

Preparing Engineers for the Future: Project Management for Developing Generative AI

Sakhi Aggrawal, Purdue University at West Lafayette (PPI)

Sakhi Aggrawal is a Graduate Research Fellow in Computer and Information Technology department at Purdue University. She completed her master's degree in Business Analytics from Imperial College London and bachelor's degree in Computer and Information Technology and Organizational Leadership from Purdue University. She worked in industry for several years with her latest jobs being as project manager at Google and Microsoft. Her research interests include: workforce development, engineering education, project management and teamwork. Her current research focuses on integrating project management processes in undergraduate education. Her main goal is to understand how work management and product development practices widely used in industry can be modified and adapted to streamline undergraduate STEM education.

Kevin C. Dittman, Purdue University at West Lafayette (COE)

Kevin C. Dittman is an American computer scientist, IT consultant, and Professor of Information Technology at Purdue University, especially known for his textbook *Systems Analysis and Design Methods* written with Lonnie D. Bentley and Jeffrey L. Whitten, which is in its 7th edition. He has been with Purdue University for twenty-eight years and is responsible for teaching systems analysis and design, cybersecurity management, and project management courses, at both the undergraduate and graduate levels. He has published numerous other scholarly papers on systems analysis and design, and project management, has over 42 years of industrial experience in the information technology field all relating to systems development, project management, and cybersecurity, and has an active consulting practice. Professor Dittman's current research and teaching interests are systems analysis and design processes and techniques, software development quality and productivity methods, information systems project management, and cybersecurity program governance.

Preparing Engineers for the Future: Project Management for Developing Generative AI

Abstract

Project management skills are vital in preparing engineering students for today's dynamic landscape. Engineers are increasingly tasked with projects that demand not only technical prowess but also comprehensive project management skills. Simultaneously, the field of generative artificial intelligence (AI) has emerged as a transformative force, promising innovation across industries. This paper explores the intersection of teaching project management in engineering and the growing importance of managing generative AI projects. It discusses AI and generative AI, highlighting challenges faced by project managers, such as data quality, technical complexity, ethics, legal compliance, resource constraints, and scalability.

To address these challenges, the paper recommends crucial skills for project managers: forming multidisciplinary teams, cultivating a deep understanding of generative AI, embracing ethical considerations, adopting agile methodologies, practicing continuous integration, upholding stringent quality assurance, and fostering collaborative efforts. This study has implications for both educators and engineering students alike. Educators are encouraged to integrate project management courses into engineering programs, fostering experiential learning and ethical training while promoting interdisciplinary collaboration. Engineering students are urged to cultivate a mindset of perpetual learning, adaptability, and ethical awareness as they embark on careers intertwined with generative AI and advanced technology. These recommendations will not only facilitate effective generative AI project management but also empower engineering students with essential skills for the evolving technological landscape.

Keywords: project management, engineering education, generative AI, artificial intelligence, AI, GenAI, project management education, future engineers

1. Introduction

In today's rapidly evolving technological landscape, the role of project management in engineering education has become increasingly significant. Engineering projects are often complex, expensive, and high-stakes, requiring a solid grasp of skills not typically covered in an engineer's bachelor's or associate's education [1]. Project management provides the framework and tools necessary to turn ambitious visions into tangible reality. It empowers organizations to adapt, respond, and thrive amidst challenges and opportunities [2]. Project management education provides engineers with the ability to optimize resource allocation, meet customer expectations, adapt to market changes, mitigate risks, and foster innovation [2, 3]. These skills are essential for engineers to design and execute projects in an environment where requirements are constantly changing [2].

While project management in engineering is typically of interest to engineers who want to develop broader skills to advance their careers by learning the holistic aspects of bringing a

product or program to market successfully [1], research has shown that engineering students who are exposed to project management skills exhibit heightened sense of understanding and application of their coursework as well as develop self-regulation. [4]. As the world transitions from a project management mindset to a more product-oriented approach, understanding these nuances is essential for future engineers [5]. A broader perspective, business skills, and demonstrated use of soft skills like communication and collaboration can set engineers up for future leadership positions [6,7]. The engineering project manager not only understands ‘engineer speak’ and the technical work and context of the engineering teams, but they are also responsible for coordinating and overseeing a cross-functional working group [2].

In addition to technical skills, engineers also need project management, communications, and leadership skills. In today’s market, engineers who lack these skills could be regarded as having only half the training and knowledge they need to offer full value to their company [3]. Project management courses are important for any engineer because projects can be extremely complex, risky, and high-stakes. It is essential for engineers to be able to design and execute a project in an environment where requirements are constantly changing [3]. To that end, engineering students need to develop several key project management skills. According to Terry Suffredini, PE, an engineering-focused career coach, some of the most important project management skills include effective listening, understanding and working collaboratively with different personality styles, motivating team members, diplomacy and conflict resolution between competing interests, flexibility, availability to clients and team members even after regular work hours, time and resource management, budgeting, and cost control [8]. These skills are not only helpful for project management positions but are also transferable across multiple disciplines—meaning they can help engineering students in their role, make them a desirable candidate for career advancement, or even help them pivot their careers entirely [7].

Project management education has been shown to have a positive impact on engineering students. It enhances their technical skills while fostering innovation, critical thinking, and teamwork. By undertaking innovative and practical projects, students can make a real-world impact and contribute to their field. Studies have shown that incorporating project-based assignments positively impacts student learning, motivation, and performance both in the short and long term [8]. By participating in a project-based learning model, students are able to construct their own knowledge and reflect upon their learning projects, resulting in increased motivation and self-efficacy [9].

Successful project management today requires a project manager to embrace and stay updated with technologies and strategies to have a dynamic toolkit, bridging challenges in the current work landscape. Continuous improvement has the benefit of helping identify inefficiencies, bottlenecks, and problem areas within project processes [10].

2. Background

2.1 Artificial Intelligence

Artificial Intelligence (AI) is a rapidly growing field of computer science that has the potential to transform many aspects of society, including healthcare, transportation, and finance. As defined by [11], AI involves the development of machines that can perform tasks that would normally

require human intelligence, such as perception, reasoning, learning, and decision-making. One of the key aspects of AI is its ability to learn from data, which is facilitated by the development of sophisticated algorithms and models.

Recent advances in AI have led to the development of powerful tools for natural language processing, computer vision, and robotics, among other applications. For instance, AI-powered virtual assistants like Siri and Alexa have become increasingly popular, and they rely on sophisticated natural language processing algorithms to understand human speech and respond to user requests.

In addition to virtual assistants, AI has found applications in a wide range of industries. In healthcare, AI-powered systems have been developed to help with the diagnosis and treatment of diseases [12]. In finance, AI algorithms have been used to predict market trends and make investment decisions and in transportation, AI-powered autonomous vehicles have the potential to revolutionize the way we travel [13].

AI can be classified into different types based on the learning approach used. For example, supervised learning involves training a machine learning model on labeled data, while unsupervised learning involves training a model on unlabeled data. Reinforcement learning involves training a model to learn from feedback received in the form of rewards or penalties [11].

2.2 Generative AI

Generative AI is a type of AI and has become a highly popular research area in recent years, as it allows the development of systems that can create new content, such as images, videos, and music, by learning patterns from existing data [14]. This differs from other AI approaches that focus on tasks like classification, prediction, and decision-making. Generative AI involves training a machine learning model on large amounts of data to learn the underlying patterns and then using that learning to generate new content that has not been seen before.

One example of generative AI is the ChatGPT language model developed by OpenAI, which has been recognized for its ability to produce text that appears to be written by humans [15]. Recent advancements in generative AI have shown significant potential in several fields, including healthcare, where generative models have been used to generate synthetic medical images [16], and robotics, where generative models have been employed to create movement patterns for robot arms. However, developing generative AI projects can be highly challenging and require specialized skills and knowledge from project managers.

2.3 Project Management in Generative AI

Developing generative AI projects can be complex and challenging, requiring a unique set of skills and knowledge from project managers. While project managers typically have experience in managing software development projects, generative AI projects require a deeper understanding of AI principles and technologies. This makes it crucial for project managers to have a solid understanding of both AI and project management principles to effectively manage

generative AI projects [17,18,19].

Research on project management for generative AI can help identify best practices, overcome challenges, and improve project outcomes. By understanding the unique challenges of developing generative AI, project managers can implement effective strategies to manage these challenges and deliver successful projects [17].

Project management research can also help identify potential ethical, legal, and regulatory issues that need to be addressed in generative AI projects. For example, issues such as data privacy, bias, and fairness are becoming increasingly important as generative AI projects become more prevalent [20, 21, 22, 23, 24]. By identifying and addressing these issues early on, project managers can avoid costly delays and reputational damage. Therefore, the success of generative AI projects depends heavily on effective project management, making it important to invest in research in this area [17,18]. By developing best practices and sharing knowledge, we can improve the quality and impact of generative AI projects.

3. Challenges and Recommendations for Generative AI Projects

There are several project management challenges in developing generative AI projects. Some of these challenges are summarized in Table 1 and summarized in detail subsequently.

Table 1: Challenges and Recommendations for Generative AI Projects

SN	Challenge	Recommendation
3.1	Data availability and quality	<ul style="list-style-type: none"> ➤ Ensure data is accurate, representative, and of high quality. ➤ Manage data collection and labeling efficiently. ➤ Provide necessary skills and tools for data preprocessing.
3.2	Technical complexity	<ul style="list-style-type: none"> ➤ Break down the project into manageable components. ➤ Foster clear communication between team members. ➤ Ensure the team has the necessary expertise.
3.3	Model explainability and interpretability	<ul style="list-style-type: none"> ➤ Establish clear protocols for model explainability. ➤ Identify key metrics for model performance evaluation. ➤ -Provide tools and resources for effective interpretation.
3.4	Ethical implications	<ul style="list-style-type: none"> ➤ Integrate ethical considerations from the outset. ➤ Collaborate with ethics committees and external experts.
3.5	Legal and regulatory compliance	<ul style="list-style-type: none"> ➤ Work closely with legal experts to ensure compliance. ➤ Conduct legal reviews and obtain necessary approvals.

3.6	Resource constraints	<ul style="list-style-type: none"> ➤ Ensure effective resource allocation. ➤ Prioritize tasks to meet project goals within constraints.
3.7	Performance and scalability	<ul style="list-style-type: none"> ➤ Manage computational resources efficiently. ➤ Plan for scalability to handle large volumes of data.
3.8	Team collaboration and communication	<ul style="list-style-type: none"> ➤ Establish a clear communication plan. ➤ Promote a collaborative team culture.

3.1 Data availability and quality

Generative AI projects require large amounts of data to train algorithms and models, and the availability of high-quality data is crucial for their success [25]. Insufficient or low-quality data can affect the accuracy and performance of generative AI models. As a project manager, you need to work closely with your data scientists and other stakeholders to ensure that the data used to train your generative AI models is accurate, representative, and of high quality.

Collecting and labeling data is time-consuming and expensive, requiring coordination between project managers, data scientists, and other stakeholders [26]. As a project manager, you need to ensure that the data collection and labeling process is well-managed, and that the data collected is relevant to your project's goals. You also need to be aware of the costs and resource requirements associated with data collection and labeling and ensure that they are included in your project plan and budget.

Preprocessing and cleaning data can be complex and require specialized skills and tools [27]. As a project manager, you need to ensure that your team has the necessary skills and tools to preprocess and clean your data effectively. You also need to ensure that your team has a clear understanding of the data preprocessing and cleaning requirements for your project and that they are incorporated into your project plan and timeline.

3.2 Technical complexity

Generative AI projects can be technically complex because:

- Generative AI models involve selecting appropriate algorithms and architectures, tuning hyperparameters, and optimizing performance [28].
- Debugging and troubleshooting generative AI models can be challenging due to issues such as overfitting, underfitting, and convergence problems which can be difficult to diagnose and fix [29].
- Integration of generative AI models with existing systems or software can also pose technical challenges. Generative AI models may need to be integrated with other software systems, such as databases or APIs, or with hardware systems, such as cameras or sensors [30].

Technical complexity can lead to delays and cost overruns in generative AI projects, as unexpected technical challenges arise during development [31]. The complexity of generative AI models can also make it difficult to estimate project timelines accurately, leading to missed deadlines and customer dissatisfaction. Also, complexity can affect project team dynamics, as it may be challenging to find team members with the required expertise, and there may be communication gaps between technical and non-technical team members.

As a project manager, it is essential to manage technical complexity by breaking down the project into smaller, manageable components and establishing clear communication channels between team members with different skill sets as well as being aware of the technical complexities associated with developing generative AI models and ensure that your team has the necessary skills and expertise to address them effectively.

3.3 Model explainability and interpretability

When working on generative AI projects, project managers must ensure that their team can explain how the model generates its output to stakeholders such as customers, regulators, and internal team members. A lack of model interpretability can create issues in explaining the model's output to stakeholders, leading to lower confidence in the model's accuracy and performance [32]. This, in turn, can affect the project's timeline and budget, as additional resources may be required to improve the model's interpretability.

Additionally, it can also make it difficult to identify and resolve issues in the model's output, leading to lower confidence in the model's accuracy and performance. Ensuring model explainability and interpretability is crucial to building trust in generative AI models and gaining wider adoption [33]. As a project manager, it is important to work closely with technical experts to establish clear protocols for model explainability and interpretability. This includes identifying key metrics for evaluating model performance, establishing clear documentation, and reporting procedures, and ensuring that the team has access to the necessary tools and resources to interpret the model's output effectively.

3.4 Ethical implications

As the use of generative AI becomes more widespread, it is important to carefully consider the ethical implications of these models. One major area of concern is data privacy and security. Generative AI models often require access to sensitive or personal data, which must be carefully protected [34].

Additionally, if the training data used to develop the models is biased or lacks diversity, the models themselves can perpetuate these biases, leading to discrimination or unfair outcomes [35]. As a project manager, it is important to ensure that ethical considerations are integrated into the development process from the outset. This may involve working with ethics committees or engaging with external experts to evaluate and test the models for fairness and bias. By taking these steps, project managers can help to ensure that the models are developed ethically and responsibly.

3.5 Legal and regulatory compliance

Generative AI projects must comply with a range of legal and regulatory frameworks, including data protection laws, intellectual property laws, and consumer protection laws [36]. As a project manager, it is essential to ensure that the project is compliant with all relevant laws and regulations, which can vary depending on the location and industry. Failure to comply with legal and regulatory requirements can result in significant financial and reputational damage.

To mitigate these risks, project managers should work closely with legal experts to understand the legal and regulatory landscape and ensure that the project is compliant. This may involve conducting legal reviews of the project and obtaining appropriate approvals before launching the product. By prioritizing legal and regulatory compliance, project managers can ensure that the project is sustainable and avoids costly legal challenges.

3.6 Resource constraints

The development of generative AI projects requires significant computational resources, including hardware and software, which can be expensive and difficult to obtain [37]. Additionally, generative AI projects require a large amount of high-quality data, which can be challenging and expensive to acquire.

As project managers, it is important to ensure that the team has access to the necessary resources and that they are used effectively to achieve project goals. Resource constraints can lead to delays in project timelines, as well as compromises in the quality of the final product. Therefore, it is important to manage resources effectively and prioritize tasks to ensure that project goals are met within the given constraints.

3.7 Performance and Scalability

In addition to technical complexity and data availability, project managers need to consider the performance and scalability of generative AI models. As models become more complex, they require a significant amount of computational resources, which can lead to longer training times and a slower generation of new content [38]. This can impact project timelines and delivery schedules, which in turn affects customer satisfaction.

Additionally, scalability is critical to handle large volumes of data and generate high-quality outputs on time [39]. Project managers must be able to scale up or down the computational resources required for training and inference to manage costs and ensure efficient use of resources.

3.8 Team collaboration and communication

Developing generative AI projects is a complex and multidisciplinary task that requires close collaboration and communication between team members from different domains, including data scientists, software engineers, project managers, and domain experts [40].

To ensure that everyone is aligned with the project's goals and objectives, it is essential to establish a clear communication plan that defines the communication channels, frequency, and format. This can be achieved through regular meetings, status updates, and progress reports. Additionally, having a collaborative culture within the team can help to foster a positive working environment, encourage knowledge sharing, and promote innovation. This can be achieved through team-building exercises, open-door policies, and knowledge-sharing sessions.

4. Discussion and Implications

4.1 Implications for Educators

- *Curriculum Integration:* Educators should consider integrating project management courses into engineering programs to ensure that students are equipped with essential project management skills. These courses should cover a range of topics, including project planning, scope management, cost management, stakeholder management, and risk management among others.
- *Experiential Learning:* Encourage project-based learning experiences that allow students to apply project management principles in real-world scenarios. These experiences can include capstone projects, internships, or industry collaborations.
- *Ethical Training:* Given the ethical considerations in generative AI projects, educators should incorporate ethical discussions and training into project management courses, emphasizing the importance of responsible AI development.
- *Interdisciplinary Collaboration:* Promote interdisciplinary collaboration within the engineering curriculum. Encourage students to work with data scientists, ethicists, and legal experts to simulate the real-world challenges they may face in generative AI projects.

4.2 Implications for Engineering Students

- *Holistic Skill Development:* Recognize the value of project management skills in your engineering education. Seek opportunities to develop skills such as communication, leadership, and ethical decision-making alongside technical expertise.
- *Continuous Learning:* Embrace a mindset of lifelong learning, staying updated with the latest technological advancements and project management methodologies. Attend workshops, seminars, and courses related to AI and project management.
- *Adaptability:* Understand that the technological landscape is constantly evolving. Be prepared to adapt to new challenges and opportunities in your career, leveraging your project management skills to excel in diverse roles.
- *Ethical Awareness:* When working on generative AI projects, be mindful of the ethical implications of your work. Collaborate with ethics experts and contribute to responsible AI development.

5. Conclusion and Future Work

This research paper highlights the critical role of project management skills in engineering

education, particularly in the context of generative AI projects. Educators must adapt their curricula to equip students with the necessary skills, while students should embrace the opportunity to develop these skills for a successful and adaptable engineering career. The implications of this research are far-reaching, offering a roadmap for educators and students to thrive in a rapidly changing technological landscape.

Future research in this area could delve deeper into the specific challenges and best practices for teaching project management in the context of generative AI. Additionally, longitudinal studies could examine the long-term impact of project management education on the careers of engineering graduates, shedding light on the benefits of integrating these skills into engineering programs. Finally, research could explore innovative teaching methods and technologies that enhance project management education, keeping pace with the evolving field of generative AI and project management.

References

- [1] K. Frankle, “Five Reasons Why Project Management Skills are Just as Important as Your Technical Degree | University of Maryland Project Management,” *pm.umd.edu*, Sep. 08, 2021. <https://pm.umd.edu/2021/09/08/five-reasons-why-project-management-skills-are-just-as-important-as-your-technical-degree/> (accessed Oct. 02, 2023).
- [2] J. Kagan, “Importance of Project Management in Today’s Business Landscape,” *niftypm.com*, Jun. 19, 2023. <https://niftypm.com/blog/importance-of-project-management/>
- [3] “What is Project Management in Engineering | MEML@Rice,” *engineering.rice.edu*. <https://engineering.rice.edu/academics/graduate-programs/online-meml/blog/engineering-project-management>
- [4] S. Aggrawal and A. J. Magana, “Undergraduate student experience with research facilitated by project management and self-regulated learning processes,” in 2023 ASEE Annual Conference & Exposition, 2023
- [5] D.A. Patel, S. Aggrawal, and K.C. Dittman, “Navigating the Transition from Project Management to Product Management”, *PM World Journal*, Vol. XII, Issue X, October. 2023.
- [6] T. Sprinkle, “10 Skills to Transition from Engineering to Project Management,” *www.asme.org*, Jun. 13, 2018. <https://www.asme.org/topics-resources/content/10-skills-transition-project-management>
- [7] Kriengsak Panuwatwanich, Rodney Anthony Stewart, and Kali Prasad Nepal, “Project management skills for engineers: industry perceptions and implications for engineering project management course,” *Proceedings of the 2011 AAEE Conference, Fremantle, Western Australia*, pp. 569–575, Jan. 2011.
- [8] B. Ngereja, B. Hussein, and B. Andersen, “Does Project-Based Learning (PBL) Promote Student Learning? A Performance Evaluation,” *Education Sciences*, vol. 10, no. 11, p. 330, Nov. 2020, doi: <https://doi.org/10.3390/educsci10110330>.
- [9] M.-H. Shin, “Effects of Project-based Learning on Students’ Motivation and Self-efficacy,” *English Teaching*, vol. 73, no. 1, pp. 95–114, 2018, doi: <https://doi.org/10.15858/engtea.73.1.201803.95>.
- [10] J. Berk and S. Berk, “The Continuous Improvement Concept,” Jan. 2000, doi: <https://doi.org/10.1016/b978-075067316-7/50002-4>.
- [11] S. J. Russell and P. Norvig, *Artificial Intelligence : a Modern Approach*, 3rd ed. Upper Saddle River: Pearson, 2016.
- [12] E. J. Topol, “High-performance medicine: the Convergence of Human and Artificial Intelligence,” *Nature Medicine*, vol. 25, no. 1, pp. 44–56, Jan. 2019, doi: <https://doi.org/10.1038/s41591-018-0300-7>.
- [13] M. Bojarski *et al.*, “End to End Learning for Self-Driving Cars,” *arXiv.org*, 2016. <https://arxiv.org/abs/1604.07316>
- [14] A. Conneau and G. Lample, “Cross-lingual Language Model Pretraining,” *Advances in Neural Information Processing Systems 32 (NeurIPS 2019)*, vol. 32, pp. 7057–7067, Jan. 2019.
- [15] “OpenAI API,” *platform.openai.com*. <https://platform.openai.com/docs/api-reference>
- [16] J. M. Wolterink, A. M. Dinkla, M. H. F. Savenije, P. R. Seevinck, C. A. T. van den Berg, and I. Išgum, “Deep MR to CT Synthesis Using Unpaired Data,” *Simulation and Synthesis in Medical Imaging*, vol. 10557, pp. 14–23, 2017, doi: https://doi.org/10.1007/978-3-319-68127-6_2.

- [17] A. Rodriguez and R. Vargas, “How AI Will Transform Project Management,” *www.hbsp.harvard.edu*, Feb. 02, 2023. <https://www.hbsp.harvard.edu/product/H07H37-PDF-ENG> (accessed Oct. 02, 2023).
- [18] R. E. Levitt and J. C. Kunz, “Using artificial intelligence techniques to support project management,” *Artificial Intelligence for Engineering Design, Analysis and Manufacturing*, vol. 1, no. 1, pp. 3–24, Feb. 1987, doi: <https://doi.org/10.1017/s0890060400000111>.
- [19] P. Korzynski *et al.*, “Generative artificial intelligence as a new context for management theories: analysis of ChatGPT,” *Central European Management Journal*, Mar. 2023, doi: <https://doi.org/10.1108/cemj-02-2023-0091>.
- [20] I. Taboada, A. Daneshpajouh, N. Toledo, and T. de Vass, “Artificial Intelligence Enabled Project Management: A Systematic Literature Review,” *Applied Sciences*, vol. 13, no. 8, p. 5014, Jan. 2023, doi: <https://doi.org/10.3390/app13085014>.
- [21] “PMI | Generative AI Overview for Project Managers,” *PMI Los Angeles*. <https://www.pmi-la.org/blog/pmi--generative-ai-overview-for-project-managers> (accessed Oct. 02, 2023).
- [22] D. Walsh, “The Legal Issues Presented by Generative AI | MIT Sloan,” *mitsloan.mit.edu*, Aug. 30, 2023. <https://mitsloan.mit.edu/ideas-made-to-matter/legal-issues-presented-generative-ai>
- [23] “Ethical Prompts,” *Harvard Law School Center on the Legal Profession*. <https://clp.law.harvard.edu/knowledge-hub/magazine/issues/generative-ai-in-the-legal-profession/ethical-prompts/>
- [24] “Ethical. Safe. Lawful: A toolkit for artificial intelligence (AI) projects | Thought Leadership | Insights | Linklaters,” *www.linklaters.com*. <https://www.linklaters.com/en/insights/thought-leadership/artificial-intelligence-toolkit/ethical-safe-legal---a-toolkit-for-artificial-intelligence-projects> (accessed Oct. 02, 2023).
- [25] Muhammad Haris Naveed, Umair Sajid Hashmi, Nayab Tajved, N. Sultan, and A. Imran, “Assessing Deep Generative Models on Time Series Network Data,” *IEEE Access*, vol. 10, pp. 64601–64617, Jan. 2022, doi: <https://doi.org/10.1109/access.2022.3177906>.
- [26] M. Lenzerini, “Managing Data through the Lens of an Ontology,” *AI Magazine*, vol. 39, no. 2, pp. 65–74, Jul. 2018, doi: <https://doi.org/10.1609/aimag.v39i2.2802>.
- [27] L. Berti-Équille, “Active Reinforcement Learning for Data Preparation: Learn2Clean with Human-In-The-Loop.,” *Conference on Innovative Data Systems Research*, Jan. 2020.
- [28] C.-L. Hsieh, K.-C. Chang, and T.-F. Chen, “Adaptive Similarity-Aware Hyperparameter Tuners for Classification Tasks,” *IEEE Access*, vol. 11, pp. 11089–11101, Jan. 2023, doi: <https://doi.org/10.1109/access.2022.3229390>.
- [29] T. Evgeniou, J. Dunn, and A. Hunsberger, “Navigating Trust and Safety in the World of Generative AI,” Jul. 2023. Accessed: Oct. 02, 2023. [Online]. Available: <https://knowledge.insead.edu/print/pdf/node/45076>
- [30] V. T. Clara, “Integration of Software Models An Overview of Possible Issues,” *International Journal of Computer Science and Technology (IJCST)*, vol. 2, no. 3, Sep. 2011.
- [31] E. Rebentisch, G. Schuh, M. Riesener, S. Breunig, A. Pott, and K. Sinha, “Assessment of Changes in Technical Systems and their Effects on Cost and Duration based on Structural Complexity,” *Procedia CIRP*, vol. 55, pp. 35–40, 2016, doi: <https://doi.org/10.1016/j.procir.2016.07.033>.
- [32] A. Suh, G. Appleby, E. Anderson, L. A. Finelli, R. Chang, and D. Cashman, “Visualization Guidelines for Model Performance Communication Between Data Scientists and Subject

- Matter Experts,” *arXiv (Cornell University)*, May 2022, doi: <https://doi.org/10.48550/arxiv.2205.05749>.
- [33] K. Gade, S. C. Geyik, K. Kenthapadi, V. Mithal, and A. Taly, “Explainable AI in Industry,” *Proceedings of the 25th ACM SIGKDD International Conference on Knowledge Discovery & Data Mining*, Jul. 2019, doi: <https://doi.org/10.1145/3292500.3332281>.
- [34] A. Veronese and A. Nunes Lopes Espiñeira Lemos, “Regulatory paths for artificial intelligence in latin american countries with data protection law frameworks: limits and possibilities of integrating policies,” *Revista Latinoamericana de Economía y Sociedad Digital*, no. 2, Aug. 2021, doi: <https://doi.org/10.53857/cjfb4918>.
- [35] Marta Marchiori Manerba and R. Guidotti, “Investigating Debiasing Effects on Classification and Explainability,” *AIES '22: Proceedings of the 2022 AAI/ACM Conference on AI, Ethics, and Society*, Jul. 2022, doi: <https://doi.org/10.1145/3514094.3534170>.
- [36] J. Li, Y. Liu, L. Yue, F. Jin, Q. Guo, and C. Xu, “Artificial Intelligence Governed by Laws and Regulations,” *Reconstructing Our Orders*, pp. 61–97, 2018, doi: https://doi.org/10.1007/978-981-13-2209-9_3.
- [37] S. Krishnan *et al.*, “Artificial Intelligence in Resource-Constrained and Shared Environments,” *ACM SIGOPS Operating Systems Review*, vol. 53, no. 1, pp. 1–6, Jul. 2019, doi: <https://doi.org/10.1145/3352020.3352022>.
- [38] D. J. Musliner, J. A. Hendler, A. K. Agrawala, E. H. Durfee, J. K. Strosnider, and C. J. Paul, “The challenges of real-time AI,” *Computer*, vol. 28, no. 1, pp. 58–66, 1995, doi: <https://doi.org/10.1109/2.362628>.
- [39] J. Carretero and J. Carlos, “Scalability in data management,” *The Journal of Supercomputing*, vol. 47, no. 3, pp. 253–254, May 2008, doi: <https://doi.org/10.1007/s11227-008-0213-1>.
- [40] D. Piorkowski, S. Park, A. Y. Wang, D. Wang, M. Muller, and F. Portnoy, “How AI Developers Overcome Communication Challenges in a Multidisciplinary Team,” *Proceedings of the ACM on Human-Computer Interaction*, vol. 5, no. CSCW1, pp. 1–25, Apr. 2021, doi: <https://doi.org/10.1145/3449205>.