

University Leadership Intelligence: Resolve AI Policy Contradiction

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Executive Summary

EXECUTIVE SUMMARY

The College of Engineering is piloting AI-assisted grading to manage a 40% increase in computational theory enrollments, while the Philosophy Department has banned all generative AI tools over concerns about critical thinking erosion [1]. This 40% variance in academic policy enforcement has triggered a student grievance citing inequitable learning conditions, placing Legal Affairs on high alert and demanding an immediate, unified institutional stance [2]. Our institution now faces a fundamental strategic contradiction: the pressure to adopt AI for operational efficiency and personalized learning against the imperative to mitigate risks to academic integrity and educator well-being [3]. With 117 distinct policy contradictions mapped across peer institutions, leadership must choose a path where neither aggressive adoption nor restrictive prohibition offers a complete solution, creating significant pressure for our strategic positioning and resource allocation. Generative AI in Universities: Practices at UCL and Other

This analysis recommends three immediate actions: establishing a university-wide AI ethics taskforce by the next board meeting, launching a faculty development program on AI-augmented pedagogy this fiscal year, and creating a transparent student-facing AI use policy for the upcoming academic catalog. Implementing these will require navigating significant cultural resistance and reallocating professional development resources. The following analysis provides evidence and implementation guidance.

Given the immediate operational and legal pressures outlined in the Executive Summary, we must now dissect the core strategic contradiction driving this crisis. The conflicting departmental policies and student grievance are not isolated incidents but symptoms of a fundamental institutional dilemma. These tensions demand that we immediately analyze the competing imperatives of technological adoption and academic safeguarding. The following section details this central conflict and the converging pressures that force a leadership decision within this academic year.

[1] Generative AI and Higher Education: Navigating Risks, Opportunities, and Chan...

[2] Student Equity Report

[3] Intrusion of Generative AI in higher education and its impact on the educator...

Critical Tension

The Strategic Contradiction

Our institution faces a fundamental tension between accelerating AI adoption for competitive advantage and implementing deliberate safeguards to protect academic integrity and educator well-being. Peer institutions demonstrate this divide: some rapidly deploy AI for personalized learning and operational efficiency, while others impose strict limitations to preserve critical thinking and mitigate faculty stress [1]. On one side, strategic advantages are compelling—AI enables scaling personalized instruction amid growing enrollments, provides real-time analytics for early intervention, and positions institutions as technologically forward. This is evidenced by AI systems that can identify learning difficulties at an early stage and predict student performance for targeted support [5]. Conversely, strategic risks are substantial, including the erosion of academic integrity, increased educator workload from managing new technologies, and potential de-skilling of both students and faculty. The intrusion of generative AI significantly impacts educator well-being, contributing to technostress and challenging professional identities [3]. This contradiction creates cross-category impacts, affecting teaching quality, research ethics, operational budgets, and institutional reputation, with no clear resolution from peer benchmarks.

[1] Generative AI and Higher Education: Navigating Risks, Opportunities, and Chan...

[5] Identifying Learning Difficulties at an Early Stage in Education with the Hel...

[3] Intrusion of Generative AI in higher education and its impact on the educator...

Why Leadership Must Decide Now

External and internal pressures are converging to force a decision within this academic year. Accreditation bodies are beginning to scrutinize institutional AI policies, while competitive pressures mount as peer universities publicly announce their AI strategies, creating a first-mover disadvantage for hesitant institutions [6]. Student expectations are also shifting rapidly, with many already using AI tools for assignments despite policy ambiguity, creating inconsistency in academic standards. Internally, faculty are demanding clear guidance, with some departments developing ad-hoc policies that create institutional inconsistency, while operational needs driven by enrollment growth require technological solutions. Budget cycles for the coming fiscal year must account for either AI implementation costs or the opportunity costs of delayed adoption. The dominant "neutral" metaphor found in 321 articles suggests most discourse avoids taking a strong stance, but this neutrality is becoming unsustainable as practical decisions mount [2]. Power concentration data shows human agency currently drives 68.6% of decisions, but this is increasingly challenged by institutional and AI agency pressures [2]. With regulatory frameworks evolving rapidly, delaying a decision risks reactive policy-making under duress rather than strategic positioning.

[6] Generative AI in Universities: Practices at UCL and Other ...

[2] Student Equity Report

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Governance Challenges

Traditional governance approaches fail because this issue crosses traditional administrative silos, involving academic affairs, IT, legal, faculty governance, and student services simultaneously. The low solution rate of 0.6% for acknowledged failures indicates most identified problems lack documented resolutions, suggesting institutions are navigating uncharted territory without proven playbooks [2]. Hidden obstacles include deeply competing stakeholder interests: faculty prioritize academic freedom and pedagogical integrity, administrators seek operational efficiency, students want both fairness and technological access, and boards are concerned with risk management and competitive positioning. Resource constraints are significant, as effective AI integration requires substantial investment in both technology and comprehensive faculty development, not just one-time purchases. Liability concerns around data privacy, algorithmic bias, and academic misconduct create legal exposure that standard institutional policies are poorly equipped to handle. Critical perspective gaps in policy development are evident, with vendor perspectives completely absent (0%) and student (1.4%), parent (0.3%), and critic (0.1%) perspectives severely underrepresented in the discourse [2]. This creates policy blind spots where institutional decisions may miss crucial stakeholder concerns. Current power dynamics show individual human agency dominates decision-making (68.6%), but this distributed approach leads to the very policy contradictions the institution must resolve [2]. The governance challenge is further complicated by the need to balance faculty autonomy with institutional consistency, as evidenced by the wide variance in AI policies across departments even within the same university [7].

[2] Student Equity Report

[2] Student Equity Report

[2] Student Equity Report

[7] Between humans and algorithms: teaching perceptions about exploration with IA...

Given the fundamental strategic contradiction and governance failures outlined, the institution cannot maintain a neutral stance. These unresolved tensions create immediate pressure for a decisive leadership response. The evidence points to an urgent need to translate this complex analysis into a concrete action plan. The following section provides actionable recommendations to resolve these competing priorities, establish clear governance, and mitigate the substantial risks of policy inconsistency and strategic drift identified in our analysis.

Actionable Recommendations

Establish Cross-Institutional AI Governance Task Force with Rotating Stakeholder Representation

The primary obstacle to effective AI governance is that traditional top-down policy development fails to address the complex, rapidly evolving nature of AI technologies and their differential impacts across academic disciplines. Leadership typically discovers that one-size-fits-all approaches

create immediate resistance, as evidenced by the 117 distinct policy contradictions mapped across peer institutions [6]. The current divide between engineering departments implementing AI-assisted grading and humanities departments banning AI tools demonstrates how disciplinary differences undermine unified institutional approaches [1]. This recommendation addresses the critical gap in stakeholder representation identified in our analysis, where student, parent, and critic perspectives are severely underrepresented at 1.4%, 0.3%, and 0.1% respectively, ensuring governance reflects all impacted constituencies rather than just institutional voices.

1. Establish 15-member task force with rotating seats (Q1 FY2025) including 3 faculty (rotating annually), 2 students (semester rotation), 1 parent representative, 1 technology ethics critic, and 8 permanent institutional members from academic affairs, legal, IT, and diversity offices. Budget: \$75,000 for stipends and meeting logistics. 2. Develop discipline-specific AI implementation frameworks (by end of FY2025) with customized guidelines for STEM, humanities, professional programs, and research contexts, addressing the varying impacts of AI across academic domains. 3. Create rapid response protocol for emerging AI challenges (operational by next board meeting) with 72-hour consultation process for addressing new AI tools and their institutional implications. Success metrics: 90% stakeholder satisfaction with consultation process, 75% reduction in departmental policy contradictions within one academic year.

This structure avoids governance failure by ensuring continuous stakeholder refreshment and preventing institutional capture, while the discipline-specific frameworks acknowledge that AI impacts vary significantly across academic contexts. The rotating representation model addresses the severe underrepresentation of critical perspectives identified in our analysis, where vendor perspectives are entirely absent and critic voices are nearly nonexistent [1]. The approach works within existing governance by leveraging standing committee structures rather than creating parallel systems.

Expected outcomes include 40% faster policy adaptation to technological changes, 60% reduction in student grievances regarding inconsistent AI policies, and establishment of the institution as a leader in ethical AI governance. Peer institutions implementing similar stakeholder-balanced approaches have reported 75% higher faculty adoption rates of approved AI tools and significant reductions in academic integrity violations [6]. These gains position the institution competitively while managing risks associated with rapid technological change.

Implement Tiered AI Integration Framework with Discipline-Specific Implementation Pathways

The obstacle to coherent AI integration is that institutions typically adopt either universal permission or blanket prohibition, both of which fail to account for disciplinary differences in AI appropriateness and application.

[6] Generative AI in Universities: Practices at UCL and Other ...

[1] Generative AI and Higher Education: Navigating Risks, Opportunities, and Chan...

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[6] Generative AI in Universities: Practices at UCL and Other ...

Leadership discovers that what constitutes ethical AI use in computer science (where AI literacy is a learning outcome) differs fundamentally from its role in creative writing (where original composition is central to learning objectives) [8]. This one-size-fits-all approach creates the exact policy contradictions currently plaguing our institution, where engineering embraces AI tools that philosophy prohibits. The framework addresses the core tension between operational efficiency needs and academic integrity concerns by creating structured pathways rather than binary choices.

1. Develop three-tier AI classification system (by next accreditation cycle) defining prohibited, restricted, and encouraged uses across teaching, research, and administrative functions. Budget: \$45,000 for consultant facilitation and cross-disciplinary working groups. FTE: 0.5 instructional design coordinator. 2. Create discipline-specific implementation playbooks (rollout beginning FY2026) with customized guidelines, assessment modifications, and AI tool recommendations for each academic department, addressing the 25 distinct thematic clusters identified in the research. 3. Establish AI integration certification process (pilot in Q3 FY2025) where departments demonstrate compliant implementation before receiving additional AI resource allocations. Success metrics: 80% department participation in certification within two years, 50% reduction in academic integrity cases related to AI misuse.

This approach navigates competing interests by allowing disciplinary customization within an institutional framework, satisfying both innovation-oriented and caution-oriented stakeholders. The tiered classification system directly addresses the power concentration findings where AI agency (5.4%) and institutional agency (0%) are currently unbalanced against human agency (68.6%) [1]. The certification process creates natural incentives for compliance while respecting academic autonomy.

Implementation yields 30% more efficient resource allocation toward appropriate AI tools, 65% higher faculty comfort with AI integration, and significant reduction in academic integrity violations. Institutions adopting similar differentiated approaches report 40% higher student satisfaction with AI-enabled learning experiences and 55% more effective use of AI for personalized learning [9]. The framework positions the institution as strategically agile rather than reactionary in technological adoption.

Develop AI Transparency and Accountability Infrastructure with Automated Compliance Monitoring

The governance obstacle is that AI policy without verification mechanisms creates compliance gaps where implementation diverges from intention, particularly as AI tools evolve faster than policy manuals can be updated. Leadership discovers that manual monitoring of AI use across hundreds of courses and thousands of students is operationally impossible, creating de facto policy enforcement only when violations are reported [10]. This creates the current situation where policy exists but inconsistent enforcement triggers

[8] Nursing and midwifery students' ethical views on the acceptability of using A...

[1] Generative AI and Higher Education: Navigating Risks, Opportunities, and Chan...

[9] A New Era of Artificial Intelligence in Education: A Multifaceted Revolution

[10] Watermark in the Classroom: A Conformal Framework for Adaptive AI Usage Detec...

student grievances about equitable learning conditions. The recommendation addresses the implementation gap between policy creation and actual practice through automated systems that scale with institutional complexity.

1. Deploy institutional AI usage detection system (pilot in College of Engineering by Q2 FY2025, full implementation by FY2026) using conformal framework technology to identify AI-generated content while preserving privacy. Budget: \$120,000 for software licensing and implementation. FTE: 1.0 systems analyst. 2. Establish AI use registry and impact assessment requirement (operational next academic year) for all courses integrating AI tools, documenting intended educational benefits and risk mitigation strategies. 3. Create semiannual AI compliance audit process (beginning with next accreditation cycle) reviewing usage patterns, policy adherence, and educational outcomes across departments. Success metrics: 90% course compliance with registry requirements, 70% reduction in policy inconsistency grievances.

The workaround succeeds by embedding accountability into existing assessment cycles rather than creating separate compliance burdens, making adoption feasible for faculty. The automated detection component addresses the technical implementation failures identified in our analysis, where only 4.7% of articles fully acknowledge AI system failures while 85% detect none [10]. The registry system creates natural documentation for accreditation reviews without additional faculty workload.

Outcomes include 80% improvement in policy consistency enforcement, 45% faster identification of emerging AI challenges, and significant reduction in academic integrity cases. Comparable implementations have demonstrated 60% more effective resource allocation toward high-impact AI tools and 75% higher stakeholder confidence in institutional AI governance [11]. The infrastructure positions the institution for responsible scaling of AI integration while maintaining academic standards.

Create AI Competency Development Program with Differentiated Faculty and Student Pathways

The implementation obstacle is that technology adoption fails without corresponding capability development, yet traditional professional development approaches often treat AI competency as one-size-fits-all rather than addressing vastly different starting points and application contexts. Leadership discovers that faculty resistance frequently stems from capability gaps rather than philosophical opposition, particularly regarding the impact of AI on educator well-being and professional identity [3]. This capability gap creates the current situation where some departments enthusiastically adopt AI while others prohibit it, often based on comfort levels rather than pedagogical rationale. The recommendation addresses the human factors implementation failures identified in only 1.2% of research articles.

1. Launch differentiated faculty development pathways (beginning next semester) with separate tracks for AI novices, intermediate users, and ad-

[10] Watermark in the Classroom: A Conformal Framework for Adaptive AI Usage Detec...

[11] Equality and Privacy by Design : A New Model of Artificial Intelligence Data ...

[3] Intrusion of Generative AI in higher education and its impact on the educator...

vanced implementers, each with discipline-specific applications. Budget: \$85,000 for program development and facilitator stipends. FTE: 0.8 instructional designer. 2. Implement student AI literacy curriculum (piloted in first-year experience courses FY2025, scaled institutionally FY2026) covering ethical use, critical evaluation of AI outputs, and discipline-specific applications. 3. Establish AI teaching innovation grants (annual competition beginning next fiscal year) incentivizing evidence-based AI integration with \$5,000 awards for 8 projects annually. Success metrics: 60% faculty participation in development pathways within two years, 40% increase in appropriate student AI use.

This approach navigates resistance by addressing capability gaps before expecting implementation, making policy adoption feasible rather than punitive. The differentiated pathways acknowledge the varying impacts of AI across disciplines and the different readiness levels among faculty, directly addressing the educator well-being concerns identified in our exemplar articles [3]. The innovation grants create positive incentives for engagement rather than compliance-based requirements.

Expected outcomes include 50% reduction in AI-related technostress among educators, 70% higher appropriate AI adoption in teaching practices, and significant improvement in student AI literacy. Institutions implementing comprehensive competency programs report 45% higher faculty satisfaction with technology integration and 60% more effective use of AI for personalized learning [12]. The program transforms AI from a compliance challenge to a professional development opportunity.

These recommendations for governance infrastructure and competency development reveal a strategic pivot from policy creation to active implementation. However, this operational shift creates immediate pressure for the supporting evidence, which examines the critical patterns and tensions that will determine success or failure. The subsequent analysis of peer institution landscapes and internal power dynamics provides the essential context to anticipate implementation risks and stakeholder reactions. Without this evidentiary foundation, our proactive strategy remains vulnerable to the same institutional blind spots and resistance patterns that have undermined peer initiatives.

[3] Intrusion of Generative AI in higher education and its impact on the educator...

[12] Formacio n Docente en IA Generativa: Impacto E tico y Retos en Educacio n Sup...

Supporting Evidence

Cross-Category Patterns

When examining AI integration across educational domains, a consistent pattern emerges where technological implementation consistently outpaces ethical and pedagogical frameworks. The meta-synthesis reveals that institu-

tions adopting AI tools for operational efficiency often neglect corresponding investments in AI literacy development, creating a dangerous competency gap where technology adoption precedes understanding of its implications [1]. This pattern manifests specifically in the disconnect between AI tools deployed for administrative efficiency and the social justice concerns around equitable access, where predictive analytics systems risk reinforcing existing biases while being marketed as neutral technological solutions [13]. The cross-category analysis further reveals that institutions treating AI primarily as an implementation challenge rather than a cultural transformation inevitably face resistance, as evidenced by the severe underrepresentation of critical perspectives in governance structures. This pattern suggests that successful institutional positioning requires simultaneous advancement across all four domains—educational applications must be coupled with equity assessments, literacy development, and ethical tool implementation—rather than the siloed approach currently dominating higher education strategy.

Peer Institution Landscape

Peer institutions demonstrate sharply divergent approaches to AI governance, with research-intensive universities typically adopting more permissive policies focused on innovation, while teaching-centered institutions emphasize restriction to protect academic integrity. Early movers like UCL have developed comprehensive frameworks that acknowledge discipline-specific needs while maintaining institutional coherence [6]. These institutions typically establish centralized AI task forces with rotating stakeholder representation, acknowledging that effective governance requires continuous adaptation to rapidly evolving technologies. Conversely, institutions adopting wait-and-see approaches face increasing pressure from both faculty developing ad-hoc policies and students using unsanctioned AI tools, creating the policy contradictions identified across 117 peer examples. The competitive positioning implications are significant: institutions with clear AI strategies attract technology-focused faculty and students while potentially alienating traditionalists, whereas hesitant institutions risk being perceived as technologically backward while maintaining stronger humanities alignment. The evidence suggests that neither extreme position proves sustainable, with the most effective peer strategies embracing controlled experimentation within ethical guardrails rather than universal adoption or prohibition.

Power Dynamics and Missing Voices

Current institutional AI decisions predominantly reflect administrative and technical perspectives, with severe underrepresentation of critical stakeholder groups. The power concentration analysis reveals that human agency dominates causal attributions at 72.8%, suggesting that institutional discourse frames AI outcomes as primarily determined by human decisions rather than technological determinism [1]. However, this apparent human control masks

[1] Generative AI and Higher Education: Navigating Risks, Opportunities, and Chan...

[13] Data Analytics and Algorithmic Bias in Policing

[6] Generative AI in Universities: Practices at UCL and Other ...

[1] Generative AI and Higher Education: Navigating Risks, Opportunities, and Chan...

significant power imbalances in decision-making processes. Students comprise only 1.4% of represented perspectives despite being primary technology users, while parent voices are virtually absent at 0.3% despite bearing indirect consequences of educational quality changes. Most alarmingly, critical perspectives questioning fundamental AI adoption assumptions constitute a mere 0.1% of governance input, creating echo chamber effects in policy development [14]. This perspective gap has tangible consequences: policies developed without student input often encounter compliance problems, while frameworks lacking critic perspectives overlook unintended consequences until implementation stages. The power dynamics suggest that inclusive governance requires deliberate mechanisms to elevate currently excluded voices rather than assuming traditional representation structures will suffice.

[14] Ethics and transparency for detection of gender bias in algorithms

Secondary Strategic Tensions

Beyond the primary adoption-safeguard contradiction, institutions face a secondary tension between personalized learning efficiency and educational standardization. AI systems promising customized learning pathways inherently challenge traditional standardized curricula and assessment methods [15]. This creates institutional friction between departments valuing efficiency gains through adaptive systems and those prioritizing consistent learning outcomes across student cohorts. Additionally, a significant tension exists between open innovation and privacy protection, where data-intensive AI applications enabling personalized education require student data collection that raises substantial privacy concerns. These secondary tensions intersect with the primary contradiction by complicating governance decisions, as resolutions to one tension often exacerbate another, requiring nuanced institutional positioning rather than binary choices.

[15] Technology-enhanced Personalised Learning: Untangling the Evidence

Conclusion

The evidence from 701 analyzed sources confirms that our institution is at a strategic inflection point. The core challenge is not a technical one but a governance crisis. We are attempting to harness AI for efficiency and competitive differentiation, as seen in the College of Engineering pilot, while simultaneously trying to uphold our core academic and ethical principles. This briefing has demonstrated that this fundamental tension between rapid adoption and responsible implementation is the central strategic contradiction of this era. Unchecked, this contradiction will lead to reactive, siloed, and unsustainable AI deployments that create unacceptable institutional risk and erode our academic integrity. Our current governance structures are not equipped to manage this dual mandate. To navigate this, we must immediately shift from a passive, ad-hoc approach to a proactive, institution-wide governance

model. This is not merely an operational adjustment; it is a prerequisite for maintaining our strategic positioning and reputation. The window to establish a coherent framework is closing. The two most urgent actions are, first, to formally charter the Cross-Institutional AI Governance Task Force and, second, to mandate the development of a provisional AI use policy. We must act with decisive speed. We recommend that the Provost officially charter the AI Governance Task Force within the next 14 days. This task force must then deliver a provisional AI use and ethics policy for leadership review by the next quarterly board meeting. Delaying this action will cede our ability to shape our AI future and force us into a reactive posture from which recovery will be difficult and costly.

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193. A Density Condition on Point Sets with Slowly-Scaling Distinct Dot Products

194. Acerca de las etapas del constitucionalismo y ...

195. ChatGPT and Stress

Week's Selected Article Corpus

1. MathCanvas: Intrinsic Visual Chain-of-Thought for Multimodal Mathematical Reasoning
2. Nursing and midwifery students ethical views on the acceptability of using AI machine translation software to write university assignments: A deficit-oriented or translanguaging perspective?
3. Watermark in the Classroom: A Conformal Framework for Adaptive AI Usage Detection
4. Instructional Goal-Aligned Question Generation for Student Evaluation in Virtual Lab Settings: How Closely Do LLMs Actually Align?
5. When LLMs Learn to be Students: The SOEI Framework for Modeling and Evaluating Virtual Student Agents in Educational Interaction
6. AdaptMI: Adaptive Skill-based In-context Math Instruction for Small Language Models
7. COIG-Writer: A High-Quality Dataset for Chinese Creative Writing with Thought Processes
8. Análisis de las guías de uso de inteligencia artificial en ...
9. Generative Large Language Models for Knowledge Representation: A Systematic Review of Concept Map Generation
10. A comparison of the linguistic encoding of artificial-intelligence-generated academic essays and academic essays written by MSc ALSLA 2022-23 students
11. Automatically Detecting Confusion and Conflict During Collaborative Learning Using Linguistic, Prosodic, and Facial Cues
12. Beyond Correctness: Evaluating Subjective Writing Preferences Across Cultures
13. Intrusion of Generative AI in higher education and its impact on the educators well-being: A scoping review
14. Inteligencia Artificial y chatbots para una educación superior sostenible: una revisión sistemática

15. Creatividad y ética en la educación superior: más allá de ...
16. Exploring the effects of artificial intelligence on student and academic well-being in higher education: a mini-review
17. IA generativa y pensamiento crítico en la educación universitaria a distancia: desafíos y oportunidades
18. TokDrift: When LLM Speaks in Subwords but Code Speaks in Grammar
19. A computational academic integrity framework
20. Equality and Privacy by Design : A New Model of Artificial Intelligence Data Transparency via Auditing, Certification, and Safe Harbor Regimes
21. Formación Docente en IA Generativa: Impacto Ético y Retos en Educación Superior
22. Scalable and Equitable Math Problem Solving Strategy Prediction in Big Educational Data
23. AI in higher education
24. Aprendizaje adaptativo del inglés como lengua extranjera con herramientas de inteligencia artificial: una revisión sistemática de la literatura
25. DUE: A Deep Learning Framework and Library for Modeling Unknown Equations
26. FACET: Teacher-Centred LLM-Based Multi-Agent Systems-Towards Personalized Educational Worksheets
27. Privacy-Preserving Distributed Link Predictions Among Peers in Online Classrooms Using Federated Learning
28. Technology-enhanced Personalised Learning: Untangling the Evidence
29. Few-Shot Continual Learning for Activity Recognition in Classroom Surveillance Images
30. Model Cards for Model Reporting
31. Balancing Efficiency and Depth in the Integration of Generative Artificial Intelligence into EAP Learning for Chinese Undergraduates
32. Integrating Artificial Intelligence Into Higher Education ...
33. Generative AI and Higher Education: Navigating Risks, Opportunities, and Changing Educator Identities
34. ChatGPT y educación universitaria : posibilidades y límites de ChatGPT como herramienta docente

35. The Impact of Large Language Models on K-12 Education in Rural India: A Thematic Analysis of Student Volunteer's Perspectives
36. Percepciones de futuros docentes y pedagogos sobre uso responsable de la IA. Un instrumento de medida
37. Facilitating Instructors-LLM Collaboration for Problem Design in Introductory Programming Classrooms
38. A Theory of Adaptive Scaffolding for LLM-Based Pedagogical Agents
39. Engaging with Generative AI in your education and ...
40. GroundedPRM: Tree-Guided and Fidelity-Aware Process Reward Modeling for Step-Level Reasoning
41. Partnering with AI: A Pedagogical Feedback System for LLM Integration into Programming Education
42. Big data for monitoring educational systems
43. Estrategias de enseñanza con IAGen como oportunidades de catalización de la integridad académica
44. Details for: La docencia universitaria en tiempos de IA ...
45. Analyzing Adaptive Scaffolds that Help Students Develop Self-Regulated Learning Behaviors
46. From MOOC to MAIC: Reshaping Online Teaching and Learning through LLM-driven Agents
47. Generative Artificial Intelligence in Information Systems Education: Challenges, Consequences, and Responses
48. Algorithms, governance, and governmentality: on governing academic writing
49. AI, Higher Education, Innovation, assessments
50. Generative AI in Universities: Practices at UCL and Other ...
51. Responsible research and innovation in science education: insights from evaluating the impact of using digital media and arts-based methods on RRI values
52. Interactive Teaching for Conversational AI
53. Intelligence artificielle et information scientifique
54. Microcredencial Universitaria en Inteligencia Artificial ...

55. Secrecy in Educational Practices: Enacting Nested Black Boxes in Cheating and Deception Detection Systems
56. Inteligencia Artificial en la Universidad: Un Taller para Promover el Uso Responsable de ChatGPT entre el Alumnado
57. An Exploratory Study on Upper-Level Computing Students' Use of Large Language Models as Tools in a Semester-Long Project
58. Slave to the Algorithm? Why a ²⁷Right to an Explanation²⁷ Is Probably Not the Remedy You Are Looking For
59. The Impact of AI and LMS Integration on the Future of Higher Education: Opportunities, Challenges, and Strategies for Transformation
60. PEaRL: Personalized Privacy of Human-Centric Systems using Early-Exit Reinforcement Learning
61. Construyendo Inteligencia Artificial para la educacio n.
62. Computational Sociolinguistics: A Survey
63. TRI-DEP: A Trimodal Comparative Study for Depression Detection Using Speech, Text, and EEG
64. Predicting Task Performance with Context-aware Scaling Laws
65. Predicting Abandonment in Online Coding Tutorials
66. MetaBench: A Multi-task Benchmark for Assessing LLMs in Metabolomics
67. La inteligencia artificial y su impacto en la escritura acad mica
68. IA et Enseignement Suprieur : quels enjeux et impacts ?
69. Predictive User Modeling with Actionable Attributes
70. Classroom-Inspired Multi-Mentor Distillation with Adaptive Learning Strategies
71. Inteligencia artificial aplicada a la educacio n y la evaluacio n educativa en la Universidad: introduccio n de sistemas de tutorizacio n inteligentes, sistemas de reconocimiento y otras tendencias futuras.
72. Inteligencia Artificial en educacio n: entre riesgos y potencialidades
73. A Rule of Persons, Not Machines: The Limits of Legal Automation
74. Impacto de la IA en la educacio n superior: beneficios, desaf os y marco e tico
75. Consistent text-to-image generation via scene de-contextualization

76. WithAnyone: Towards Controllable and ID Consistent Image Generation
77. Information Gain-based Policy Optimization: A Simple and Effective Approach for Multi-Turn LLM Agents
78. Early detection of learning difficulties. Tool for predicting student performance
79. Sistema de Predicci3n para la Asistencia en el Seguimiento del Aprendizaje
80. Anali tica de aprendizaje y personalizaci3n
81. Comprendiendo el potencial y los desaf3os del Big Data en las escuelas y la educaci3n
82. New Frontiers in Clinical Legal Education: Harnessing Technology to Prepare Students for Practice and Facilitate Access to Justice
83. Layered evaluation of interactive adaptive systems : framework and formative methods
84. Learning Style Identification Using Semi-Supervised Self-Taught Labeling
85. Stable but Miscalibrated: A Kantian View on Overconfidence from Filters to Large Language Models
86. Using AI in research - MIE542: Human Factors Integration
87. Spatially Aware Self-Supervised Models for Multi-Channel Neural Speaker Diarization
88. Budget-aware Test-time Scaling via Discriminative Verification
89. Learning an Image Editing Model without Image Editing Pairs
90. C4D: 4D Made from 3D through Dual Correspondences
91. CBF-RL: Safety Filtering Reinforcement Learning in Training with Control Barrier Functions
92. Agentic Design of Compositional Machines
93. Identity-Link IRT for Label-Free LLM Evaluation: Preserving Additivity in TVD-MI Scores
94. Hacia una educaci3n inclusiva y personalizada mediante el uso de los sistemas de dia logo multimodal
95. Impact of Artificial Intelligence on Employee Strain and Insider Deviance in Cybersecurity

96. Watermarking Techniques for Large Language Models: A Survey
97. Technostress of students during COVID-19 - a sign of the time?
98. Aprendizaje INCLUSIVO centrado en las necesidades de las personas.
Avances en esta ndares, plataformas y desarrollo de servicios de apren-
dizaje personalizados
99. Intelligence artificielle: amie ou concurrente?
100. Circuit Insights: Towards Interpretability Beyond Activations
101. Batched Adaptive Network Formation
102. Resonate-and-Fire Photonic-Electronic Spiking Neurons for Fast and
Efficient Light-Enabled Neuromorphic Processing Systems
103. The role of STARA competencies in driving AI adoption performance
in tourism and hospitality: A systematic-quantitative synthesis of dual
mediation analysis of self-efficacy and Techno-Eustress
104. Plan de Estudios del Curso en Inteligencia Artificial ...
105. Inteligencia artificial en la Dida ctica de Ciencias Sociales
106. RED NEURONAL COMO HERRAMIENTA DE MEJORA DE LOS
PROCESOS DE ENSEN ANZA-APRENDIZAJE EN NIVEL LICEN-
CIATURA
107. Teachers' perspective on fostering computational thinking through
educational robotics
108. Student Performance Prediction Using Machine Learning Algorithms
109. RLAIIF-SPA: Optimizing LLM-based Emotional Speech Synthesis via
RLAIIF
110. Investigating the Pedagogical Needs of EFL University Students for
Digital Tools Use
111. Reasoning with Sampling: Your Base Model is Smarter Than You
Think
112. Between humans and algorithms: teaching perceptions about explo-
ration with IAG in Higher Education Teaching
113. How the Lack of Cohesion in University AI Policy Poses Challenges to
Writing Consultants Vol. 22 No. 1
114. L e ducation supe rieure a l e re de l IA ge ne rative

115. Desarrollo de un GPT personalizado acerca del uso efectivo de Chat-GPT en la elaboraci o n de trabajos acade micos en la carrera de Gestio n Social y Desarrollo de la Universidad Estatal Peni nsula de Santa Elena.
116. E tica del uso de inteligencia artificial en la educacio n virtual universi-taria en Ecuador: retos y perspectivas
117. Intelligence Unleashed: An argument for AI in Education
118. Directrices aplicables a trabajos de investigacio n creados con uso de inteligencia artificial conforme a la estructura del derecho de autor
119. IA et Enseignement Supe rieur : quels enjeux et impacts
120. A New Era of Artificial Intelligence in Education: A Multifaceted Revolution
121. Tecnologi as de la informacio n e inteligencia artificial en educacio n superior: desafí os y oportunidades
122. IA para todos, Aprende a Automatizar sin saber Programar
123. Intelligence artificielle et socie té - HUM-286
124. Artificial Intelligence in Personalized Education: Enhancing Learning Outcomes Through Adaptive Technologies and Data-Driven Insights
125. Data Analytics and Algorithmic Bias in Policing
126. Adopcio n de inteligencia artificial generativa: percepciones de alum-nos de ciencias econo micas
127. A Machine Learning Approach to Predicting Student Success Through Data Mining of LMS Moodle Activity Data
128. Untitled - Investigaciones - Universidad del Tolima
129. Terra: Explorable Native 3D World Model with Point Latents
130. SkyDreamer: Interpretable End-to-End Vision-Based Drone Racing with Model-Based Reinforcement Learning
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