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ACADEMIC AFFAIRS

APPROACH TO GENERATIVE AI

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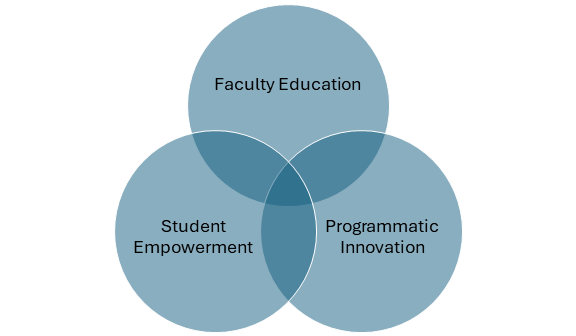
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# Preamble

Generative AI is rapidly changing the educational environment across the globe. In the wake of Chat GPT’s public release in November 2022, many of our colleagues have sought guidance on the use of generative AI.

In response, in Summer 2024, the Provost created the Academic Affairs AI Steering Committee to oversee the development of a comprehensive and systematic approach to how we use AI. The AI Steering Committee identified three overlapping areas that shape our work:



As we continue to refine our approach to Generative AI, the AI Steering Committee will partner with the University Faculty Senate, the Student Success Committee, Academic Programs, and other campus constituencies.

This website serves as a space where we can document our collective work as we expand our approach to generative AI. We hope that you find the information on this website useful. We welcome your feedback and invite you to share with us AI activities that are happening in your units, to spur collaboration and innovation across our schools and centers as we adapt to Generate AI at UBalt.

**Academic Affairs AI Steering Committee**

John Chapin, Director of Academic Success & Executive Director of CELTT

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# Foundational Knowledge of Generative AI at UBalt

To effectively integrate generative AI into the educational environment, the University of Baltimore faculty might benefit from a shared understanding of its fundamental aspects. This section provides uniform language to discuss generative AI and outlines UBalt's position on this emerging technology.

## UBalt’s Approach to AI Literacy

Created with input from faculty, students, staff, and community organizations and industry representatives at the UBalt AI Summit 2024:

*At the University of Baltimore, we are dedicated to integrating a comprehensive understanding of AI technologies into our curricula, emphasizing their predictive nature, underlying mechanisms, practical applications, and ethical implications. Our interdisciplinary approach connects communication, software development, psychology, and data literacy, fostering a holistic view of AI's role in various fields. Through hands-on, interactive learning, we equip students and faculty to use AI tools effectively, make informed decisions, and critically evaluate AI outputs, recognizing their potential and limitations. Prioritizing equity and inclusivity, we commit to ongoing professional development and evolving our AI literacy initiatives, preparing our graduates to excel in a competitive job market and contribute meaningfully to society by addressing real-world challenges with ethical and innovative solutions.*

## AI Terminology Glossary

In the rapidly evolving field of artificial intelligence, understanding key concepts is crucial for grasping the broader landscape and applications, particularly in generative AI. While there are countless terms and nuances within AI, this glossary highlights 13 fundamental concepts that are essential for anyone engaging with generative AI in an educational setting. These terms provide a foundational understanding for navigating the complexities of this technology.

* **Artificial Intelligence (AI):** The overarching field focused on creating systems that can simulate human-like intelligence, such as learning, reasoning, problem-solving, and perception.
* **Machine Learning (ML):** A subset of AI that involves algorithms that allow computers to learn from data and improve their performance over time without being explicitly programmed.
* **Neural Networks:** Computational models inspired by the human brain, consisting of layers of interconnected nodes (neurons). Neural networks are the foundation of many ML and deep learning models, enabling complex pattern recognition.
* **Deep Learning:** A specialized area within ML that uses neural networks with many layers (deep neural networks). It is particularly effective for processing and learning from large datasets, often used in tasks like image and speech recognition.
* **Generative AI (**sometimes seen as **GAI or GenAI):** A subset of deep learning that focuses on creating new content, such as text, images, or audio. Generative AI models are trained on extensive datasets to generate outputs that resemble real-world examples.
* **Natural Language Processing (NLP):** A branch of AI and ML that deals with the interaction between computers and human language. NLP involves understanding, interpreting, and generating human language and is used in applications like language translation, sentiment analysis, and dialogue systems.
* **Vector Search:** A technique used in AI and NLP to find and compare items based on their features. Each item is represented as a vector, similar to a point in a multi-dimensional space. This method helps identify similar items or content quickly, often using ML models to process the data.
* **Chatbots:** AI-driven systems that use NLP to simulate human conversation. They can answer questions, provide information, and perform tasks based on user input,and are commonly used in customer service and educational settings.
* **Training Data:** The dataset used to train AI models, including those in ML, deep learning, and generative AI. The quality and diversity of training data are critical for developing accurate and unbiased models.
* **Prompt Engineering:** The practice of designing inputs (prompts) to guide the outputs of generative AI models. This technique is crucial for achieving specific and relevant results, especially in text generation applications.
* **Hallucinations:** A phenomenon in generative AI and NLP where models produce outputs that are not based on actual data or logical reasoning. These outputs can be incorrect, nonsensical, or entirely fabricated.
* **Bias:** Refers to systematic errors or prejudices in AI model predictions or outputs, often stemming from the training data or algorithmic design. Addressing bias is essential to ensure fairness and accuracy in AI systems.
* **AI Literacy:** The knowledge and skills required to understand, use, and critically evaluate AI technologies. AI literacy involves understanding the basics of AI, ML, deep learning, and generative AI, as well as the ethical and societal implications of these technologies.

Please keep in mind that this glossary covers the core terms necessary for a foundational understanding of generative AI and is not an exhaustive list of AI terminology.

## Generative AI Integration at UBalt

At the University of Baltimore, we recognize the profound impact that generative AI tools are having on society, particularly in shaping the workforce of the future. As AI technology accelerates, it is essential that our faculties prepare students for an ever-changing professional landscape where these tools will play a significant role. However, we also emphasize the importance of a thoughtful and purposeful approach to AI integration. We encourage faculty members not to use AI tools "just to use them," but rather to critically evaluate their potential benefits and limitations, ensuring that their application aligns with educational goals and ethical standards.

[Ithaka S+R's Product Landscape](https://sr.ithaka.org/publications/generative-ai-in-higher-education/) explains how generative AI has become integral to teaching, learning, and research in higher education. UBalt students and faculty members will likely encounter several generative AI tools powered by large language models (LLMs). Popular chatbots like ChatGPT, Google Gemini, and Claude are widely recognized for their capabilities in generating natural language text for tasks such as essay writing and coding assistance. UBalt employees and students also have free access to [Microsoft Copilot](https://learn.microsoft.com/en-us/copilot/privacy-and-protections#commercial-data-protection) (which uses OpenAI’s GPT-4) through their NetID credentials, which serves as an equitable and secure baseline option.

The [Ithaka S+R Generative AI Product Tracker](https://docs.google.com/document/d/1yg7KJmMl7d_xZAGgHiXc-9iSNT5vmmp1iyK5zYcS2IE/edit) is a valuable resource for faculty to explore and stay informed about other generative AI tools being used across higher education, offering diverse functionalities tailored to specific academic needs. Some tools may focus on enhancing content creation, such as generating text or providing advanced search and summarization capabilities. Others might integrate more deeply with learning management systems to facilitate the creation of educational materials and assessments. Faculty members are encouraged to vet any generative AI tools they plan to use in their classes, carefully considering their terms of service, privacy policies, and data collection practices to ensure they align with their students’ needs and the ethical standards of their courses.

## Key Ethical and Legal Considerations

According to the [Teaching and Learning Edition of the 2024 EDUCAUSE Horizon Report](https://library.educause.edu/-/media/files/library/2024/5/2024hrteachinglearning.pdf?hash=2f33d31e-8dc9-48fd-85c4-43ee96acdbea), generative AI's integration into education and research poses significant benefits and challenges across multiple dimensions:

* **Technological Implications:** Generative AI advances personalized learning by tailoring content to individual needs, potentially improving learning outcomes. However, its reliance on large datasets raises concerns about data privacy and security, necessitating careful management to maintain trust.
* **Social Implications:** AI can revolutionize communication by bridging language barriers and supporting diverse learning styles. Yet, it risks exacerbating social inequalities if access to advanced AI tools is uneven, potentially widening the digital divide and introducing cultural biases in AI-generated content.
* **Economic Implications:** While AI can automate routine tasks and foster innovation, leading to increased productivity and new job opportunities, it may also result in job displacement. This shift underscores the need for reskilling and upskilling to prepare the workforce for an AI-driven economy.
* **Environmental Implications:** AI contributes to environmental sustainability through innovations like energy optimization but also poses challenges due to its significant energy consumption. Balancing AI's environmental benefits with its energy demands is crucial to reducing its carbon footprint.
* **Policy Implications:** AI can enhance policy-making by analyzing large datasets, but its use in surveillance and decision-making raises ethical concerns about privacy and civil liberties. Robust regulatory frameworks are essential to ensure AI supports democratic values without infringing on individual rights.

UBalt and the [University System of Maryland](https://www.usmd.edu/regents/bylaws/) have established policies governing the use of [institutional data](https://www.ubalt.edu/policies/administrative/III-3.3.pdf#:~:text=As%20per%20the%20Institutional%20Data%20Management%20Policy%2C%20the,University.%20Institutional%20Data%20will%20be%20safeguarded%20and%20protected.), [intellectual property](https://www.ubalt.edu/policies/academic/viii-5.1.pdf), and [copyrights](https://www.ubalt.edu/policies/academic/vii-5.3.pdf), which university faculty, staff, students, and affiliates must adhere to. When using generative AI tools, it is crucial to consider the type of data being used and whether [Federal](https://iapp.org/resources/article/us-federal-ai-governance/) or [Maryland State](https://doit.maryland.gov/policies/Pages/InterimGenAIGuidance.aspx) law restricts such usage.

Entering data into a generative AI tool is akin to posting those data on a public website. AI tools typically collect and store user data as part of their training process, and those data may be included in the tool's training dataset and potentially shared with other users. Therefore, it is imperative to ensure that no sensitive information is entered into AI tools without certainty of their privacy and security measures.

Finally, while UBalt offers access to Microsoft Copilot with robust data protection measures, it is equally important to be vigilant when using other generative AI tools. Ensuring that these tools align with privacy policies and do not compromise sensitive information is essential for maintaining security and ethical standards.

# Recommendations for UBalt Faculty

This section focuses on applying the foundational knowledge presented earlier in practical, actionable ways. Our goal is to support faculty members in integrating generative AI technologies effectively and ethically into their teaching practices for a positive impact on student learning and engagement.

## Guiding Questions for Generative AI Evaluation

When considering the use of generative AI tools in academic practices—whether for course preparation, teaching, or assessment—faculty members should ask themselves the following questions:

1. **Fairness and Equity:** Am I aware of the potential biases that AI tools might introduce? How can I ensure that the AI tool I am using does not perpetuate or exacerbate existing inequalities? What steps can I take to mitigate the risk of discrimination or disparate impact on my students or colleagues?
2. **Innovation:** Is the use of this AI tool aligned with my educational goals and UBalt’s mission? How can I leverage this tool to genuinely enhance learning outcomes or administrative processes? Am I using this tool thoughtfully and with a clear purpose?
3. **Privacy:** Does the AI tool respect the privacy rights of my students and colleagues? Have I ensured that any data collected or processed by this tool is secure and compliant with relevant laws and policies? How will I communicate privacy practices and concerns related to this tool to my students?
4. **Safety, Security, and Resiliency:** What potential risks does this AI tool present in terms of data security or system integrity?What best practices can I implement to mitigate these risks?Is the AI tool resilient against potential threats, and how can I ensure its continued safe use?
5. **Validity and Reliability:** How do I know this AI tool produces accurate and reliable results?What mechanisms are in place to regularly assess the tool’s performance?Am I prepared to validate and cross-check AI outputs against other sources or methods?
6. **Transparency, Accountability, and Explainability:** How will I document and disclose my use of AI in my teaching or research?Are the outputs of this AI tool explainable and interpretable to students, colleagues, and other stakeholders?How will I ensure that there is appropriate human oversight of AI-generated content or decisions?

Inspired by the AI Principles highlighted in the [State of Maryland’s Interim GenAI Guidance from the Department of Information Technology](https://doit.maryland.gov/policies/Pages/InterimGenAIGuidance.aspx), these questions not only encourage faculty members to think critically about their use of AI but also help them align their practices with UBalt’s mission and values. Reflecting on these questions can help faculty members use generative AI in ways that are responsible, purposeful, and beneficial to their academic community.

## Discussing Generative AI Use with Students

Integrating generative AI tools can be challenging. Our goal is to empower faculty members to make informed decisions about AI use in teaching. We suggest referencing UBalt’s [Academic Integrity Policy](http://www.ubalt.edu/policies/index.cfm) and [Acceptable Use Policy](https://www.ubalt.edu/policies/) when discussing AI tools with students. These policies emphasize honesty, responsibility, and ethical use, addressing potential violations such as cheating, plagiarism, and misuse of technology.

It is important to clearly define authorized AI use in courses. We encourage faculty members to specify when and how AI tools can be used and require students to acknowledge their use of AI in their work. The [AI Assessment Scale (AIAS)](https://open-publishing.org/journals/index.php/jutlp/article/view/810/769) can be a valuable guide in setting expectations for acceptable AI use. This scale helps faculty members categorize assignments and activities based on the degree to which AI tools are permitted, ensuring clarity for both faculty and students. Here is a breakdown of the levels:

* **Level 1: No AI** – The assessment [assignment] is completed entirely without AI assistance. This level ensures that students rely solely on their knowledge, understanding, and skills. AI cannot be used at any point during the assessment [assignment].
* **Level 2: AI-Assisted Idea Generation and Structuring** – AI can be used in the assessment [assignment] for brainstorming, creating structures, and generating ideas for improving work. No AI content is allowed in the final submission.
* **Level 3: AI-Assisted Editing** –AI can be used to make improvements to the clarity or quality of student created work to improve the final output, but no new content can be created using AI. AI can be used, but original work with no AI content must be provided in an appendix.
* **Level 4: AI Task Completion, Human Evaluation** –AI is used to complete certain elements of the task, with students providing discussion or commentary on the AI-generated content. This level requires critical engagement with AI-generated content and evaluating its output. You will use AI to complete specific tasks in your assessment [assignment]. Any AI created content must be cited.
* **Level 5:** **Full AI –** AI should be used as a ‘copilot’ in order to meet the requirements of the assessment [assignment], allowing for a collaborative approach with AI and enhancing creativity. You may use AI throughout your assessment [assignment] to support your own work and do not have to specify which content is AI generated.

By using the AIAS, faculty can clearly communicate expectations regarding AI use in their courses, helping students understand the role of AI in their learning process and how to use these tools responsibly. This transparency is key to effectively integrating AI tools into teaching.

## AI-Enhanced Instruction, Assessment and Research

Integrating generative AI into instruction, assessments, and research activities requires thoughtful design to ensure that students produce original, meaningful work and that research outcomes are rigorous and ethical. Below are some strategies to help faculty members effectively leverage AI while maintaining academic integrity and enhancing learning outcomes:

For Instruction

* **Demonstrate Ethical AI Use:** Incorporate AI tools by showing students examples of AI-generated content. This could lead to rich discussions about the strengths and limitations of these tools, helping students develop critical thinking skills about AI’s role in our world.
* **Utilize AI for Engagement:** AI can be a great way to generate discussion questions or brainstorm. However, it is important to guide students in critically evaluating what AI produces, encouraging them to reflect on its accuracy and relevance.
* **Discuss Ethical Implications Regularly:** Engaging students in ongoing conversations about the ethical implications of AI—such as bias, data privacy, and industry impact—can help them see the bigger picture of how these technologies might influence their fields of study and the world at large.

For Assignments/Assessments

* **Break Down Tasks:** Consider breaking larger assignments into smaller, more manageable parts with iterative submissions and feedback. This can reduce students’ reliance on AI for the final product and emphasize the learning process itself.
* **Promote Deep Engagement:** Encouraging students to document their thought processes and decision-making steps can promote deeper engagement with the material. It also provides faculty members a better sense of students’ understanding beyond just the final output.
* **Personalize Assignments:** Design assignments that draw on students’ personal experiences or course-specific knowledge—things that AI can’t easily replicate. This helps ensure that the work they produce is truly their own.
* **Offer Diverse Formats:** Providing options for how students can present their work—whether through written reports, presentations, or videos—can cater to different knowledge components and reduce the likelihood of AI overuse.

For Research

* **Support Research Methodology:** AI can be a valuable assistant in literature reviews, data analysis, and even generating hypotheses. However, it is crucial to critically assess AI-generated research outputs to ensure they meet the high standards of academic rigor.
* **Ensure Ethical Data Use:** When using AI in research, especially for data analysis, it is important to follow ethical guidelines and institutional policies on data privacy and intellectual property. This ensures that sensitive data is handled appropriately and that AI-generated insights are validated through traditional research methods.
* **Promote Collaboration:** AI tools can facilitate collaboration across disciplines by quickly synthesizing large amounts of information and identifying trends. Encouraging collaborative projects that leverage AI can open new research frontiers while keeping ethical considerations and research integrity at the forefront.

By exploring these approaches, faculty members can create a learning and research environment that takes full advantage of AI’s capabilities while ensuring that both students and faculty engage deeply with their work. This way, we are not just preparing our students for the future—we are helping to shape it​.

## “From Chalkboards to Chatbots” Course Modules and Learning Outcomes

UBalt’s own [asynchronous, self-paced course](https://ubalt.pressbooks.pub/fctcfaculty/) offers a deep dive into fundamental AI concepts, ethical considerations, and practical applications tailored specifically for higher ed faculty. By completing these modules, you will be well-prepared to navigate the complexities of AI in your classroom, discuss AI tools confidently with your students, and implement AI-enhanced teaching strategies that enrich the learning experience. You can find a summary of each module below:

1. **Understanding AI in Education and Exploring AI Technologies:** Introduces faculty members to fundamental AI concepts and their relevance in education. Learning outcomes include:
   1. Understand key AI concepts, including machine learning, neural networks, natural language processing, and generative AI.
   2. Explore how AI systems learn and make decisions.
   3. Demonstrate familiarity with basic AI terminology and its applications in educational settings.
2. **Ethical Considerations in AI:** Emphasizes the ethical implications of AI use, focusing on bias, privacy, transparency, and accountability. Learning outcomes include:
   1. Identify common biases in AI and understand their impact on decision-making.
   2. Learn strategies for protecting data privacy.
   3. Understand the importance of transparency in AI systems and ethical guidelines for AI use in education.
3. **AI in Teaching and Learning:** Explores practical applications of AI in teaching and learning. Learning outcomes include:
   1. Discover AI tools for personalized learning, automated grading, and other educational applications.
   2. Analyze case studies of successful AI integration in classrooms.
   3. Develop an AI-integrated lesson plan for their courses.
4. **Policies, Plagiarism, and Syllabus:** Addresses the impact of AI on academic policies and integrity. Learning outcomes include:
   1. Understand institutional policies regarding AI use.
   2. Learn strategies to prevent and detect AI-assisted plagiarism.
   3. Draft AI-related syllabus language to guide AI usage in their courses.
5. **Integration and Application:** Provides strategies for integrating AI into teaching practices and staying updated on AI advancements. Learning outcomes include:
   1. Identify practical AI tools and their applications.
   2. Develop an action plan for AI integration in teaching.
   3. Learn strategies for ongoing AI learning and collaboration.

## Core Competencies for AI Literacy

By engaging with UBalt’s generative AI resources, such as this document and the “From Chalkboards to Chatbots” course, faculty members will gain a solid foundation as this technology continues to develop, encompassing:

* **Fundamental Concepts of AI:** Faculty members should have a general understanding of what AI is, including key concepts such as machine learning, neural networks, natural language processing, and generative AI.
* **Ethical Considerations:** Faculty members should be aware of the ethical implications of AI, including issues related to bias and transparency, and responsibilities to privacy and accountability.
* **Familiarity with AI Tools and Technologies:** Faculty members should be familiar with the AI tools and technologies that can be integrated into teaching and learning, and have the ability to do so responsibly.
* **Ongoing Professional Development:** Faculty members should commit to continual professional development to stay current with AI advancements and pedagogical strategies.

## Recommended Approaches for Generative AI Implementation

Building on this foundation, faculty members are encouraged to thoughtfully integrate AI into their courses, ensuring that students are prepared to engage with these tools both academically and professionally. Key approaches include:

* **Discussing AI in Course Content:** Faculty members should address AI in their courses, whether through actual usage of a tool or a discussion related to AI's impact on their course content and the industries students will be entering.
* **Awareness and Access to AI Tools:** Faculty members should show students how to access generative AI tools and understand their functionalities.
* **Review Citations for Generated Content:** For proper citation, students should use the new guidelines available in [MLA](https://style.mla.org/citing-generative-ai/), [APA](https://apastyle.apa.org/blog/how-to-cite-chatgpt), and [Chicago](https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html) styles, which include details of the AI tool, its version, and the prompt used.
* **Integration of the AI Assessment Scale (AIAS):** To ensure clear expectations for AI usage in courses, faculty should integrate the [AI Assessment Scale (AIAS)](https://leonfurze.com/2023/12/18/the-ai-assessment-scale-version-2/comment-page-1/) into their syllabi. The AIAS provides a structured approach for incorporating generative AI tools based on the desired learning outcomes.

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