Technology Resources Policy

<https://marymount.edu/faculty-and-staff/human-resource-services/human-resources-policies/>

Carl Whitman EDUCAUSE membership profile — CIO title confirmed

<https://members.educause.edu/carl-whitman>

Academic Integrity — Turnitin integration with Canvas, match detection guidance, instructor responsibility for plagiarism determination

<https://marymount.edu/student-life/health-wellness/student-conduct/academic-integrity/information-for-faculty/academic-integrity-overview/>

Unit 5. Office of the President & Executive Leadership

Key Signals: President Irma Becerra is Marymount's dominant AI voice — a Forbes Business Council contributor with at least five columns touching on AI (2024–2026), Chair of the Consortium of Universities of the Washington Metropolitan Area Board (2025–2026), and co-author of a Routledge textbook on knowledge management in the AI era. She has publicly called for presidential AI task forces, campus AI surveys, and organizational AI audits. Her "eyeglasses for our brain" analogy has been delivered at the Inside Higher Ed U.S. Universities Summit, in ARLnow, and on multiple podcast appearances. The governance systems she advocates do not yet exist at Marymount in publicly documented form. The gap between the president's national AI commentary and the institution's documented governance infrastructure is the defining structural feature of this dossier.

The Office of the President is the senior executive unit at Marymount University. President Irma Becerra has served since July 1, 2018; her contract was extended through June 2028. The President's Cabinet includes the Provost and Vice President of Academic Affairs (Dr. Pamela Slaven-Lee, appointed February 2025), the Vice President of Information Technology and CIO (Carl Whitman, promoted March 2025), the Vice President and General Counsel (Dolly Garcia, appointed July 2025), the CFO (Robin Whitfield), the Vice President of Enrollment Management (Evan Lipp), and other senior officers. AI-related executive activity is concentrated almost entirely in the president's public communications and speaking engagements; provost-level AI signaling is limited to a single documented statement.

The cabinet underwent significant reconstitution during 2025: Slaven-Lee was appointed Provost in February after serving as Interim since July 2024; Whitman was promoted to VP in March with an explicit AI mandate; Garcia was appointed General Counsel in July, replacing interim leadership; and Becerra was named Consortium Board Chair in September. These concurrent leadership transitions position Marymount's executive team for the post-Momentum strategic planning period.

5.1 Governance & Policy

No standalone AI policy, AI task force charter, or AI governance framework originating from the President's Office or the Office of the Provost has been publicly posted. The AI Task Force referenced in institutional communications and in Becerra's Forbes columns, where she calls for establishing presidential AI task forces as a crucial initial step, has no publicly available charter, roster, meeting schedule, or report.

The "Momentum" Strategic Plan (2019–2026), launched by Becerra in 2019, organizes institutional priorities around four pillars: Distinctive Identity, Transformative Experience, Vibrant Community, and Sustainable Future. The plan was extended from its original 2024 endpoint to 2026 due to the pandemic and other pressures. Initiative 31 ("Expanding academic and operational technology") was assigned to the University Technology Committee. The plan predates the generative AI era and contains no AI-specific language in its publicly available framework documents. Becerra referenced the plan on the Plexuss Presidential Podcast as fostering interdisciplinary collaboration that supports

AI integration. The plan expires in 2026, making its successor plan, and whether AI will be an explicit pillar, the most consequential governance signal to watch from executive leadership.

The Academic Integrity Code, which falls under the Provost's authority, lists "unauthorized uses of artificial intelligence" as an enumerated violation category. The 2025–2026 Community Standards document (whose filename includes "Updated-AI-Language") houses the full Academic Integrity Code across seven sections covering introduction, jurisdiction, general provisions, expectations, procedures, records policy, and authority. The Office of Student Conduct and Conflict Resolution administers the code and has prepared a Quick Guide for instructors. First violations are resolved through an instructor-student conference and completion of the RAISE Academic Integrity Tutorial (\$20 fee), with a meeting with the Academic Integrity Coordinator. Second violations require a hearing panel; suspension is the standard sanction. Third violations carry a standard sanction of expulsion.

Turnitin.com is integrated with Canvas and available to all faculty. The institution's guidance notes that Turnitin detects text matches and that the determination of whether plagiarism occurred rests with the instructor. No institutional position on the use of Turnitin's AI writing detection feature specifically was located.

The Intellectual Property Committee, appointed by the Provost, oversees IP policy. Scholarly works generally belong to faculty creators. Works produced at the express direction of a supervisor or pursuant to specific provisions in a position description belong to the university. For externally funded or sponsored research, ownership is determined by the written collaboration agreement. Faculty, staff, and students must promptly disclose inventions to the Provost. Net royalties are shared between the university and inventor under a defined distribution framework. The IP policy does not contain AI-specific provisions.

The IRB reviews and approves all research involving human subjects under federal registrations FWA #00019383 and IORG #0003273. The IRB Policy & Procedure Manual was approved by the Provost on January 15, 2020, reflecting the Revised Common Rule. The IRB distinguishes between research with human participants, classroom projects, and non-research activities. No AI-specific IRB guidance or supplemental protocol was located.

5.2 People

Dr. Irma Becerra

Seventh President of Marymount University (July 1, 2018–present). First Latina president of the institution. Contract extended through June 2028. Cuban-born; first-generation college graduate. B.S. and M.S. in Electrical Engineering, University of Miami; Ph.D. in Electrical Engineering, Florida International University (first woman to earn the degree in that field from FIU). Sloan Scholar, MIT Center for Information Systems Research.

Prior to Marymount, Becerra served as Provost and Chief Academic Officer at St. Thomas University (Florida), 2014–2018. At FIU, she founded the Knowledge Management Lab and served as Vice President for Engagement and Professor of Management Information Systems. Principal

investigator on funded projects for the National Science Foundation, NASA (Headquarters, Kennedy, Ames, and Goddard Space Flight Centers), and the Air Force Research Lab. She holds four patents and copyrights.

Chair of the Board of Trustees for the Consortium of Universities of the Washington Metropolitan Area, 2025–2026 (a coalition of institutions serving over 300,000 students and contributing more than \$15 billion annually to the regional economy). Previously served as Vice Chair and Treasurer of the Consortium Board. Forbes Business Council contributor since 2021. Member of the Council of Independent Colleges in Virginia (CICV), the Hispanic Association of Colleges and Universities (HACU), the Greater Washington Board of Trade, the Northern Virginia Technology Council, the Science Museum of Virginia, and United Educators. Named to the Washingtonian's Most Powerful Women in Washington list (2023 and 2025); Northern Virginia Magazine 50 Most Influential People (2024); Virginia Business Women in Leadership Award (2022); Washington Business Journal Diversity, Equity, and Inclusion Champion (2022); Diverse: Issues in Higher Education Top 35 Women in Higher Education (2020). Named to the 2026 Forbes Top Colleges list for Marymount. 2022 St. Elizabeth Ann Seton Award from SOAR!

Becerra has authored four books and numerous journal articles on knowledge management and business intelligence. Her original research spans enterprise systems, disaster management, and IT entrepreneurship. Her Marymount biography describes her as "a frequently sought-after speaker in the U.S. and internationally in knowledge management, student success, technology, and academic innovation."

Under Becerra's presidency: Marymount achieved its highest-ever U.S. News & World Report national ranking; received Carnegie dual classification as Research University and Opportunity University (one of 33 nationally); was recognized as Virginia's first Hispanic-Serving Institution; set consecutive enrollment records (Class of 2029 is the largest in institutional history, with 7,000 undergraduate applications, a 44% increase); launched the \$50 million 75th anniversary fundraising campaign; and was named to the 2026 Forbes Top Colleges list.

Dr. Pamela Slaven-Lee

Provost and Vice President of Academic Affairs (appointed February 2025; Interim Provost from July 2024). Previously Dean, College of Health and Education, Marymount (June 2023–2024). Prior roles: Interim Dean and Senior Associate Dean for Academic Affairs, George Washington University School of Nursing (2019–2023). Fellow, American Association of Nurse Practitioners; Sigma Theta Tau Experienced Nurse Leadership Academy Scholar; Family Nurse Practitioner.

Slaven-Lee leads three colleges, three research centers, and clinical health and well-being services. Under her tenure as Provost, Marymount received Carnegie Research University designation (2025), launched new academic offerings including the M.S.W. and online M.S. in Speech-Language Pathology, and increased research grant submissions and external funding by 10 percent. Her one documented AI-adjacent public statement appears in the Research University designation article (February 2025), describing research as a vital tool for innovation and societal progress. No AI-specific provost-level guidance, policy, or programming has been publicly attributed to Slaven-Lee.

An Interim Vice Provost for Academic Affairs (Michelle Walters-Edwards) is documented in public directory data, suggesting additional provost-level administrative capacity.

Dr. Hesham El-Rewini (Former Provost)

Provost and Senior Vice President of Academic Affairs (until 2024; exact departure date not confirmed). Appeared on the Future U. Podcast (May 2023) alongside Becerra, Murphy, and a student SGA president. On the podcast, El-Rewini described cross-disciplinary AI integration in specific terms, noting that philosophy faculty could teach AI ethics within the AI program and team up with faculty from computer science and psychology. This is the most granular public description of cross-disciplinary AI pedagogy from any Marymount executive. No longer at Marymount.

Dolly Garcia

Vice President, General Counsel and Secretary to the Board of Trustees (appointed July 2025). J.D., University of Notre Dame; B.A. in English, University of Texas. Previously Associate General Counsel for the University of North Texas System (2009–2025), advising on employment law, compliance, immigration, risk management, contracts, and policy development. Prior roles: Assistant Solicitor General for the State of Texas; senior associate in complex civil litigation; law clerk to a federal magistrate judge. First-generation college graduate. Garcia oversees governance, regulatory compliance, risk mitigation, litigation, and employment matters. The Office of General Counsel under her leadership published a comprehensive page on federal executive orders in early 2025, demonstrating institutional capacity for regulatory monitoring — a function directly relevant to evolving federal AI policy.

Dr. Anne Magro

Dean, College of Business, Innovation, Leadership and Technology (CBILT). Magro was confirmed in this role in the Class of 2029 enrollment coverage (August 2025) and the NOVATech Works Hub announcement (January 2026). In the NOVATech announcement, she described the GO Virginia-funded project as demonstrating Marymount's dedication to creating bridges between education and opportunity through coordinated, accessible solutions that link talent with Northern Virginia's most dynamic industries. She oversees the college containing STI, the School of Business, and the School of Design and Art.

5.3 Teaching & Curriculum

The President's Office does not deliver academic programs directly. Becerra's public commentary, however, constitutes the institution's most detailed articulation of AI teaching philosophy. Key positions advanced through her Forbes columns, summit appearances, and podcast interviews:

AI literacy should be woven across all majors and programs, not confined to computer science or engineering. Technical competency must be paired with critical thinking, ethical reasoning, creativity, and adaptability. Applied research, internships, and workforce-aligned programs should give students hands-on AI experience. The "intelligence divide," an emerging gap between those who understand AI and those who do not, is a workforce equity issue that higher education must

address. Universities have a responsibility to emphasize transparency by encouraging students to disclose when and how they have relied on AI in their work.

The MU 101 course, launched for all first-year students and expanded to cover the full fall 2025 semester, provides guidance on campus resources, time management, and financial literacy while helping students develop familiarity with emerging technologies, including the ethical use of AI. This is the only documented institutional requirement that all students, regardless of major, engage with AI as a topic. It originates from enrollment management and student success infrastructure rather than from the Provost's Office or OTEA.

These positions provide intellectual cover for STI's curriculum (particularly the required AI Trust, Bias and Social Impact course) and for the NSF AI Workforce Development grant's goal of preparing faculty across disciplines to teach AI. No provost-level or presidential directive translating these positions into specific curriculum requirements was located in public sources.

5.4 Tools & Technology

No AI-specific tool approvals, institutional AI licenses, or AI procurement policies have been issued from the President's Office or the Office of the Provost. Becerra's March 2026 *Forbes* column calls for organizational AI audits and campus AI surveys as preconditions for responsible adoption — language suggesting these instruments do not yet exist at Marymount.

Carl Whitman's March 2025 promotion to VP IT and CIO (Unit 4) explicitly added AI adoption to his mandate and elevated him to the President's Cabinet, representing the most concrete executive action on AI infrastructure documented in public sources.

The Commonwealth of Virginia's "Virginia Has Jobs: Activate Your AI Potential" website, launched in partnership with Google in July 2025, lists Marymount's B.S. in Artificial Intelligence among its catalog of AI education resources. This external validation by a state-Google partnership positions the program within the state's official AI workforce development infrastructure.

5.5 Research & Scholarship

President Becerra — Scholarly Publications

Becerra-Fernandez, I., Sabherwal, R., & Kumi, R. (2024). *Knowledge Management: Systems and Processes in the AI Era*, Third Edition. London/New York: Routledge. ISBN 978-1032417394.

Becerra-Fernandez, I. & Sabherwal, R. (2011). *Business Intelligence: Practices, Technologies, and Management*. Hoboken, NJ: Wiley.

Becerra-Fernandez, I. (Ed.). (2008). *Knowledge Management: An Evolutionary View*. Armonk, NY: M.E. Sharpe.

Becerra-Fernandez, I., González, A.J., & Sabherwal, R. (2004). *Knowledge Management: Challenges, Solutions, and Technologies*. Upper Saddle River, NJ: Pearson/Prentice Hall.

At FIU, Becerra served as PI on grants from NSF, NASA, and the Air Force Research Lab. Her research focus is knowledge management: how organizations learn and share information. She has publicly framed this as foundational to understanding AI's organizational impact. Her full CV, available on the Marymount website, lists extensive conference presentations, journal publications, and invited talks spanning knowledge management, enterprise systems, and AI-adjacent domains.

Institutional Research Milestones Under Becerra's Presidency

Carnegie Research University designation (2025), based on \$2.6 million in annual research expenditures and 63 research doctorates awarded. Carnegie Opportunity University designation (2025) — one of 33 institutions nationally holding both classifications, and one of just three private not-for-profit institutions in Virginia classified as an Opportunity College with higher access and earnings. Research portfolio grew to \$21 million in 2024, with \$6 million in new grants that year. R2 status (requiring \$5 million in annual expenditures and 20 research doctorates) is a stated strategic goal under the Momentum plan.

NOVATech Works Hub (January 2026)

Marymount was selected to lead the planning of NOVATech Works, a GO Virginia-funded regional technology workforce initiative. The project, administered through the Center for the Innovative Workforce, takes the form of a virtual coordination hub connecting training providers, employers, workforce organizations, and job seekers. Murphy serves as Project Director. The hub will be AI-enabled, simplifying how individuals and employers navigate opportunities in artificial intelligence, cybersecurity, cloud computing, software development, and other technology fields. Over a nine-month planning period, Marymount and regional partners will engage employers to identify in-demand skills, develop a catalog of training and certification programs, and design outcome tracking systems. This is the most recent documented extension of Marymount's AI workforce agenda into a regional coordination role.

5.6 Events & Programming

Forbes Business Council Columns — AI-Focused

Becerra has contributed to the Forbes Business Council since 2021. Based on her LinkedIn activity and the Marymount blog, she has published at least twelve columns. Five contain substantive AI content:

"How to become a transformational leader in the AI era" (April 2024). Argues that AI demands a leadership style centered on adaptability, real-time decision-making, and comfort with uncertainty. Frames the shift as analogous to pandemic-era disruption.

"Why cross-sector collaboration is key to solving societal challenges" (August 2025). Argues that as AI continues to disrupt industries, corporate collaboration with higher education is more important than ever. Businesses will increasingly rely on universities to retrain workforces, advise on ethical use, and enhance skills. Universities and government agencies should jointly communicate research findings to provide the public with greater understanding and transparency.

"How universities can prepare young professionals for the AI economy" (November 2025). Identifies technical literacy, data fluency, digital ethics, critical thinking, ethical reasoning, creativity, and adaptability as essential competencies. Notes that Marymount created one of the first bachelor's degrees in AI available in the national capital region. Calls for embedding AI literacy across all majors. Emphasizes the importance of transparency by encouraging students to disclose AI use. References the NSA-supported cybersecurity clinic and the Center for the Innovative Workforce's employer collaborations.

"The value of AI for higher education: turning tension into transformation" (March 2026). Cites a 2025 survey finding that over 75 percent of responding students use AI for homework, 24 percent daily. Calls for presidential AI task forces, campus AI surveys, and organizational AI audits. Recommends establishing a roadmap for AI adoption. Notes that faculty tensions along disciplinary lines — computer science and engineering redesigning curricula to leverage AI while humanities faculty express concern — require presidential-level facilitation.

"Staying calm and positive as a leader in times of uncertainty" (May 2025). Not AI-focused but references the rapid pace of technological advancement and shifting federal policies as sources of institutional anxiety. Notes the integration of AI into the workforce as creating ripple effects across every sector of the economy. Frames leadership as requiring calm at the center of the storm during transitions driven by AI and federal policy shifts.

Additional columns address leadership, civic engagement, integrity, and organizational culture. The column on higher education shaping the next generation of leaders (March 2025) mentions the AI era as context for free exchange among employees. The column on integrative leadership (September 2024) does not address AI specifically but describes Marymount's interdisciplinary faculty proposals program, relevant to AI cross-disciplinary integration.

Speaking Engagements

Inside Higher Ed 2025 U.S. Universities Summit (October 13–14, 2025, Hoboken, NJ). Featured session: "Leading the Future of Work on Campus," co-presented with Mike Hofherr (Workday). Invitation-only event; 150+ presidents and chancellors from 75+ institutions. Becerra described her decades of AI research through the knowledge management lens. Delivered the full "eyeglasses" analogy: AI enhances human intelligence the way eyeglasses enhance vision, allowing experts to spend less time on repetitive work and more on creative and analytical work. Called for structured AI learning opportunities across all campus constituencies. Discussed Marymount's record enrollment growth, financial sustainability pressures, and the Workday College initiative. Addressed academic integrity concerns from AI-assisted coursework.

Plexuss Presidential Podcast (September 2025). Discussed her AI research background, the B.S. in AI program, the Momentum strategic plan, and the societal implications of AI including job recalibration and the "intelligence divide."

4stay Podcast (August 2025). Becerra discussed the Momentum plan and Marymount's launch of market-driven degrees in AI and related fields. Also featured on the EdUp Higher Ed podcast and iHeart Radio.

Future U. Podcast (May 2023, recorded at Ballston Center). Featured Becerra, Provost El-Rewini, STI Director Diane Murphy, and incoming SGA President Nicholas Mariel. Murphy discussed AI curriculum development; El-Rewini discussed cross-disciplinary AI integration. Early high-profile AI positioning event.

Inaugural Summit for Advancing the Higher Education Pathway in the Southeast for Hispanics and Latinos (March 2025, University of South Carolina). Keynote speaker. Addressed HSI growth, first-generation student challenges, and institutional resilience. Context for Marymount's HSI identity and the equity framing of AI programs like AIM-AHEAD and AI for All.

NASFAA Executive Leadership Collective — Becerra joined fellow higher education leaders for a panel (documented on LinkedIn). Specific AI content not confirmed.

Institutional Communications

Becerra is quoted in the B.S. in AI launch announcement (June 2024), the Research University designation article (February 2025), the Workday College launch (July 2025), the Consortium Board Chair appointment (September 2025), the Class of 2029 welcome (August 2025), and multiple ARLnow and Washington Business Journal articles. Her LinkedIn activity regularly amplifies faculty AI accomplishments, including posts highlighting Cintas-Canto's Forbes feature on AI tools and Langran's co-edited book on generative AI in teacher education.

Gaps and Observations

The gap between Becerra's national AI commentary and Marymount's documented AI governance is the defining feature of this unit. Becerra has publicly called for presidential AI task forces, organizational AI audits, and campus AI surveys — instruments that do not appear to exist at Marymount. The AI Task Force referenced in institutional descriptions has no locatable charter, membership, or output. Whether internal governance structures exist behind the public-facing documentation cannot be determined.

This pattern reflects a small university where the president's public profile outpaces the institution's administrative capacity to formalize governance. Becerra's signaling functions as aspirational positioning — establishing institutional brand before institutional infrastructure. Her March 2026 Forbes column recommends instruments (task forces, audits, surveys) in the prescriptive voice, as advice to other presidents. Readers would reasonably expect to find these instruments operational at her own institution. None is publicly documented.

The Consortium Board Chair role places Becerra at the center of the Washington metropolitan area's higher education collaboration network — a coalition contributing \$15 billion annually to the regional economy. This position amplifies her AI commentary to an audience that includes presidents of Georgetown, George Washington, American, Howard, and Catholic University. Whether the Consortium has AI-specific collaborative initiatives is not documented publicly.

Slaven-Lee's provost-level AI engagement is minimal in public documentation. She has been in the role since February 2025; her background in nursing and health sciences does not carry a

documented AI orientation. The appointment of Michelle Walters-Edwards as Interim Vice Provost suggests capacity for provost-level initiatives, but no AI-specific programming from Academic Affairs has been publicly identified.

The MU 101 course's inclusion of ethical AI use for all first-year students is the closest documented approximation to the "AI literacy across all majors" vision Becerra articulates in her Forbes columns. That it originates from enrollment management and student success functions rather than from the Provost's Office or a presidential directive underscores the gap between aspiration and governance.

The Momentum Strategic Plan expires in 2026. Its successor plan, and specifically whether AI will be an explicit pillar and the aspirational governance Becerra has advocated will be formalized, is the most consequential institutional signal to watch.

Cross-References

- **School of Technology and Innovation (Unit 1):** Becerra framed the B.S. in AI at its launch and references STI's programs in her Forbes columns. Murphy and Becerra jointly represent the public face of Marymount's AI positioning. The NOVATech Works Hub extends this partnership to regional workforce coordination.
- **Information Technology Services (Unit 4):** Whitman's March 2025 promotion to VP with AI adoption mandate is a direct presidential action. Workday College is highlighted by Becerra at the Inside Higher Ed Summit.
- **OTEA & Academic Affairs (Unit 6):** The NSF AI Workforce Development grant targets cross-disciplinary faculty preparation — an initiative aligning with Becerra's public call for AI literacy across all majors but administered below the executive level.
- **College of Health and Education (Unit 2):** Langran's AI work and the EdD generative AI publications align with Becerra's public commentary on AI in educator preparation; Becerra amplified Langran's work on LinkedIn.
- **College of Sciences and Humanities (Unit 7):** Diaz-Asper's *American Psychologist* article on ethical frameworks for language technologies addresses governance questions Becerra raises at the presidential level — published research on AI ethics that is largely absent from the institutional AI narrative.
- **Part I, Section I (Institutional AI Governance Architecture):** This dossier is the primary source for the governance architecture section.
- **Part I, Section IX (Public Statements & Executive Signaling):** Becerra's Forbes columns, summit appearances, and podcast episodes constitute the fullest articulation of Marymount's institutional AI posture.

Sources

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<https://marymount.edu/blog/forbes-the-value-of-ai-for-higher-education-turning-tension-into-transformation/>

Forbes: "How universities can prepare young professionals for the AI economy" (November 2025) — Becerra column; competency framework, national capital region B.S. in AI reference, curriculum-wide AI literacy call, transparency and AI disclosure, NSA cybersecurity clinic reference

<https://marymount.edu/blog/forbes-how-universities-can-prepare-young-professionals-for-the-ai-economy/>

Forbes: "Why cross-sector collaboration is key to solving societal challenges" (August 2025) — Becerra column; AI disruption framing, corporate-university collaboration for workforce retraining, government research funding, NSF/NIH/NSA grant context

<https://marymount.edu/blog/forbes-why-cross-sector-collaboration-is-key-to-solving-societal-challenges/>

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<https://marymount.edu/blog/forbes-how-higher-education-can-shape-the-next-generation-of-leaders/>

Inside Higher Ed 2025 U.S. Universities Summit article (October 2025) — featured session with Workday's Hofherr, full "eyeglasses" analogy transcript, knowledge management framing, enrollment growth, financial sustainability, Workday College, academic integrity concerns

<https://marymount.edu/blog/president-becerra-shares-insights-on-ai-and-the-future-of-work-at-2025-u-s-universities-summit/>

ARLnow: With bachelor's degree in AI, Marymount seeks to equip students for a changing world (October 2025) — Becerra and Murphy quotes, "eyeglasses for our brain" in ARLnow context, AI regulation commentary, enrollment data, B.S. in AI third year

<https://marymount.edu/blog/arlnow-com-with-bachelors-degree-in-ai-marymount-seeks-to-equip-students-for-a-changing-world/>

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Consortium of Universities Board Chair announcement (September 2025) — Becerra appointed Chair 2025–2026, coalition scope (300,000+ students, \$15B+ economy), institutional achievements and board memberships listed

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<https://consortium.org/dr-irma-becerra-president-of-marymount-university-named-23rd-board-chair-of-the-consortium-of-universities-of-the-washington-metropolitan-area-for-2025-2026/>

About President Becerra — full biography, four books, research areas, Forbes contributor since 2021, podcast appearances, board memberships, awards, family information, Catholic education background, patent holder

<https://marymount.edu/about-mu/about-becerra/>

Irma Becerra-Fernandez Wikipedia biography — FIU Ph.D., Knowledge Management Lab, NSF/NASA/AFRL grants, Sloan Scholar, St. Thomas provost, Forbes Business Council, Consortium vice chair, contract extension, awards, publications

https://en.wikipedia.org/wiki/Irma_Becerra_Fernandez

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<https://www.routledge.com/Knowledge-Management-Systems-and-Processes-in-the-AI-Era/Becerra-Fernandez-Sabherwal-Kumi/p/book/9781032428024>

President Becerra full CV — publications, grants, conference presentations, patents

<https://www.marymount.edu/marymount.edu/media/About-MU/Office%20of%20the%20president/President-Irma-Becerra-CV.pdf>

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<https://marymount.edu/blog/marymount-offers-expanded-knowledge-of-artificial-intelligence-in-new-bachelors-program/>

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<https://marymount.edu/blog/new-provost-pamela-slaven-lee-outlines-vision-for-marymounts-academic-future/>

Carl Whitman VP promotion announcement (March 2025) — AI adoption mandate, Cabinet membership, Becerra quote

<https://marymount.edu/blog/marymount-appoints-carl-whitman-as-v-p-of-information-technology-and-cio/>

Dolly Garcia General Counsel appointment (July 2025) — biography, UNT System background, Becerra quote, first-generation college graduate, Notre Dame J.D.

<https://marymount.edu/blog/dolly-garcia-named-vice-president-general-counsel-and-secretary-to-the-board-at-marymount/>

Office of General Counsel — mission, role, Garcia biography, federal orders monitoring page

<https://marymount.edu/about-mu/about-becerra/office-of-general-counsel-mission-and-role/>

NOVATech Works Hub announcement (January 2026) — GO Virginia-funded, Murphy as Project Director, Magro as CBILT Dean, AI-enabled virtual hub, nine-month planning period, regional workforce coordination

<https://marymount.edu/blog/marymount-university-to-lead-regional-tech-workforce-initiative-with-development-of-novatech-works-hub/>

Class of 2029 welcome article (August 2025) — largest incoming class, 27,500 inquiries, 7,000 applications (44% increase), fourth year of enrollment growth, MU 101 course with ethical AI use, Magro confirmed as CBILT Dean

<https://marymount.edu/blog/marymount-welcomes-largest-ever-first-year-class-for-fall-2025/>

Momentum Strategic Plan overview page — 2019–2026 timeline, four pillars, pandemic-related extension

<https://marymount.edu/faculty-and-staff/office-of-planning-institutional-effectiveness/strategic-planning/>

Momentum Strategic Plan initiatives page — Initiative 31 (technology expansion) assigned to University Technology Committee

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Future U. Podcast article (May 2023) — Becerra, El-Rewini, Murphy, student SGA president; El-Rewini cross-disciplinary AI quote

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AI for All / Future-Ready Virginia article (August 2025) — Becerra quote on AI as transformative force, Virginia Has Jobs website, Murphy quote on AI literacy

<https://marymount.edu/blog/marymounts-ai-programs-help-pave-the-way-for-a-future-ready-virginia/>

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<https://marymount.edu/blog/marymount-one-of-only-two-u-s-schools-to-offer-new-workday-certification/>

Commencement 2025 article (May 2025) — 961 graduates (433 bachelor's, 319 master's, 209 doctoral), Becerra remarks on values-driven leadership

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<https://marymount.edu/student-life/wp-content/uploads/sites/4/2026/01/2025-2026-Community-Standards-Blue-Book-Updated-AI-Language.pdf>

Academic Integrity main page — Office of Student Conduct, Quick Guide for instructors, incident reporting

<https://marymount.edu/student-life/health-wellness/student-conduct/academic-integrity/>

Intellectual Property Policy — scholarly works ownership, university-directed works, sponsored research, invention disclosure, royalty-sharing framework

<https://marymount.edu/faculty-and-staff/human-resource-services/human-resources-policies/intellectual-property-policy/>

IRB main page — federal registrations FWA #00019383, IORG #0003273, human subjects review

<https://marymount.edu/academics/office-of-research/institutional-review-board/>

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<https://marymount.edu/academics/programs-of-study/discover-research-program/institutional-review-board/irb-policy-procedure-manual/>

Hispanic and Latino pathways summit keynote (April 2025) — Becerra keynote at University of South Carolina, HSI advocacy, first-generation framing

<https://marymount.edu/blog/president-becerra-delivers-keynote-at-regional-summit-to-advance-hispanic-and-latino-pathways-in-higher-education/>

Marymount University mission, vision, and plan page — Momentum plan summary

<https://marymount.edu/about-mu/our-mission-vision-plan/>

Board of Trustees bios — governance structure, committee composition

<https://marymount.edu/about-mu/about-becerra/board-of-trustees/board-of-trustees-bios/>

Unit 6. Office of Teaching Excellence and Assessment

Key Signals: OTEA is the institutional unit most logically positioned to deliver AI faculty development, and it has no documented AI-specific programming, guides, or workshops in public sources. Two federal grants create a direct connection: NSF CyberTeach funded OTEA staff time, and the NSF AI Workforce Development grant (~\$400,000) targets cross-disciplinary faculty preparation for AI teaching — work that falls squarely within OTEA's mandate. Whether OTEA has been formally designated to deliver that work is not confirmed publicly. The MU 101 course covering ethical AI use for all first-year students originated from enrollment management infrastructure, not from OTEA — the unit that would typically develop and deliver such content.

The Office of Teaching Excellence and Assessment operates within Academic Affairs under the Office of the Provost. OTEA describes itself as a nexus of support where all faculty can explore innovations that inspire learning. Its services include faculty development workshops, new faculty and adjunct orientation, instructional design consultation, tutoring coordination, media production services, and assessment support. Dr. Joe Provenzano serves as Director of Teaching and Academic Development. OTEA Media, a subunit, monitors academic trends and provides instructional media production including filming, editing, and technology consulting for faculty.

6.1 Governance & Policy

No OTEA-specific AI governance document, AI teaching guide, or AI faculty guidance has been publicly posted. OTEA's Teaching Resources for Faculty page links to resources on general teaching, course planning, assessment, and inclusive instruction. None of the publicly listed resources address AI in teaching, AI tool use in classrooms, or AI-related pedagogical strategies.

OTEA operates under the provost-level Academic Integrity Code, which lists unauthorized uses of artificial intelligence as a violation and delegates AI use decisions to individual faculty. OTEA has not publicly issued supplemental guidance helping faculty implement this syllabus-level authority model. Faculty who must distinguish between authorized and unauthorized AI use in their courses do so without centralized support from the unit charged with teaching excellence.

6.2 People

Dr. Joe Provenzano

Director of Teaching and Academic Development, OTEA. Ph.D., Education, American University. At Marymount since 2016. Prior roles: Interim Director, Innovative Teaching and Learning, Harrisburg University of Science and Technology; instructor, School of Library and Information Sciences, Catholic University of America (10 years); adjunct instructor, George Mason University and University of North Dakota. Instructional design consultant for the American Psychological Association, Northern Virginia Community College, George Mason University School of Engineering, and Excelsior College. Member: ASCD, ATD, POD (Professional and Organizational Development Network in Higher Education).

Provenzano's work focuses on faculty pedagogical development and integration of instructional technologies into classroom practice. His staff time was partially funded through the NSF CyberTeach grant (PI: Diane Murphy, STI) to develop and evaluate cybersecurity teaching workshops. No AI-specific publications, presentations, or public statements from Provenzano were located.

Dr. Michelle Steiner

OTEA staff member whose time was funded through the NSF CyberTeach grant alongside Provenzano. Title and current role at Marymount not confirmed in publicly available sources.

6.3 Teaching & Curriculum

OTEA does not deliver academic courses but organizes faculty development programming. Documented events include the Teaching Toolbox (January orientation for new and returning faculty, featuring sessions on pedagogy, classroom technology, and inclusive instruction), the Fall Innovations Showcase (December event for sharing teaching innovations), and the annual Connections conference. Session topics documented in 2019–2020 programming included virtual reality in classrooms, flipped classrooms, cultural awareness, and Canvas adoption. No AI-specific session or workshop was identified in available programming records.

OTEA Media describes its function as monitoring academic trends that may impact Marymount and preparing faculty for future teaching practices. This framing positions OTEA Media as a channel for AI teaching guidance, but no AI-specific media or instructional content has been publicly released.

6.4 Tools & Technology

OTEA supports faculty use of Canvas (LMS), Panopto (lecture capture), and general instructional technology through its media consulting and equipment loan services. Turnitin.com is available to faculty through Canvas (see Unit 4). No AI-specific tools, AI writing detection training materials, or AI-assisted teaching technologies are documented as part of OTEA's support portfolio.

6.5 Research & Scholarship

Not publicly documented in available sources. Provenzano's scholarship focuses on instructional design and teaching technology integration.

6.6 Events & Programming

Not publicly documented in available sources. The Teaching@MU blog on Marymount Commons, maintained by Provenzano, contains event documentation through approximately 2021; no AI-specific content appears. Current OTEA event programming may exist behind the myMarymount portal and is therefore not accessible for this inventory.

Gaps and Observations

OTEA is the institutional unit most logically positioned to deliver AI faculty development programming, and its documented AI output is zero. The NSF "Accelerating AI Workforce Development" grant explicitly targets preparing faculty across disciplines to teach AI — work that requires the workshop design, instructional consultation, and pedagogical training that OTEA provides. The absence of publicly documented AI programming from OTEA is the most operationally consequential gap in Marymount's AI governance landscape.

The gap carries compounding effects. The Academic Integrity Code delegates AI use decisions to individual instructors but provides no guidance on how to make those decisions. OTEA is the unit that would typically develop AI syllabus templates, facilitate AI teaching workshops, and produce instructional guides for faculty navigating AI in their courses. None of this exists publicly. Faculty working with the AI 551 tools-and-techniques course — or even with basic generative AI questions from students — must construct their own AI policies without institutional scaffolding.

The MU 101 first-year course, which covers ethical AI use, was developed through enrollment management and student success infrastructure rather than through OTEA. That the institutional response to AI literacy for students bypassed OTEA entirely suggests either that the work is happening through other channels or that the unit's capacity has not yet been directed toward AI.

The Teaching@MU blog's last visible posts are from 2020–2021, which may reflect a platform migration. Current OTEA programming may be richer than the public documentation suggests.

Cross-References

- **School of Technology and Innovation (Unit 1):** NSF CyberTeach (PI: Murphy) funded OTEA staff time; NSF AI Workforce Development grant targets cross-disciplinary faculty preparation overlapping with OTEA's mandate. The NOVATech Works Hub represents another STI-led initiative in OTEA's traditional territory (workforce development training).
- **College of Health and Education (Unit 2):** Langran and Azevedo's REPAC framework and AI publications address the same faculty preparation questions that an OTEA AI guide would address; their work is research-driven while OTEA's role would be operational.
- **Reinsch Library (Unit 3):** The library's information literacy framework and AI citation guides serve a faculty-support function parallel to OTEA's teaching development mandate; no collaboration between the two units on AI guidance is documented.
- **Office of the President & Executive Leadership (Unit 5):** Becerra's public calls for AI literacy across all majors implicitly require faculty development infrastructure that OTEA would provide. The MU 101 course's ethical AI content was developed outside OTEA.
- **Part I, Section III (Teaching & Learning Posture):** This dossier is a primary source for Part I Section III.

Sources

Office of Teaching Excellence and Assessment homepage — mission statement, services overview

<https://marymount.edu/academics/services-resources/teaching-assessment>

Teaching Resources for Faculty page — Provenzano listed, resource categories, no AI resources

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Dr. Joe Provenzano Marymount online faculty profile — biography, consulting career, POD/ASCD/ATD membership

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Unit 7. College of Sciences and Humanities

Key Signals: CSH's AI activity is concentrated in a single faculty member: Dr. Catherine Diaz-Asper, Associate Professor of Psychology and Associate Director of Research at the Center for Optimal Aging. Diaz-Asper has produced a sustained research program applying NLP and machine learning to cognitive screening for Alzheimer's disease and mild cognitive impairment, with at least eight peer-reviewed publications (2021–2025) in journals including *American Psychologist*, *Cortex*, *Alzheimer's & Dementia*, *Clinical Neuropsychologist*, *Journal of Alzheimer's Disease*, and *Digital Health*, and two NIH grants (one through Georgetown collaboration, one as PI on a 2025 AIM-AHEAD Hub bilingual cognitive screening project). Her 2024 *American Psychologist* article provides a published ethical and legal framework for AI-based language technologies — the most substantive AI ethics document produced by a Marymount-affiliated researcher. She received CSH's Outstanding Research Award for 2024–2025. No other CSH faculty member has documented AI-specific research or activity.

The College of Sciences and Humanities is one of Marymount's three colleges. Dr. Stephanie Ellis Foster serves as Interim Dean and Professor. The college encompasses three schools: the School of Science, Mathematics and Engineering (Interim Director: Dr. Susan Agolini), the School of Social and Behavioral Sciences (Director: Dr. Stacy Lopresti-Goodman), and the School of Humanities (Director: Dr. Eric Norton). Undergraduate programs include biology, biochemistry, biomedical engineering, communication, criminal justice, digital writing and narrative design, interdisciplinary studies, liberal studies, mechanical engineering, neuroscience, political science, and psychology. Graduate programs include Forensic and Legal Psychology (M.A.), Medical Sciences (M.S.), and Social Work (M.S.W., launched under Provost Slaven-Lee). The college delivers general education courses to all Marymount students through the Liberal Arts Core. AI activity is limited to Diaz-Asper's research portfolio.

7.1 Governance & Policy

No CSH-specific AI governance document, AI use policy, or AI teaching guidance is publicly available. The college operates under the university-wide Academic Integrity Code and Technology Resource Use Policy.

7.2 People

Dr. Catherine Diaz-Asper

Associate Professor of Psychology, School of Social and Behavioral Sciences; Associate Director of Research, Center for Optimal Aging. B.A. and M.A., University of Auckland (New Zealand); Ph.D., The George Washington University. Postdoctoral training: Johns Hopkins University School of Medicine (Department of Psychiatry and Behavioral Sciences) and National Institute of Mental Health (Clinical Brain Disorders Branch). Licensed Psychologist, Maryland (currently inactive). At Marymount for over a decade.

Diaz-Asper is a cognitive neuropsychologist whose research applies natural language processing, machine learning, and automated speech analysis to the detection of cognitive decline associated with Alzheimer's disease and mild cognitive impairment. Her work uses speech samples collected over the telephone — combining low-tech accessibility with high-tech computational analysis — to screen older adults who face barriers to in-person clinical assessment. Her machine learning model achieved 75 percent accuracy in differentiating groups with and without Alzheimer's symptoms, outperforming standard screening tools and expert clinicians reading transcripts.

The 2024 *American Psychologist* article (Diaz-Asper, Hauglid, Chandler, Cohen, Foltz, & Elvevåg) provides a comprehensive ethical and legal framework for language technologies in behavioral research and clinical applications. The paper evaluates ethical considerations inherent to automatic speech recognition, NLP, and machine learning tools used in psychological research and clinical practice, addressing transparency, explainability, human agency, oversight, equity, non-discrimination, and the risks of automation bias. Diaz-Asper played an equal role in conceptualization, project administration, visualization, and writing. The paper was supported by a Rotary Coins for Alzheimer's Research Trust Fund grant to Diaz-Asper and by NSF National AI Institute for Student-AI Teaming funding to collaborators Foltz and Chandler. The article fills a gap explicitly identified within it: that AI ethics guidance for psychologists is limited. Correspondence is addressed to Diaz-Asper at the Department of Psychology, Marymount University, 2807 North Glebe Road, Arlington, VA 22207.

The 2024 *Journal of Alzheimer's Disease* paper surveyed 51 specialist clinicians on their views of existing cognitive screening tests for MCI and opinions about a hypothetical remote screener driven by AI. Responses revealed significant concerns about the sensitivity, specificity, and time demands of current tests, alongside a general willingness to consider telephone-based AI-driven screening. This study demonstrates Diaz-Asper's engagement with the clinical adoption side of AI — not only building the technology but evaluating practitioner readiness to use it.

International research collaborators include Dr. Brita Elvevåg (University of Tromsø, Arctic University of Norway), Dr. Peter Foltz and Dr. Chelsea Chandler (University of Colorado), and Dr. Raymond S. Turner (Georgetown University, Department of Neurology). Georgetown University Medical Center IRB oversight is documented for the telephone speech collection study.

Funding: NIH R03AG052416 (through Georgetown collaboration); NIH AIM-AHEAD Hub grant for bilingual cognitive screening using automated speech analysis in Spanish-English speakers (PI, 2025, running through September 2026; co-investigators include Green, Pappa, Dagne, and Heyn); Rotary USA Coins for Alzheimer's Research Trust (CART) Fund.

Recipient of CSH Outstanding Research Award, 2024–2025.

Dr. Stephanie Ellis Foster

Interim Dean, College of Sciences and Humanities; Professor. Dean's message emphasizes liberal arts education, critical thinking, ethical practices, and career preparation. No AI-specific public statements or research documented.

Dr. Stacy Lopresti-Goodman

Director and Professor, School of Social and Behavioral Sciences. At Marymount since 2009. No AI-specific public activity documented.

Dr. Eric Norton

Director and Associate Professor, School of Humanities. No AI-specific public activity documented.

Dr. Susan Agolini

Interim Director and Associate Professor, School of Science, Mathematics and Engineering. No AI-specific public activity documented.

7.3 Teaching & Curriculum

No AI-specific courses, AI-focused curriculum revisions, or AI integration initiatives are documented in CSH programs. The B.A. in Psychology does not include AI-specific courses. The Neuroscience program and Biomedical Engineering program could have AI adjacency through computational methods, but no AI-specific content is documented publicly. The Digital Writing and Narrative Design program could engage with AI content creation tools, but no such engagement is documented.

The college's general education courses (Liberal Arts Core) reach all Marymount students. No AI literacy component within the general education curriculum was identified — though the MU 101 first-year course (administered separately) now covers ethical AI use.

7.4 Tools & Technology

Not publicly documented in available sources. Diaz-Asper's research uses NLP and ML tools, but these are research instruments. Caruthers Hall houses nine science teaching labs and five science research labs; no AI-specific computing infrastructure is documented.

7.5 Research & Scholarship**Diaz-Asper — AI/NLP Research Publications**

Divers, R., Cohen, A.S., Elvevåg, B., Chandler, C., Turner, R.S., Reynolds, B., & Diaz-Asper, C. (2025). Speech production as an artificial intelligence-based 'process' measure of cognition sensitive to mild cognitive impairment and Alzheimer's disease. *Clinical Neuropsychologist*, 1–16. doi:10.1080/13854046.2025.2519827

Diaz-Asper, C., Dagne, M., Terhune, E., Staker, E., & Heyn, P. (2025). Artificial Intelligence (AI) as a cognitive function digital biomarker: Analyzing speech in older individuals. Poster, GSA 2025 Annual Scientific Meeting, Boston.

Diaz-Asper, C., et al. (2025). Navigating the tradeoff between personal privacy and data utility in speech anonymization for clinical research. (Listed on ResearchGate, October 2025.)

Diaz-Asper, C., Hauglid, M.K., Chandler, C., Cohen, A.S., Foltz, P.W., & Elvevåg, B. (2024). A framework for language technologies in behavioral research and clinical applications: Ethical challenges, implications and solutions. *American Psychologist*, 79(1), 79–91. doi:10.1037/amp0001195

Diaz-Asper, C., Chandler, C., Turner, R.S., Reynolds, B., & Elvevåg, B. (2024). Cognitive screening for mild cognitive impairment: Clinician perspectives on current practices and future directions. *Journal of Alzheimer's Disease*, 99(3), 907–916. doi:10.3233/JAD-240293

Diaz-Asper, C., Chandler, C., & Elvevåg, B. (2024). Promoting trust in AI: The case of language technologies. Poster, GSA 2024 Annual Scientific Meeting, Seattle.

Chandler, C., Diaz-Asper, C., Turner, R.S., Reynolds, B., & Elvevåg, B. (2023). An explainable machine learning model of cognitive decline derived from speech. *Alzheimer's & Dementia: Diagnosis, Assessment & Disease Monitoring*, 15:e12516. doi:10.1002/dad2.12516

Diaz-Asper, C., Chandler, C., Turner, R.S., Reynolds, B., & Elvevåg, B. (2022). Increasing access to cognitive screening in the elderly: Applying natural language processing methods to speech collected over the telephone. *Cortex*, 156, 26–38. doi:10.1016/j.cortex.2022.08.005

Diaz-Asper, C., Chandler, C., Turner, R.S., Reynolds, B., & Elvevåg, B. (2021). Acceptability of collecting speech samples from the elderly via the telephone. *Digital Health*, 7, 20552076211002103. doi:10.1177/20552076211002103

Diaz-Asper, C. (2021). Combining high tech and low tech approaches to increase accessibility to cognitive screening in the elderly. Proceedings of the 2021 Technology, Mind & Society Conference.

Additional Publications (Non-AI)

Diaz-Asper's broader publication record includes work on schizophrenia (with Elvevåg and Foltz), disorganization in speech measurement using semantic vectors (Holmlund et al., 2022), and syllable counting in clinical transcripts (Diaz-Asper, M., Holmlund et al., 2022). Her earlier work on blame perceptions for autism spectrum disorder (Gulyn & Diaz-Asper, 2018) predates her AI focus. The directory page lists publications going back to her NIMH postdoctoral period.

Center for Optimal Aging Connection

Diaz-Asper's position as Associate Director of Research at the Center for Optimal Aging links her AI work to the university's cross-disciplinary aging research infrastructure. The Center collaborates on the NIH AIM-AHEAD AI Health Equity Lab with STI. In 2025, Diaz-Asper received a second NIH AIM-AHEAD Hub grant for a project on cognitive screening using automated speech analysis in bilingual Spanish-English speakers. The study analyzes features including lexical diversity, syntactic complexity, pauses, and prosody during telephone conversations to identify mild cognitive impairment. By centering bilingualism, the research addresses a critical disparity in AI healthcare tools: most existing models are trained on monolingual English speakers, limiting their effectiveness for diverse populations. The grant runs through September 2026. The 2025 co-authored publication on MCI (Heyn, Gross, Gopaul, Ogawa, Diaz-Asper, Devos, Terhune, & Harden, *Archives of Physical Medicine and Rehabilitation*) reflects this interdisciplinary connection. The Center recently received a Potomac Health Foundation grant to expand the ALOHA initiative.

Clinical Trials Presentation

Diaz-Asper presented at the 2023 Clinical Trials on Alzheimer's Disease (CTAD) Conference in Boston, demonstrating how AI-analyzed telephone speech samples can identify cognitive decline more effectively than standard screening tools.

7.6 Events & Programming

Not publicly documented in available sources. No AI-specific events, workshops, or programming hosted by CSH or any of its schools was located.

Gaps and Observations

Diaz-Asper's research program is the most methodologically sophisticated AI application documented at Marymount — peer-reviewed in top-tier journals, funded by NIH and Rotary CART, international in scope, and producing an ethical framework that addresses governance questions no other Marymount document approaches. It is also almost entirely invisible in the institution's public AI narrative. Becerra's Forbes columns do not reference cognitive screening research. The institutional blog's AI tag archive does not mention Diaz-Asper's 2024 or 2025 publications. A single Marymount feature article (February 2024) is the exception.

The *American Psychologist* article deserves particular attention as a governance-relevant document. It provides a published, peer-reviewed framework for evaluating AI language technologies against ethical principles including transparency, human agency, oversight, equity, and non-discrimination. This is precisely the kind of analytical framework that the institution's absent AI governance infrastructure would draw upon. That it exists at the faculty research level while no institutional AI ethics statement exists at the policy level recapitulates the asymmetry between Marymount's AI research capacity and its governance infrastructure.

The CSH Outstanding Research Award (2024–2025) signals internal recognition. Whether this translates into broader CSH engagement with AI — through curriculum, policy, or additional hires — is not indicated.

The Biomedical Engineering and Mechanical Engineering programs (newly housed within CSH), the Neuroscience program, and the Digital Writing and Narrative Design program all have potential AI adjacency. No such content is publicly documented. Criminal Justice could engage with AI surveillance and predictive policing topics; Political Science could address AI policy. These are structural possibilities, not documented realities.

Cross-References

- **School of Technology and Innovation (Unit 1):** The AI Health Equity Lab (STI, NIH AIM-AHEAD) collaborates with the Center for Optimal Aging, where Diaz-Asper serves as Associate Director of Research.
- **College of Health and Education (Unit 2):** Diaz-Asper's cross-appointment note appears in Unit 2 because the Center for Optimal Aging infrastructure is associated with CHE through VP for Research Heyn.

- **Office of the President & Executive Leadership (Unit 5):** Diaz-Asper's *American Psychologist* article on ethical frameworks addresses governance questions that Becerra's Forbes columns raise — published research that is largely absent from the institutional AI narrative Becerra has constructed.
- **Part I, Section VI (Research Governance & Ethics):** Diaz-Asper's research involves human subjects under Georgetown University Medical Center IRB. Her ethical framework paper is the most developed AI research governance document at Marymount.

Sources

Professor's research shows how AI can screen for Alzheimer's — Marymount feature article (February 2024); CTAD presentation, 75% accuracy finding, telephone-based NLP screening, APA journal feature

<https://marymount.edu/blog/professors-research-shows-how-ai-can-screen-for-alzheimers/>

Catherine Diaz-Asper Marymount directory page — full CV, publication list (2018–2025), educational background, postdoctoral training, NIH and Rotary CART funding

<https://marymount.edu/staff-members/catherine-diaz-asper/>

Catherine Diaz-Asper ResearchGate profile — publications, Marymount Psychology and Center for Optimal Aging affiliations

<https://www.researchgate.net/profile/Catherine-Diaz-Asper>

Diaz-Asper et al. (2024), *American Psychologist* 79(1):79–91 — ethical and legal framework for language technologies in behavioral research and clinical applications; transparency, oversight, equity, non-discrimination; Marymount correspondence address; Rotary CART and NSF iSAT funding

<https://pubmed.ncbi.nlm.nih.gov/38236217/>

Diaz-Asper et al. (2024), *American Psychologist* — full text with funding, author contributions, ethical framework detail

https://www.researchgate.net/publication/377497478_A_framework_for_language_technologies_in_behavioral_research_and_clinical_applications_Ethical_challenges_implications_and_solutions

Diaz-Asper et al. (2024), *Journal of Alzheimer's Disease* 99(3):907–916 — clinician perspectives on AI-driven cognitive screening; 51 specialist clinician survey

<https://doi.org/10.3233/JAD-240293>

Diaz-Asper et al. (2022), *Cortex* 156:26–38 — NLP methods applied to telephone-collected speech in elderly; Marymount affiliation confirmed

<https://pubmed.ncbi.nlm.nih.gov/36179481/>

Diaz-Asper et al. (2021), *Digital Health* — acceptability study for telephone speech collection

<https://journals.sagepub.com/doi/10.1177/20552076211002103>

Divers et al. (2025), Clinical Neuropsychologist — AI-based speech production as process measure of cognition; Rotary CART funding acknowledged

<https://www.tandfonline.com/doi/full/10.1080/13854046.2025.2519827>

Diaz-Asper Psychology archives (Marymount blog) — 2025 publications, GSA presentation abstracts

<https://marymount.edu/blog/staff-member-category/psychology/page/2/>

College of Sciences and Humanities homepage — programs listed, college overview

<https://marymount.edu/academics/college-of-sciences-and-humanities/>

Dean's message page — Dr. Stephanie Ellis Foster, Interim Dean

<https://marymount.edu/academics/college-of-sciences-and-humanities/message-from-the-dean/>

Center for Optimal Aging team page — Diaz-Asper as Associate Director of Research; Heyn as founding director

<https://marymount.edu/academics/center-for-optimal-aging/faculty-staff-associates/>

Center for Optimal Aging publications page — 2024–2025 co-authored outputs

<https://marymount.edu/academics/center-for-optimal-aging/31179-2/>

Marymount blog Diaz-Asper tag archive — feature article and grant documentation

<https://marymount.edu/blog/tag/dr-catherine-diaz-asper/>

Closing Synthesis

Five structural patterns emerge from the full inventory that are not visible within any single unit dossier.

The first is concentration. The School of Technology and Innovation accounts for the overwhelming majority of Marymount's documented AI activity: every AI degree program, every federal AI grant with a Marymount PI, every AI-publishing faculty member except two (Langran in Education, Diaz-Asper in Psychology), and the only AI-specific courses in the catalog. The Center for the Innovative Workforce, the CyberCorps program, the AI for All pipeline, and the NOVATech Works Hub all run through STI. Remove STI from the inventory and what remains is an integrity code provision, an IRB review requirement, library citation tabs, a CIO with an unfulfilled AI mandate, and a president who writes about AI governance for Forbes. That concentration is not a criticism — it reflects the reality of a 4,400-student university that made a focused bet on AI as a program area. It does mean that STI's institutional health is Marymount's AI health.

The second is the governance-signaling gap. Becerra has called publicly for presidential AI task forces, organizational AI audits, and campus AI surveys. None is documented at Marymount. The governance mechanisms that do exist — the IRB's AI/ML review requirement, the Academic Integrity Code's Section 4, the CIO's AI mandate — were built independently of each other and are not connected by any integrating framework. The gap is between the president's national commentary and the institution's operational governance. This is not unusual at small private universities, where a president's external platform often outpaces the institution's internal administrative capacity. But Becerra's specificity (she names the instruments; she cites survey data; she prescribes a sequence) makes the gap more visible than it would be with vaguer aspirational language.

The third is faculty research that exists beside rather than beneath the governance architecture. Diaz-Asper's *American Psychologist* article provides a peer-reviewed ethical framework for AI language technologies. Langran's REPAC framework provides a structured approach for EdD programs integrating generative AI. Both are governance-relevant documents produced at the faculty level. Neither is referenced in any institutional policy, governance communication, or presidential column. The institution's AI research capacity and its AI governance infrastructure operate in parallel tracks. The research is published in top-tier venues; the governance is expressed through an integrity code and an IRB checkbox.

The fourth is the missing middle layer. Marymount has a top (presidential signaling) and a bottom (integrity code enforcement, IRB review). What it lacks is the middle: a faculty AI guide, an approved tools list, an AI syllabus template, a teaching workshop series, a procurement framework. OTEA is the unit positioned to provide this layer, and its documented AI output is zero. The NSF "Accelerating AI Workforce Development" grant funds exactly this kind of cross-disciplinary faculty preparation, but no public documentation connects the grant to OTEA programming. Faculty who must decide whether to authorize AI in their courses do so without institutional scaffolding.

The fifth is timing. The Momentum Strategic Plan expires in 2026. It predates generative AI and contains no AI language. Its successor plan, and whether AI governance will be an explicit pillar, is the single most consequential signal this inventory can anticipate but cannot document. The concurrent leadership transitions of 2025 — new Provost, elevated CIO, new General Counsel, Becerra as Consortium Board Chair — position the executive team for whatever comes next. Whether "next" includes the governance instruments Becerra has publicly advocated remains the open question.

Appendix: People Index

Named individuals with documented AI-relevant activity across the inventory, listed by prominence of AI engagement. Unit numbers correspond to Part II dossiers.

Name	Title	Unit(s)	AI Relevance
Dr. Irma Becerra	President	5	Forbes AI columns; AI task force advocate; knowledge management researcher; Consortium Board Chair 2025–2026
Dr. Diane Murphy	Distinguished Professor; Director, Center for the Innovative Workforce	1, 5	AI program architect; PI on NSF CyberCorps, CyberTeach, and AI Workforce grants; NOVATech Works Project Director; AI for All co-leader
Dr. Catherine Diaz-Asper	Associate Professor of Psychology; Assoc. Director of Research, Center for Optimal Aging	7, 2	NLP/ML cognitive screening; 8+ AI publications; American Psychologist ethics framework; two NIH grants; CSH Outstanding Research Award 2024–2025
Dr. Elizabeth Langran	Professor of Education	2	ISTE AI Explorations Fellow 2023; AACE co-edited volume (2024); AAAI paper (2024); REPAC framework; three 2025 AI publications
Dr. Alex Mbaziira	Director and Associate Professor, STI	1	AI-based cybercrime detection; NLP/ML deception models; CyberCorps Co-PI; AI for All co-leader
Dr. Nathan Green	Associate Professor, STI	1	NLP/ML; PI on NIH AIM-AHEAD grant; AI Health Equity Lab; 374 Google Scholar citations; employment status flagged
Dr. Alvaro Cintas-Canto	Assistant Professor, CBILT	1	AI and post-quantum cryptography; ChatGPT vs. Lightweight Security paper; 720 Google Scholar citations
Dr. Michelle Liu	Associate Professor, STI	1	AI governance, ethics, and accountability; trustworthy AI; STEM workforce diversity
Dr. Donna Schaeffer	Associate Professor, STI	1	Ethical and social implications of AI/ML; cybersecurity across curricula
Dr. Kateryna Nesvit	Faculty, STI	1	NLP algorithms for automated hiring processes
Dr. Osei Hyiamang	Assistant Professor, STI	1	Generative AI in health care; ethical AI integration
Dr. Natalia Bell	Faculty, STI	1	AI curriculum development; cybersecurity readiness
Dr. Andy Hall	Faculty, STI	1	CyberCorps Co-PI; operations research and data science
Dr. Susan Conrad	Faculty, STI	1	Data privacy; IoT surveillance; ERP systems
Dr. Patricia C. Heyn	VP for Research (Interim); Founding Director, Center for Optimal Aging	2	AI Health Equity Lab oversight; aging research with emerging technologies

Name	Title	Unit(s)	AI Relevance
Dr. Paula Cristina Azevedo	Assistant Professor of Education	2	AI in teacher education; REPAC co-author; AI meeting assistant policy research
Dr. Clara Hauth	Associate Professor; EdD Program Director	2	REPAC framework co-author
Carl Whitman	VP of IT and CIO	4, 5	AI adoption mandate (March 2025); Workday implementation; President's Cabinet
Dr. Pamela Slaven-Lee	Provost and VP of Academic Affairs	5	Academic Integrity Code authority; limited documented AI signaling
Dr. Joe Provenzano	Director, Teaching and Academic Development, OTEA	6	NSF CyberTeach funded time; faculty development mandate
Dolly Garcia	VP, General Counsel	5	Federal executive orders monitoring; regulatory compliance
Dr. Anne Magro	Dean, CBILT	5	Oversees college containing STI; NOVATech Works institutional sponsor
Dr. Hesham El-Rewini	Former Provost	5	Cross-disciplinary AI pedagogy (Future U. podcast, 2023); no longer at Marymount
Dr. Dalal Alarayed	Faculty	1	VR and machine learning rehabilitation research mentoring (2022)
Maha Noor	Senior, IT; WiCyS Chapter President	1	Organized inaugural Cyber Saints WiCyS Conference on AI and cybersecurity (2025)