



ARTIFICIAL INTELLIGENCE
The UNIVERSITY *of* OKLAHOMA

APPENDICES

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Appendix A: Working Group Membership – AI Resources and Infrastructure

Leads

- **Chongle Pan, Professor of Computer Science and Bioengineering, Associate Director, DISC**
- **Chris Jones, Senior Director, Digital Strategy & Enablement, OU IT**

Core Members

- Richard Veras, Assistant Professor, Computer Science
- Sam Billerbeck, Systems Administrator, Computer Science
- Henry Neeman, Executive Director, Research Computing
- Andy Fagg, Associate Professor, Computer Science
- Matt Beattie, Adjunct Engineering Dean, Gallogly College of Engineering
- Glenn Hansen, Data Scientist, OU IT
- Hoda Soltani, Intermediate Data Scientist, OU IT

Advisory Members

- Sam Huskey, Professor, Classics and Letters
- John Hassell, Associate Professor, OU Polytechnic Institute
- Amanda Kis, Lecturer, Meteorology
- Daniel Zhao, Professor, Biostatistics & Epidemiology
- Dakotah Martinez, Lecturer, Mathematics
- Tim Levine, Academic Chair, Communication
- Tyler Pearson, Director, Digital Scholarship & Data Services, University Libraries

Appendix B: Working Group Membership – AI Governance

Co-Leads

- **April Dickson, Director, IT Administration**
- **Erin Maher, Professor of Sociology, Senior Associate Director, DISC**

Core Members

- Tammy McCuen, Professor, Construction Science
- Michael Szajewski, Associate Dean, Academic Affairs
- Gopi Danala, Research Scientist, DISC
- Sharukh Khajotia, Associate Dean, College of Dentistry

Advisory Members

- Dee Wu, Professor, College of Medicine
- Chris Jones, Senior IT Director, IT Administration
- Kenton Brice, Academic Director, Law Center Library
- Naveen Kumar, Associate Professor, Management Information Systems, Price College of Business
- Tracy Pearl, Professor, Law
- Adam Green, Associate Professor, Philosophy
- Jacob Pleasants, Associate Professor, Education
- Raina Heaton, Associate Professor, Native American Studies
- Jeremy Hessman, Technology Strategist, IT Engineering Lab
- Jane Brideau, Senior Auditor, Internal Audit
- Hayden Vedra, OU Undergraduate Student Congress

Appendix C: Principles and Usage Guidelines

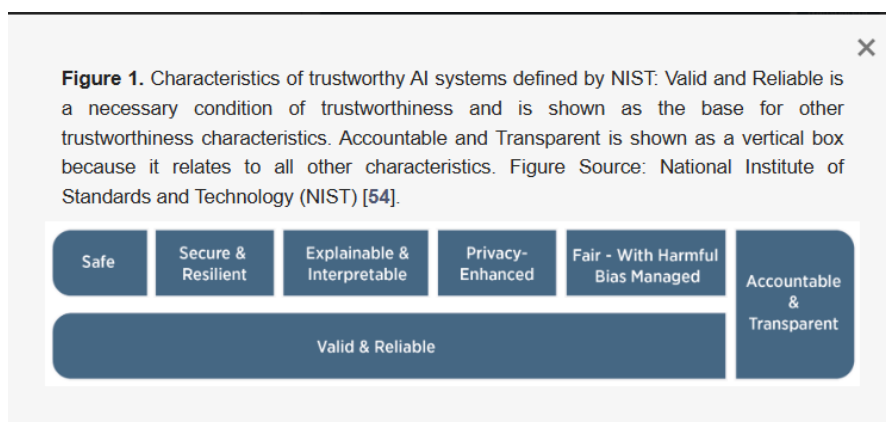
AI Governance Principles

University of Oklahoma AI Working Group for Governance and Policy Principles

According to the AI Working Groups Charter, established by the Interim Chief AI Officer for the University of Oklahoma, the AI Working Group for Governance and Policy (“AI Governance Working Group”) is tasked to ensure responsible and ethical AI use through the development of clear guidelines, policies, and oversight mechanisms. Building on the foundations of the National Institute of Standards and Technology’s (“NIST”) Artificial Intelligence Risk Management Framework for AI Risks and Trustworthiness (AI RMF 1.0, Section 3 [NIST AI 100-1], fig. 1), the AI Governance Working Group has established the following set of principles to guide the development of AI guidelines and policies for implementation at the University of Oklahoma.

These principles are written to guide the work of the AI Governance Working Group with the goal of balancing innovation and enablement with ethical and secure deployment to enhance innovation across education, research, and operation[s] at the University of Oklahoma. The use of AI and application of these principles should always align with the OU’s mission as an educational and research institution in support of its strategic plan. The principles are set forth in a binary approach. Each principle below consists of an aspirational component that is idealistic as well as an operational component that is pragmatic. Lastly, these principles are written with the understanding that they are subject to change due to the ever increasing and advancing nature of AI and the standards being developed accordingly. This includes monitoring the newly introduced National Institute of Standards and Technology (NIST) AI Standards “Zero Drafts” Pilot Project to continually develop AI standards. The figure below outlines the NIST framework for managing AI risks and trustworthiness. The AI Governance Working Group expanded on this framework.

NIST Risk Management Framework for AI Risks and Trustworthiness



Foundational Information

For the purposes of these principles, the following foundational information regarding AI systems should apply:

Definition of Artificial Intelligence: As used in the NIST AI RMF 1.0 (adapted from OECD Recommendation on AI:2019; ISO/IEC 22989:2022), AI *“refers to an AI system as an engineered or machine-based system that can, for a given set of objectives, generate outputs such as predictions, recommendations, or decisions influencing real or virtual environments. AI systems are designed to operate with varying levels of autonomy.”*

Deployment of AI Systems: The working group recognizes that AI systems are deployed for a variety of use cases, with varying levels of complexity, and can be provided for internally or through third parties via direct, web-based use, through APIs, or other means. As used in these principles and elsewhere, the following categories of AI systems apply:

Experimental Deployment: AI systems developed and used for prototyping, research exploration, or early-phase trials within academic environments.

Custom In-House Deployment: AI systems developed and used entirely within the university using proprietary or institution-owned data and infrastructure.

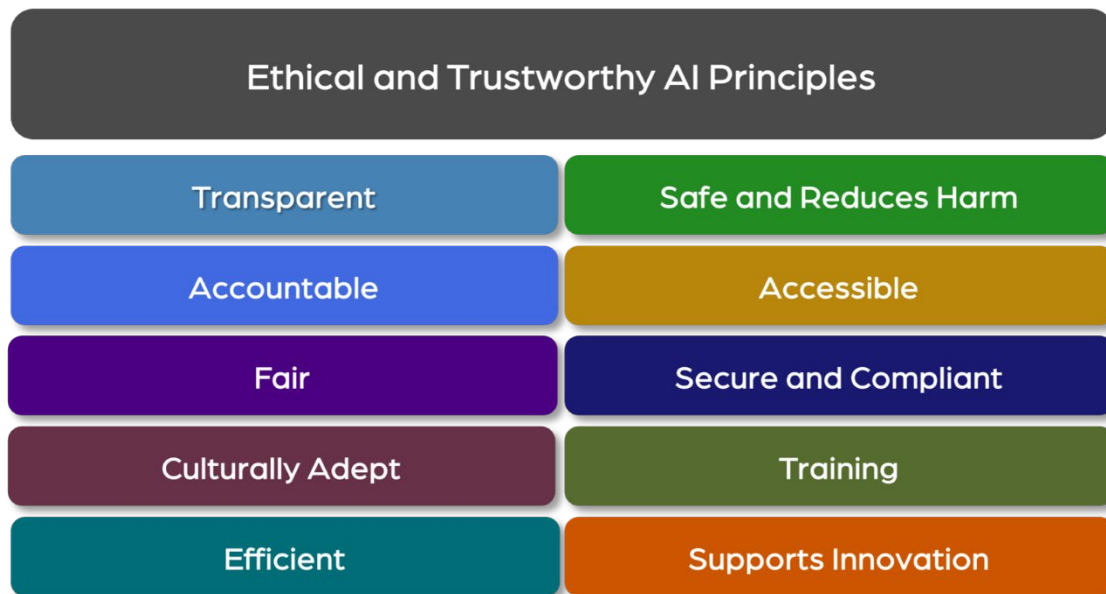
Foundational Model Deployment: AI systems reliant on large, pre-trained foundational models (e.g., GPT-4, Gemini, Deepseek R1, etc.) that are locally deployed and/or customized using institutional data (such as fine-tuning, retrieval-augmented generation, or other similar technologies).

Integrated Deployment: AI systems embedded within enterprise software (Banner, Microsoft 365, etc.) or provided via third-party APIs or platforms.

Public-Facing Deployment: AI systems that interact directly with university users or the public (e.g., chatbots, recommendation engines, educational tools, etc.).

Embedded Deployment: AI systems embedded in devices or infrastructure systems (e.g., smart campus sensors, autonomous lab instruments, wearables, etc.).

OU AI Working Group Principles for AI



Transparent

Aspirational: AI systems should foster trust by being open in their design, function, process, and use across all applications and departments at the University, especially in teaching, research, publications, and other high-stakes contexts.

Operational: AI system use should be documented, including system name, version, role in workflow, and data inputs when used at the University of Oklahoma, and AI use should be disclosed to appropriate users when AI is involved in producing decisions or content that affect academic or other high-impact outcomes.

Accountable

Aspirational: Human oversight must anchor every AI system deployment, with responsibility for its outcomes clearly assigned and maintained throughout all AI system lifecycles.

Operational: Each AI system should have designated personnel accountable for verifying outputs, managing risk, and ensuring compliance with institutional and legal standards. OU employees and students are accountable for their AI usage and its implications.

Fair and Reduces Harm

Aspirational: AI systems should actively support equity by proactively identifying and reducing bias in data, design, and application across diverse populations and contexts.

Operational: Bias detection and mitigation must be applied to AI systems through formal bias audits and human review of outcomes, especially when AI systems are deployed in teaching, learning, research, publications, and other high-stakes contexts. User bias must also be identified and mitigated. University faculty, students, and staff will be accountable for all work products produced or created that incorporate or influenced by AI outputs. AI usage in promoting sexual misconduct and online bullying is strictly prohibited and will be reported to the Title IX office, where appropriate.

Culturally Adept

Aspirational: AI systems must honor cultural diversity, respect community values, and uphold the rights of sovereign nations, including Tribal Nations, in how data is collected, used, and represented. Culturally adept AI systems should be designed with humility, consent, and awareness of ethical limitations.

Operational: AI systems should be evaluated for cultural appropriateness, representation, and relevance during design and deployment. This includes seeking meaningful input from culturally representative communities – especially Indigenous communities – recognizing that certain knowledge must not be digitized, analyzed, or used by AI without explicit and informed consent. AI use should avoid practices that diminish cultural integrity, exploit sensitive knowledge, or fail to respect the governance rights of cultural communities.

Efficient

Aspirational: In line with strategic institutional goals, proposals for new AI systems must justify need over existing solutions and include lifecycle plans addressing maintenance, decommissioning, and environmental impact.

Operational: AI initiatives should serve strategic institutional goals, ensuring efficient use of resources and alignment with academic, research, and operational priorities as set forth in the University strategic plan.

Safe and Reduces Harm

Aspirational: AI should be designed to minimize direct and indirect physical, emotional, financial, and legal harms to individuals, society, and the environment, avoiding both direct and systemic negative consequences. Hallucinations are identified and eliminated through use of high-quality training data and use of data templates.

Operational: AI systems must have risk assessments and safety testing before deployment, with documented procedures for shutdown, human override, and incident responses in place. Rigorous testing and review of AI outputs and feedback loops are used to protect against and mitigate hallucinations. Efforts to avoid or minimize broad categories of risk and harm should always be taken. AI usage in promoting sexual misconduct and online bullying is strictly prohibited and will be handled appropriately by the Title IX office.

Accessible

Aspirational: AI systems should be inclusive, offering equitable access to users of all abilities and circumstances.

Operational: Public- and campus-facing AI systems must meet Web Content Accessibility Guidelines standards and be compatible with assistive technologies to ensure accessibility for all users.

Secure, Resilient and Compliant

Aspirational: AI systems must uphold institutional security standards and be resilient against manipulation or misuse.

Operational: Cybersecurity and adversarial testing controls should be integrated into AI development, deployment, and monitoring processes. To use an AI system not provided by OU, an IT Security Assessment should be completed. Sensitive, confidential, or regulated data should not be shared with any commercial or open-source AI solution or model unless an IT security assessment has been completed and a university contract that includes appropriate data protection language (such as FERPA contract language or a Business Associate Agreement (BAA)) has been executed between OU and the provider.

Education and Training

Aspirational: Effective and ethical AI use depends on ongoing education for all stakeholders, fostering responsible innovation. All persons at the university should receive mandatory AI training and education.

Operational: The university should offer AI-focused training, resource guides, and consultations to proactively develop AI competency at the university. AI system users should be required to complete appropriate modules before AI system use.

Supports Innovation

Aspirational: AI governance at OU should cultivate a spirit of curiosity, experimentation, and boundary-pushing that advances discovery, creativity, and societal impact. Innovation should be empowered, not impeded, by policy—so long as it is guided by shared values and ethical integrity.

Operational: OU's AI governance documents should encourage innovation, experimentation, and creative inquiry while balancing and ensuring safe and responsible development or implementation in support of the pursuit of academic excellence in research and learning. Policies should include clear pathways for pilot-testing and research involving AI, with guardrails to assess potential impacts and a streamlined review process for ethical and security vetting.

Acknowledgment & Disclosure

Some content in this document was drafted with the assistance of ChatGPT, an AI language model developed by OpenAI, based on guidance from the NIST Artificial Intelligence Risk Management Framework (2023), Gartner's EU AI Act readiness series (2023), and internal governance requirements. It was used to align, reduce duplication, and refine the principles. Human oversight, subject matter expertise, and institutional review were applied to ensure accuracy, relevance, and alignment with organizational goals.

References

- OpenAI. (2025). *ChatGPT (GPT-4.5 and 4o models)*. <https://chat.openai.com>
- Gartner. (2023a). *Getting Ready for the EU AI Act: Assess Your Exposure to High-Risk Use Cases*. Gartner Research.
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- National Institute of Standards and Technology. (2023). *Artificial Intelligence Risk Management Framework (AI RMF 1.0)*. U.S. Department of Commerce. <https://nvlpubs.nist.gov/nistpubs/ai/NIST.AI.100-1.pdf>

AI Teaching Guidance for OU Faculty and Instructors

Artificial Intelligence (AI) is reshaping the landscape of higher education, offering new opportunities to enhance teaching and support student learning across all academic disciplines—from the sciences and engineering to the social sciences, humanities, creative arts, and the health sciences. As a transformative tool, AI can enrich how faculty design, deliver, and personalize instruction, while also introducing students to emerging ways of thinking and problem-solving. However, if not used ethically and thoughtfully, it can also create challenges to students' ability to learn and develop research, writing, and critical thinking skills. Users of AI at OU are responsible for the AI output they create or integrate into their work. This guidance is designed to address both the opportunities and the challenges. Faculty and instructors should learn enough about AI to become responsible practitioners and informed critics. Users of AI at OU are responsible for the AI output they create or integrate into their work.

At the same time, AI is contributing to the evolution of academic fields, prompting the growth of new areas of study and shifting the focus of others. Faculty play a key role in helping students navigate these changes by integrating AI thoughtfully into teaching practices when and where it is appropriate and preparing learners for a future shaped by rapid technological advancement.

These guidelines have been created with broad input from OU stakeholders. They reflect a set of principles, also included in these documents, to guide AI usage in the university context, providing a foundation upon which specific AI projects, initiatives, and implementations can be explored. The guidelines are not designed to engage with larger global concerns about the potential deleterious impact of the ongoing development of AI on the environment and society. Instead, these and other guidelines are designed to help faculty, staff, researchers, and students who wish to incorporate AI into their work navigate this ever-changing landscape and employ AI for academic purposes in beneficial and ethical ways that mitigate risk and include practical tips and resources. These guidelines are written with the understanding that they are subject to change due to the ever-increasing and advancing nature of AI and the standards being developed accordingly.

Principles for AI

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Visit [Ethical and Trustworthy AI Usage Principles](#) to learn more.

Foundational Information

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Experimental Deployment: AI systems developed and used for prototyping, research exploration, or early-phase trials within academic environments.

Custom In-House Deployment: AI systems developed and used entirely within the university using proprietary or institution-owned data and infrastructure. These systems offer full transparency and accountability, requiring rigorous adherence to internal controls across the AI lifecycle—design, training, tuning, testing, and deployment.

Foundational Model Deployment: AI systems reliant on large, pre-trained foundational models (e.g., GPT-4, Gemini, Deepseek R1, [Microsoft 365 Copilot](#), etc.) that are locally deployed and/or customized using institutional data (such as fine-tuning, retrieval-augmented generation, or other similar technologies).

Integrated Deployment: AI systems embedded within enterprise software (Banner, Microsoft 365, Adobe Firefly, [Zoom AI](#), [Gradescope](#), etc.) or provided via third-party APIs or platforms.

Public-Facing Deployment: AI systems that interact directly with university users or the public (e.g., ChatGPT, Grammarly, Microsoft Copilot [Chat](#), chatbots, recommendation engines, educational tools, etc.).

Embedded Deployment: AI systems embedded in devices or infrastructure systems (e.g., smart campus sensors, autonomous lab instruments).

University of Oklahoma's GenAI Offerings

As the use of generative AI and machine learning tools continues to grow, it's important to choose tools that align with both the user's needs and user data responsibilities, while also considering the resource impact of its use compared to not using it.

The University of Oklahoma offers access to AI tools via the [AI Resource Center](#). Some of these tools are provided under institutional licenses and may include enhanced data privacy protections or security features. However, not all tools share the same terms of use, cost structure, or data handling practices.

When using AI tools, faculty should review the specific terms associated with each platform, especially how their data is handled. While some tools are configured to prevent user inputs from being used for model training, no system can eliminate all risk of data exposure. Faculty in professional colleges (i.e., law and health sciences), or who deal with special populations (e.g. Indigenous or education data) may have additional requirements that mandate more careful or limited use of these systems.

AI Potential and Academic/Teaching Implications

Because artificial intelligence tools can write so efficiently, students may use them to complete many common types of assessments. Text and media outputs from artificial intelligence tools can be used to answer essay questions, write papers, develop creative projects, and reply to discussion board posts, simulating recall and understanding with little effort or engagement, which can be problematic, limiting, and unethical. Many students may be unaware that submitting AI-generated content in academic assignments without appropriate citation and acknowledgement constitutes plagiarism and violates OU's academic integrity code. Many students may also be aware that AI tools are subject to producing false information (hallucinations) or their output may contain plagiarized text that would be inappropriate to use verbatim without citation or quotation marks and that the accuracy of AI-generated content, if allowed, must be verified.

OU faculty and instructors will be responsible for determining the appropriateness of specific uses of AI in academic/teaching contexts in their courses. While some potential uses of AI will have significant pedagogical benefits, other potential uses will detract from learning experiences. Faculty and instructors are responsible for communicating expectations and requirements regarding AI use in their courses.

Language models generalize and summarize existing knowledge based on probability predictions of word sequences rather than copying them verbatim, and so it may be impossible to identify their use with certainty. While detection tools like Turnitin or [GPTZero](#) may report the probability of AI authorship, they are easily circumvented and cannot provide definitive proof of cheating. False positives and negatives are possible, and even likely. Due to the high rate of false positives, OU's Office of Academic Integrity does not consider AI detector results as factual evidence when considering cases of academic misconduct. Faculty should not rely on these tools as a primary or sole source of evidence of academic misconduct.

If an instructor believes that an academic integrity violation has occurred—whether related to unauthorized AI use or otherwise—they should follow the established university procedures and refer the case to the appropriate **academic integrity office** for review and adjudication. The Center for Faculty Excellence has designed a course for faculty on Generative AI. Instructors should take the course at regular intervals. Specifically, it provides a comprehensive guide and checklist of “Steps to Take if You Suspect Generative AI Misuse” section to identify all possible reasons the instructor believes there has been misuse and how to talk with the students (optional) before contacting The Office of Academic Integrity Programs to decide an appropriate course of action. Upholding due process and consistency in handling these matters ensures fairness for all students and maintains the integrity of the learning environment.

Principles Related to Using AI in Teaching

1. Accountability and Responsible Use

Faculty and instructors play a critical role in setting a tone of ethical, transparent, and intentional use of AI in the classroom. Responsible use begins with clear communication about what AI

tools are permitted, the rationale behind those decisions, and how students are expected to engage with them. Instructors should actively guide students in understanding the limitations, risks, and potential of AI technologies. Emphasizing that these tools should supplement - where appropriate – not replace – student effort supports both academic integrity and deeper learning. Regular classroom discussions about the appropriate and ethical use of AI, along with clearly stated syllabi and consequences, help build a shared understanding of accountability between instructors and students. The Center for Faculty Excellence’s [Generative AI at the University](#) course has a section explaining incorporating Generative AI into “Sample Syllabi Statements” and “Sample Assignment Policies”.

2. Authentic Instructor-Student Interaction

AI tools should **complement—not replace—the essential role of instructor presence, interaction, and feedback in the learning environment**. Instructors are expected to maintain **regular and substantive interaction** with students, as required by federal regulations that distinguish distance education from correspondence education (34 CFR § 600.2). This includes proactive engagement, meaningful dialogue, and timely, personalized feedback that supports student learning and development. While AI tools may assist in streamlining certain teaching tasks (e.g., drafting quiz questions, suggesting feedback language), **they must not be used as a substitute for authentic instructor engagement**. The University of Oklahoma maintains that the majority of instructional interaction—particularly feedback on assignments, participation in discussion, and guidance on course progress—must be carried out directly by the instructor. This standard ensures a quality educational experience and upholds the distinct value of an OU education.

3. Documentation

Clear and consistent documentation of generative AI expectations is essential for transparency and fairness. Instructors should include statements in course syllabi that define their policies for the use of AI tools, referencing broader institutional standards on academic integrity. These policies may vary in scope—from unrestricted use to complete prohibition—but should always clarify what constitutes appropriate use, when disclosure is required, and how to properly cite AI-generated content. In addition, when used, students should be required to indicate their prompt entered into the chatbot, how the output was revised and reformulated to reflect accuracy and their own writing style. By documenting these expectations in the syllabus and individual assignments, instructors ensure that students are aware of their responsibilities and can engage with AI in ways that support course goals. Here are sample syllabi statements from the Center for Faculty Excellence using the traffic light analogy of Red Light, Yellow Light, and Green Light:

Red Light (Not Allowed): We learn best when we are actively engaged in the process of completing all aspects of an assignment. Even the brainstorming and initial draft phase is a time of discovery that is an integral part of your learning. To empower you to fully engage in the learning process, the use of Generative AI usage, including, but not limited to, ChatGPT, CoPilot, ClaudeAI, Bard, and Grammarly AI, is considered a violation of the academic integrity policy for this course. As the use of Generative AI to assist in completing any aspect of work for this course is prohibited, this includes using Generative AI to write outlines, conduct research, or to write or edit your papers.

Yellow Light (Regulated): Throughout this course, you will develop the skills needed to effectively use Generative AI as an aid in your learning and in preparation for our changing field. Follow assignment instructions carefully, as they will guide you in what you are permitted to use Generative AI for in each particular assignment. Where Generative AI is used, you must appropriately acknowledge its use (including using quotation marks for direct quotes) and provide a statement describing how and why it was used, and how you verified the accuracy of its output. Usage of Generative AI outside of the scope of what is explicitly defined in our assignments, and without acknowledgment, will be considered a violation of the academic integrity policy for this course.

Green Light (Allowed): I hope that this course aids you in a creative exploration of Generative AI tools and how they can be used to assist you in accomplishing the goals of this course. In this course, you:

- May use any free Generative AI tools, including those provided to you by the university. This will allow everyone in the course to have the same access to Generative AI.
- Are expected to cite your usage of Generative AI, including any direct quotes or paraphrasing of ideas/content generated by AI.
- Must provide a statement at the end of the assignment about your Generative AI usage. This statement must include: the platform(s) and prompt(s) you used, a summary of how Generative AI helped you achieve the learning objectives of the course associated with this assignment, and what additional work you did to verify the output and to make the work your own.

Usage of Generative AI without appropriate acknowledgment will be considered a violation of the academic integrity policy for this course.

When used, AI should be formally cited, treating the AI tool as “author” both for in-text citations and as a reference list entry that is formatted according to the professional style guidelines that you are using. A description of how the AI tool was used should be included in the methods or acknowledgement section. An exception to this is the American Medical Association (AMA) style, where generative AI tools are not considered authors. Instead they require acknowledgement in the methods or an acknowledgement section of the paper with

in-text citations using a superscript pointing to this acknowledgement. The requirements of the required publication style should always be followed when AI is used.

4. Understanding Limitations

Understanding Limitations: AI tools generate responses based on patterns, which is not true understanding. They can also fabricate ("hallucinate") data. They may also carry biases, particularly favoring Standard American English, which could disadvantage other languages, dialects, and writing styles. If the data used to train the AI models is biased, the results may also be biased. AI models can also reinforce existing inequalities if disproportionality exists in historical data. For instance, according to some articles, when users asked AI to create images of people in specialized professions, it showed both younger and older people. Still, the older people were always men, reinforcing gendered bias regarding the role of women in the workplace. AI models often underrepresent or misrepresent marginalized cultural perspectives when their training data lacks those voices. These examples highlight why it is crucial to approach AI-generated content critically and be aware of how bias can influence outputs.

5. Account for and Limit Bias in Use of AI

When using AI tools to support administrative or operational work, it is important to be aware that these systems can reflect or amplify certain types of bias—such as stereotypes, assumptions, or patterns that may not be accurate or inclusive. This can impact the fairness, quality, or appropriateness of communications, decisions, or data interpretations generated with AI assistance.

Instructors should use AI tools thoughtfully by reviewing outputs for accuracy, fairness, and inclusivity, especially when materials are shared with diverse audiences or used to inform policy or service decisions. Human oversight remains essential, and instructors are encouraged to question and correct AI-generated content when needed to ensure that institutional values and expectations are upheld ("Bias in AI", 2025).

6. Course and Curriculum Design

The rapid evolution of AI technologies calls for a thoughtful reevaluation of course design and assessment practices. Instructors should critically examine how generative AI intersects with their learning objectives, disciplinary standards, and instructional goals. This may involve updating course content to include AI competencies, revising assignments to promote original thinking and process-oriented learning, or rethinking assessments to ensure they accurately reflect student academic achievement. Design should still strive to promote critical thinking rather than completely offloading to AI. As AI becomes increasingly integrated into professional and academic environments, faculty should prepare students to use these tools ethically and effectively within their field, when appropriate. Course design decisions should be grounded in

both the opportunities presented by AI and the risks it introduces to academic rigor and student development.

7. Privacy Protection

The following should not be input into unsecured GenAI systems: personal or private information, protected health information (HIPAA), student records (FERPA), human subject research data (Common Rule), export-controlled information, or proprietary research data. Personal data includes any information that may relate to an identified or identifiable person. Data may have additional restrictions and protocols associated with it (e.g. Indigenous data), and these types of information should not be shared with these models without additional consent. Faculty and instructors should follow [University of Oklahoma policies](#).

Additionally, do not input intellectual property (e.g., unpublished research, teaching materials, student papers, or presentations) that you do not own or have not created without obtaining appropriate consent from the content owner or originator. This includes work authored by students, colleagues, or collaborators. For additional information, see the Intellectual Property Policy at <https://www.ou.edu/content/dam/otd/docs/2016-2017/IP%20Policy%2010.16.pdf>.

Faculty and instructors must exercise caution when using AI-powered tools or third-party bots that connect to virtual meetings—such as Zoom or Microsoft Teams—for the purposes of transcription, recording, or automatic summarization. These tools may join meetings without an explicit invite, potentially violating university policies, participant consent expectations, and privacy regulations.

All meeting organizers and participants are expected to review and comply with the University's guidance on managing third-party apps and bots, as outlined in [OU IT's Knowledgebase Article on Uninvited Meeting Bots](#). Before enabling such tools, ensure that all attendees are aware of and have consented to the use of AI for recording or summarizing meeting content. Unauthorized use of such tools in meetings involving sensitive information, student data, or instructional activity may result in violations of institutional privacy or data protection policies.

8. Institutional Oversight

To use an AI system not provided by OU, complete the [IT Security Assessment](#) (which may include a Privacy assessment depending on data types). Faculty should not share sensitive, confidential, or regulated data with any commercial or opensource AI solution or model unless an IT security assessment has been completed and a university contract that includes appropriate data protection language (such as FERPA contract language or an agreement has been executed between OU and the provider (e.g., a Purchase or Software Agreement and a Business Associate Agreement (BAA), if applicable). Use of the system prior to full approval may expose the University to legal and data security risks. Unless an exception is provided from the university, all AI models used should comply with Title II Regulations. Please see the [OU Acceptable Use Policy](#) and the [OU Cyber Security Policy](#).

9. Education and Training

Faculty have a unique opportunity to help students build digital literacy and ethical awareness by incorporating discussion and instruction around AI into their teaching practices. Educating students on the capabilities and limitations of generative AI tools enhances critical thinking and supports responsible use. Instructors are encouraged to introduce AI-related content early in the course and continue reinforcing expectations throughout the term. Discipline-specific examples, classroom demonstrations, and reflective assignments can help students engage with AI in meaningful ways. Faculty should also take advantage of available resources to stay informed about emerging tools and pedagogical strategies that support AI integration.

10. Efficiency

AI should be used when it truly adds value and helps you work more efficiently. When you decide to use AI, make sure it supports your goals, doesn't duplicate existing tools, and that you have a plan to keep it updated or retired when it's no longer needed. Whenever possible, use AI systems that are already available at OU.

It's important to avoid using AI just because it's new or trendy—make sure it really improves your teaching, learning, or research. Work together with colleagues and departments to share useful AI tools, prompts, or models, instead of each person starting from scratch.

Try to pick AI tools that are lightweight and efficient—for example, choose simple text responses over voice or image generation if you don't need the extra features. Remember to log out or close AI sessions when you're done, so you don't use unnecessary system resources.

Rather than running the same prompt over and over, take time to refine your questions and build on the answers you've already received. This approach saves energy and helps you get better results from AI.

Please see the following related links for:

- [AI Administrative and Operational Guidance for OU Staff and Employees](#)
- [AI Governance Principles](#)
- [AI Guidance for OU Students](#)
- [AI Research Guidance for Researchers](#)
- [AI Teaching Guidance for OU Faculty and Instructors](#)

Acknowledgements

This document was drafted with the assistance of ChatGPT, an AI language model developed by OpenAI, based on guidance from the NIST Artificial Intelligence Risk Management Framework (2023), Gartner’s EU AI Act readiness series (2023), and internal governance requirements. It was used to align, reduce duplication, and refine the guidelines. Human oversight, subject matter expertise, and institutional review were applied to ensure accuracy, relevance, and alignment with organizational goals.

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- “Bias in AI”. Chapman University. Accessed April 16, 2025.
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<https://nvlpubs.nist.gov/nistpubs/ai/NIST.AI.100-1.pdf>
- [OU Risk Assessment Standard](#)
- [OU Identity and Access Management Policy](#)
- [OU Acceptable Use Policy](#)
- [OU CyberSecurity Policy](#)

AI Administrative and Operational Guidance for OU Staff and Employees

Staff are encouraged to explore AI tools when appropriate to do so. It is essential to stay informed and mindful when using this rapidly evolving technology. The following guidelines help protect University data and ensure adherence to contractual and ethical responsibilities. Staff should learn enough about AI to become responsible practitioners and informed critics. Users of AI at OU are responsible for the AI output they create or integrate into their work.

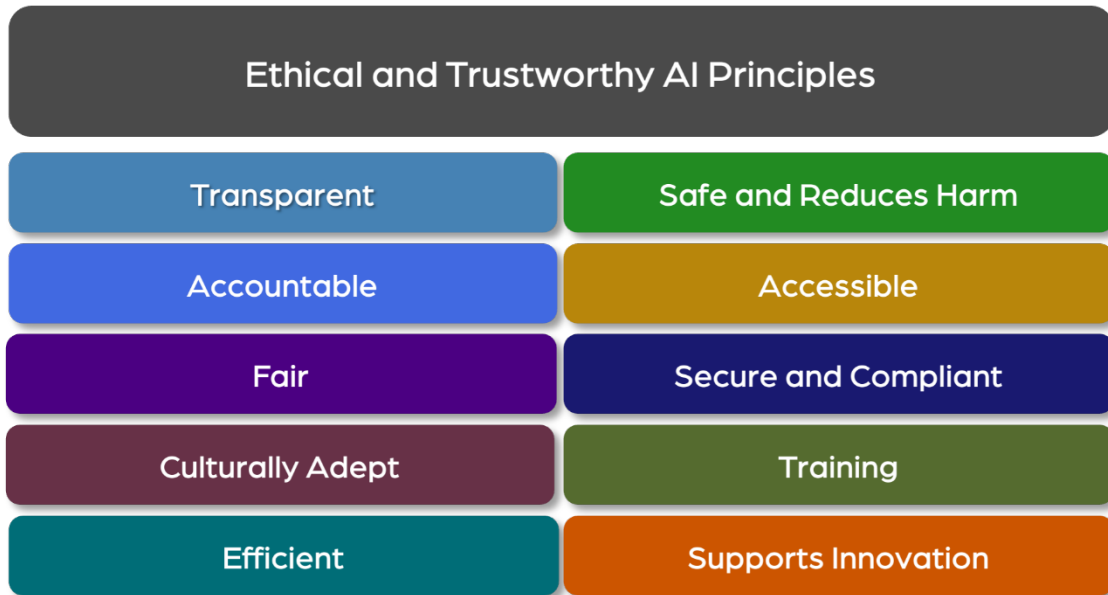
These guidelines have been created with broad input from OU stakeholders. They reflect a set of principles, also included in these documents, to guide AI usage in the university context, providing a foundation upon which specific AI projects, initiatives, and implementations can be explored. The guidelines are not designed to engage with larger global concerns about the potential deleterious impact of the ongoing development of AI on the environment and society. Instead, these and other guidelines are designed to help faculty, staff, researchers, and students who wish to incorporate AI into their work navigate this ever-changing landscape and employ AI for academic purposes in beneficial and ethical ways that mitigate risk. These guidelines are written with the understanding that they are subject to change due to the ever increasing and advancing nature of AI and the standards being developed accordingly.

Principles for AI

According to the AI Working Groups Charter, established by the Interim Chief AI Officer for the University of Oklahoma, the AI Working Group for Governance and Policy (“AI Governance Working Group”) is tasked to “ensure responsible and ethical AI use through the development of clear guidelines, policies, and oversight mechanisms.” Building on the foundations of the National Institute of Standards and Technology’s (“NIST”) Artificial Intelligence Risk Management Framework for AI Risks and Trustworthiness (AI RMF 1.0, Section 3 [NIST AI 100-1], fig. 1), the AI Governance Working Group has established the following set of principles to guide the development of AI guidelines and policies for implementation at the University of Oklahoma.

These principles are written to guide the work of the AI Governance Working Group with the goal of balancing innovation and enablement with ethical and secure deployment to “enhance innovation across education, research, and operation[s]” at the University of Oklahoma. The principles are set forth in a binary approach. Each principle below consists of an aspirational component that is idealistic as well as an operational component that is pragmatic.

Lastly, these principles are written with the understanding that they are subject to change due to the ever increasing and advancing nature of AI and the standards being developed accordingly. This includes monitoring the newly introduced NIST AI Standards “Zero Drafts” Pilot Project to continually develop AI standards.



Visit [Ethical and Trustworthy AI Usage Principles](#) to learn more.

Foundational Information

For the purposes of these principles, the following foundational information regarding AI systems should apply:

Definition of Artificial Intelligence: As used in the NIST AI RMF 1.0 (adapted from OECD Recommendation on AI:2019; ISO/IEC 22989:2022), AI “*refers to an AI system as an engineered or machine-based system that can, for a given set of objectives, generate outputs such as predictions, recommendations, or decisions influencing real or virtual environments. AI systems are designed to operate with varying levels of autonomy.*”

Deployment of AI Systems: The university recognizes that AI systems are deployed for a variety of use cases, with varying levels of complexity, and can be provided for internal or through third parties via direct, web-based use, through APIs, or other means. As used in these principles and elsewhere, the following categories of AI systems apply:

Experimental Deployment: AI systems developed and used for prototyping, research exploration, or early-phase trials within academic environments.

Custom In-House Deployment: AI systems developed and used entirely within the university using proprietary or institution-owned data and infrastructure. These systems offer full transparency and accountability, requiring rigorous adherence to internal controls across the AI lifecycle—design, training, tuning, testing, and deployment.

Foundational Model Deployment: AI systems reliant on large, pre-trained foundational models (e.g., GPT-4, Gemini, Deepseek R1, [Microsoft 365 Copilot](#), etc.) that are locally

deployed and/or customized using institutional data (such as fine-tuning, retrieval-augmented generation, or other similar technologies).

Integrated Deployment: AI systems embedded within enterprise software (Banner, Microsoft 365, Adobe Firefly, [Zoom AI](#), [Gradescope](#), etc.) or provided via third-party APIs or platforms.

Public-Facing Deployment: AI systems that interact directly with university users or the public (e.g., ChatGPT, Grammarly, Microsoft Copilot [Chat](#), chatbots, recommendation engines, educational tools, etc.).

Embedded Deployment: AI systems embedded in devices or infrastructure systems (e.g., smart campus sensors, autonomous lab instruments).

University of Oklahoma's GenAI Offerings

As the use of generative AI and machine learning tools continues to grow, it's important to choose tools that align with both your needs and your data responsibilities, while also considering the resource impact of its use compared to not using it.

The University of Oklahoma offers access to several AI tools via the [AI Resource Center](#). Some of these tools are provided under institutional licenses and may include enhanced data privacy protections or security features. However, not all tools share the same terms of use, cost structure, or data handling practices.

When using AI tools, please review the specific terms associated with each platform, especially how data is handled. While some tools are configured to prevent user inputs from being used for model training, no system can eliminate all risk of data exposure. Staff in professional colleges (i.e., law and health sciences) or who deal with special populations (e.g. Indigenous or education data) may have additional requirements that mandate more careful or limited use of these systems.

AI Potential and Operations

AI tools can support staff across a wide range of roles and career stages by assisting with tasks such as data analysis, coding, writing, visualization, and literature reviews, with some limitations and precautions needed. Recent advancements—such as GPT-4—have shown that these tools can help clean datasets, propose analytical approaches, perform basic statistical tests, and even generate content for academic or administrative purposes.

While these tools can significantly improve efficiency and productivity, they also come with important limitations, including the potential for **hallucinations** (confident but incorrect outputs), **biases**, plagiarized text, and **fabricated information**. It is essential for each user to

critically evaluate AI-generated outputs and avoid overreliance on these tools without verification. When unsure about the extent and scope of AI tools usage in your workplace, check with your supervisor to understand what is appropriate and acceptable. It is the responsibility of supervisors to communicate such policies with staff and follow up to make certain such tools are used appropriately.

All users are responsible for reviewing any output produced by AI before using it in its operational systems or integrating it into research environments. AI-generated code may contain security vulnerabilities, logic errors, or incomplete functionality that could compromise data integrity, system performance, or regulatory compliance.

As AI capabilities continue to grow, so does the importance of using them **responsibly and effectively**. Selecting the right tool for the task, understanding its limitations, and ensuring transparency and integrity are key to maximizing the value of AI while upholding academic and professional standards.

Principles Related to Using AI in Operations

1. Accountability and Responsible Use

Staff should utilize AI systems only where they perform well and exhibit few hallucinations. Staff should ensure they have a sound understanding of the capabilities and limitations of AI tools within the context of a specific tool implementation. As AI models are predictive systems and lack true understanding, staff should verify all outputs for accuracy and attribution, and attest that this has been done in all cases, detailing the methods used to do so.

When unsure about the extent and scope of AI tools usage in your workplace, check with your supervisor to understand what is appropriate and acceptable. It is the responsibility of supervisors to communicate such policies with staff and follow up to make certain such tools are used appropriately.

Staff are accountable for any AI outputs, outcomes, and effects throughout the use of AI. To ensure accountability, staff should identify the person(s) responsible for validating or approving AI outputs and should ensure meaningful human oversight over AI-driven processes. When using AI tools to generate code, staff should ensure that AI-generated code carries out operations as expected.

All uses of AI should be disclosed appropriately and include clear lines of accountability. AI systems should provide clarity about how decisions are made, particularly in contexts of affecting services or institutional decisions. Do not rely on AI-generated decisions without understanding how the outcome was reached. When communicating AI-generated outcomes to others, be prepared to explain what role AI played and how outputs were verified.

When using AI tools to analyze or otherwise process data provided by community partners, external entities, and other populations, staff should obtain consent from those partners before uploading such data to AI tools. Consent must be informed, specific to intended use, and documented in writing.

When uploading copyrighted data to AI tools, staff must ensure that all such uses fall within the [fair use doctrine](#). The Office of Legal Counsel can provide guidance regarding permissible use of copyrighted materials.

2. Documentation

Staff who use AI to support administrative or operational tasks should ensure their use is transparent, well-documented, and appropriate to the context. When AI contributes to materials shared externally—such as grant documentation, reports, or presentations—it is important to disclose the use of the specific tool and to clearly explain how the tool was used and how its outputs were reviewed or integrated into the final work. This attribution includes identifying the AI tool and version, describing its purpose and how it supported the task, and clarifying the extent of human oversight. Staff should also be prepared to explain how the AI generated its output, the type of data or prompts used, and any known limitations or risks. These practices help ensure that AI is used responsibly, align with institutional standards, and meet the expectations of external sponsors, partners, and professional organizations, many of which are developing their own AI-related policies and requirements.

When used, AI should be formally cited, treating the AI tool as “author” both for in-text citations and as a reference list entry that is formatted according to the professional style guidelines that you are using. A description of how the AI tool was used should be included in the methods or acknowledgement section. An exception to this is the American Medical Association (AMA) style, where generative AI tools are not considered authors. Instead, they require acknowledgement in the methods or an acknowledgement section of the paper with in-text citations using a superscript pointing to this acknowledgement. The requirements of the required publication style should always be followed when AI is used.

Hiring managers should be aware that candidates may use AI tools to draft or enhance résumés and cover letters. While the use of AI-assisted tools is not inherently disallowed, all application materials should truthfully and accurately represent the applicant's experience and qualifications.

If a department prefers that materials be written without the assistance of AI tools, this expectation should be clearly communicated in job postings or interview materials.

3. Understanding Limitations

AI tools generate responses based on patterns, which is not true understanding. They can also fabricate ("hallucinate") data. They may carry biases, particularly favoring Standard American English, which could disadvantage other languages, dialects, and writing styles. If the data used to train the AI models is biased, the results may also be biased. AI models can also reinforce existing inequalities if disproportionality exists in historical data. For instance, according to some articles, when users asked AI to create images of people in specialized professions, it showed both younger and older people. Still, the older people were always men, reinforcing gendered bias regarding the role of women in the workplace. AI models often underrepresent or misrepresent marginalized cultural perspectives when their training data lacks those voices. These examples highlight why it is crucial to approach AI-generated content critically and be aware of how bias can influence outputs.

4. Account for and Limit Bias in Administrative Use of AI

When using AI tools to support administrative or operational work, it's important to be aware that these systems can reflect or amplify certain types of bias—such as stereotypes, assumptions, or patterns that may not be accurate or inclusive. This can impact the fairness, quality, or appropriateness of communications, decisions, or data interpretations generated with AI assistance.

Staff should use AI tools thoughtfully by reviewing outputs for accuracy, fairness, and inclusivity, especially when materials are shared with diverse audiences or used to inform policy or service decisions. Human oversight remains essential, and staff are encouraged to question and correct AI-generated content when needed to ensure that institutional values and expectations are upheld.¹

5. Privacy Protection

Under no circumstances should staff input personal, private, HIPAA, FERPA, Common Rule, and Export Control-protected information into an unsecured GenAI system. Personal data includes any information that may relate to an identified or identifiable person. Data may have additional restrictions and protocols associated with it (e.g. Indigenous data), and these types of information should not be shared with these models without additional consent. Researchers should follow [University of Oklahoma policies](#).

Staff should follow ethical practices to avoid uploading other individuals copyrighted work into AI systems without consent and to respect their intellectual property. Staff must exercise caution

¹ "Bias in AI". Chapman University. Accessed April 16, 2025. <https://www.chapman.edu/ai/bias-in-ai.aspx>

when using AI-powered tools or third-party bots that connect to virtual meetings—such as Zoom or Microsoft Teams—for the purposes of transcription, recording, or automatic summarization. These tools may join meetings without an explicit invite, potentially violating university policies, participant consent expectations, and privacy regulations.

All meeting organizers and participants are expected to review and comply with the University's guidance on managing third-party apps and bots, as outlined in [OU IT's Knowledgebase Article on Uninvited Meeting Bots](#). Before enabling such tools, ensure that all attendees are aware of and have consented to the use of AI for recording or summarizing meeting content. Unauthorized use of such tools in meetings involving sensitive information, student data, or instructional activity may result in violations of institutional privacy or data protection policies.

6. Institutional Oversight

To use an AI system not provided by OU, complete the [IT Security Assessment](#) (which may include a Privacy assessment depending on data types). Do not share sensitive, confidential, or regulated data with any commercial or open-source AI solution or model unless an IT security assessment has been completed and a university contract that includes appropriate data protection language (such as FERPA contract language or an agreement has been executed between OU and the provider (e.g., Purchase or Software Agreement and a Business Associate Agreement (BAA), if applicable). Use of the system prior to full approval may expose the University to legal and data security risks.

7. Education and Training

Staff are encouraged to participate in AI ethics and best-practice training to ensure responsible use of AI tools. The University will provide institutional resources including information sessions, resource guides, and consultative services to support researchers in learning about AI capabilities, risks, and ethical considerations.

8. Efficiency

AI should be used when it truly adds value and helps you work more efficiently. When you decide to use AI, make sure it supports your goals, doesn't duplicate existing tools, and that you have a plan to keep it updated or retired when it's no longer needed. Whenever possible, use AI systems that are already available at OU.

It's important to avoid using AI just because it's new or trendy—make sure it really improves your teaching, learning, or research. Work together with colleagues and departments to share useful AI tools, prompts, or models, instead of each person starting from scratch.

Try to pick AI tools that are lightweight and efficient—for example, choose simple text responses over voice or image generation if you don't need the extra features. Remember to log out or close AI sessions when you're done, so you don't use unnecessary system resources.

Rather than running the same prompt over and over, take time to refine your questions and build on the answers you've already received. This approach saves energy and helps you get better results from AI.

Helpful AI Learning Resources

The AI space is rapidly growing and expanding, with new tools and capabilities being revealed every few days. Hence, understanding what to look for in these tools is key. When considering tools outside of what the University offers, be aware of the following when choosing a tool for your needs:

- Use: Educate yourself on the ways to use these tools better through resources such as:
 - [650+ Best Prompts for ChatGPT \(Ultimate List for 2023\)](#)
 - [The 100 Best ChatGPT Prompts to Power Your Workflow](#)
- AI may be Biased: The datasets used to train AI models contain biases that can impact output. Be aware of this and exercise critical judgment when interpreting results. For example: According to some articles, when AI was asked to create images of people in specialized professions, it showed both younger and older people, but the older people were always men, reinforcing gendered bias of the role of women in the workplace. Learn about Bias in AI through reputable sources such as:
 - [AI Bias with IBM](#)
 - [The University of Kansas Addressing Bias in AI](#)
- Complete New AI Training Modules Provided by the University: The University has launched several new training modules on generative AI, including the tools listed above. Staff are encouraged to take advantage of these training modules for both their personal and professional development.
- Explore the Capabilities of New Technologies: GenAI tools can streamline processes but should enhance—not replace—your critical thinking. Employees are encouraged to harness the capabilities of generative AI and incorporate them into their daily workflows.

Questions to Ask Yourself

When using AI, consider the following reflective questions:

- Is using GenAI helping me learn and accomplish more in efficient and valuable ways?
- Is the content generated accurate and verifiable?
- How might the output impact others? Is it free from bias?
- How can my use of GenAI contribute positively to the university and society?

- How much can I trust the data generated by AI?

As AI continues to evolve, it presents new opportunities and challenges in the workplace. By staying informed, adhering to best practices, and making ethical decisions, OU staff can effectively integrate AI tools while upholding university values. Responsible AI use ensures that we maximize its benefits while safeguarding privacy, security, and professional integrity.

Acknowledgment

This document was drafted with the assistance of ChatGPT, an AI language model developed by OpenAI, based on guidance from the NIST Artificial Intelligence Risk Management Framework (2023), Gartner’s EU AI Act readiness series (2023), and internal governance requirements. It was used to align, reduce duplication, and refine the guidelines. Human oversight, subject matter expertise, and institutional review were applied to ensure accuracy, relevance, and alignment with organizational goals.

Please see the following related links for:

- **[AI Administrative and Operational Guidance for OU Staff and Employees](#)**
- **[AI Governance Principles](#)**
- **[AI Guidance for OU Students](#)**
- **[AI Research Guidance for Researchers](#)**
- **[AI Teaching Guidance for OU Faculty and Instructors](#)**

References

- “Bias in AI”. Chapman University. Accessed April 16, 2025.
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- [OU CyberSecurity Policy](#)

AI Research Guidance for Researchers

Artificial Intelligence (AI) will create new opportunities across the entire spectrum of research activities, ranging from the natural sciences, social sciences, economics and political sciences, humanities, engineering, biomedical and health sciences, as well as the creative arts. AI will serve as a catalyst, instigating profound transformations across various domains. Concurrently, it will foster the emergence of novel fields of study while potentially diminishing the prominence of others. Researchers should learn enough about AI to become responsible practitioners and informed critics. Users of AI at OU are responsible for the AI output they create or integrate into their work.

These guidelines have been created with broad input from OU stakeholders. They reflect a set of principles, also included in these documents, to guide AI usage in the university context, providing a foundation upon which specific AI projects, initiatives, and implementations can be explored. The guidelines are not designed to engage with larger global concerns about the potential deleterious impact of the ongoing development of AI on the environment and society. Instead, these and other guidelines are designed to help faculty, staff, researchers, and students who wish to incorporate AI into their work navigate this ever-changing landscape and employ AI for academic purposes in beneficial and ethical ways that mitigate risk. These guidelines are written with the understanding that they are subject to change due to the ever increasing and advancing nature of AI and the standards being developed accordingly.

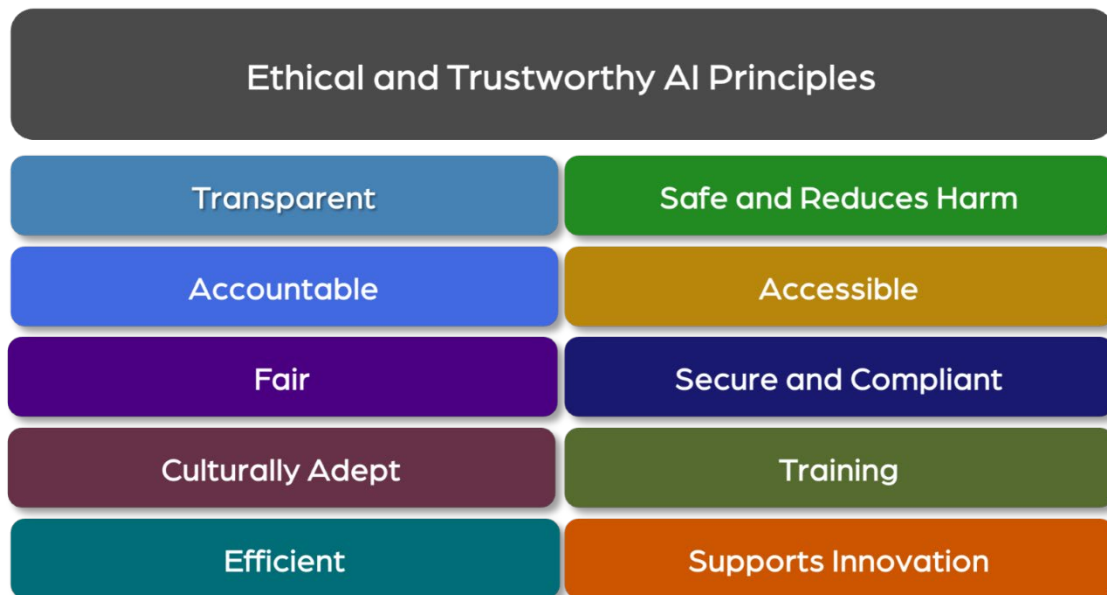
Principles for AI

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These principles are written to guide the work of the AI Governance Working Group with the goal of balancing innovation and enablement with ethical and secure deployment to “enhance innovation across education, research, and operation[s]” at the University of Oklahoma. The principles are set forth in a binary approach. Each principle below consists of an aspirational component that is idealistic as well as an operational component that is pragmatic.

Lastly, these principles are written with the understanding that they are subject to change due to the broad and rapidly advancing nature of AI and the standards being developed accordingly.

This includes monitoring the newly introduced NIST AI Standards “Zero Drafts” Pilot Project to continually develop AI standards.



Visit [Ethical and Trustworthy AI Usage Principles to learn more.](#)

Foundational Information

For the purposes of these principles, the following foundational information regarding AI systems should apply:

Definition of Artificial Intelligence: As used in the NIST AI RMF 1.0 (adapted from OECD Recommendation on AI:2019; ISO/IEC 22989:2022), AI “*refers to an AI system as an engineered or machine-based system that can, for a given set of objectives, generate outputs such as predictions, recommendations, or decisions influencing real or virtual environments. AI systems are designed to operate with varying levels of autonomy.*”

Deployment of AI Systems: The university recognizes that AI systems are deployed for a variety of use cases, with varying levels of complexity, and can be provided for internal or through third parties via direct, web-based use, through APIs or other means. As used in these principles and elsewhere, the following categories of AI systems apply:

Experimental Deployment: AI systems developed and used for prototyping, research exploration, or early-phase trials within academic environments.

Custom In-House Deployment: AI systems developed and used entirely within the university using proprietary or institution-owned data and infrastructure. These systems offer full transparency and accountability, requiring rigorous adherence to internal controls across the AI lifecycle—design, training, tuning, testing, and deployment.

Foundational Model Deployment: AI systems reliant on large, pre-trained foundational models (e.g., GPT-4, Gemini, Deepseek R1, [Microsoft 365 Copilot](#), etc.) that are locally deployed and/or customized using institutional data (such as fine-tuning, retrieval-augmented generation, or other similar technologies).

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Embedded Deployment: AI systems embedded in devices or infrastructure systems (e.g., smart campus sensors, autonomous lab instruments).

AI Potential and Research

AI may assist researchers in different roles and at all career stages by supporting data analysis, coding, writing, visualization, and literature synthesis, with some limitations and precautions needed. Recent advancements demonstrate that models like GPT-4 can clean datasets, develop analytical strategies, run statistical tests, and generate academic content. However, while these tools enhance efficiency, they also pose risks, including hallucinations, biases, fabrications, academic integrity and intellectual property violations, and limitations to developing critical thinking capabilities.

All users are responsible for reviewing any output produced by AI before using in its operational systems or integrating it into research environments. AI-generated code may contain security vulnerabilities, logic errors, or incomplete functionality that could compromise data integrity, system performance, or regulatory compliance.

As AI evolves, researchers must balance innovation with integrity. Some academic journals and federal funding agencies have restricted GenAI use in manuscripts and grant applications. It is crucial for researchers to familiarize themselves with funding agencies' and journals' guidelines to ensure compliance. Additionally, research should follow ethical practices to avoid uploading others copyrighted research without consent and to respect intellectual property.

For AI to truly drive discoveries, it will also be essential for researchers to understand AI tools' abilities and limitations and leverage them effectively, selecting the appropriate tool for the research need in question.

Principles Related to Using AI in Research

1. Accountability and Responsible Use

Researchers should utilize AI systems in research only where they perform well and exhibit few hallucinations. Researchers should ensure they have a sound understanding of the capabilities and limitations of AI tools within the context of a specific tool's implementation. As AI models are predictive systems and lack true understanding, researchers should verify all outputs for accuracy and attribution and attest that this has been done in all cases, detailing the methods used to do so.

Researchers are accountable for any AI outputs, outcomes, and effects throughout the research process. This includes thoroughly reviewing code or scripts generated by AI before deploying it in operational systems and ensuring it carries out operations as expected. Researchers must accept responsibility and accountability for the content produced by AI tools.

When using AI tools to analyze or otherwise process research data provided by community partners, external entities, and other populations, researchers should obtain written consent from those partners before uploading such data to AI tools. Researchers should communicate transparently with research partners about data that they contributed is stored, shared, and made accessible to other parties by any AI tool used in the research process.

When uploading copyrighted data to AI tools, researchers must ensure that all such uses fall within the [fair use doctrine](#). The [OU Office of Technology Commercialization](#) can provide guidance regarding permissible use of copyrighted materials.

AI tools should not be used for inappropriate image or data manipulation leading to data or results that are partially or wholly fabricated or falsified, such that the research is not accurately represented in the research record. Researchers who use AI tools should also be to assert that their research output does not contain plagiarism, including text or images produced by AI. Intentional, knowing, or reckless use of AI tools for inappropriate and unethical research data or text manipulations may be considered violations of the university's Ethics in Research Policy.

2. Documentation

All use of AI in research should be fully documented and reported in detail to sponsors for grants, editors for manuscripts and publications, reviews for conferences, and audiences for invited talks and presentations.

Documentation should be recorded in research records, such as laboratory notebooks, standard operating procedures, and project notes and/or methodologies. The use of AI tools should be disclosed when AI tools are used in scholarly activities that are disseminated, paying special attention to guidelines and publishers, meeting organizers, and funding agencies. Of note, sponsors, journals, and professional societies are generating their own best practices and policies in tandem, so researchers should be aware of additional requirements beyond University policies.

When using AI in research, researchers should clearly identify the AI tool or system used, including name and version. Researchers should explain the purpose and context for using AI (e.g., data analysis, drafting content), describe the stage(s) at which AI is used (e.g., input processing, output, or post-processing), and clarify how an AI system is supporting human analysis.

Researchers should document how the AI generates outputs. Researchers should state the origin and type of data used to train or fine-tune the AI system, disclose known limitations or biases associated with the model, and share assumptions or constraints that influence how the AI tool is applied in context.

When used, AI should be formally cited, treating the AI tool as “author” both for in-text citations and as a reference list entry that is formatted according to the professional style guidelines that you are using. A description of how the AI tool was used should be included in the methods or acknowledgement section. An exception to this is the American Medical Association (AMA) style, where generative AI tools are not considered authors. Instead, they require acknowledgement in the methods or an acknowledgement section of the paper with in-text citations using a superscript pointing to this acknowledgement. The requirements of the required publication style should always be followed when AI is used.

3. Understanding Limitations

Understanding Limitations: AI tools generate responses based on patterns, which is not true understanding. They can also fabricate ("hallucinate") data. They may also carry biases, particularly favoring Standard American English, which could disadvantage other languages, dialects, and writing styles. If the data used to train the AI models is biased, the results may also be biased. AI models can also reinforce existing inequalities if disproportionality exists in historical data. For instance, according to some articles, when users asked AI to create images of people in specialized professions, it showed both younger and older people. Still, the older people were always men, reinforcing gendered bias regarding the role of women in the workplace. AI models often underrepresent or misrepresent marginalized cultural perspectives when their training data lacks those voices. These examples highlight why it is crucial to approach AI-generated content critically and be aware of how bias can influence outputs.

4. Account for and Limit Bias

Bias in AI systems should be understood, quantified, described, and mitigated in order to ensure that quality research is produced when AI tools are incorporated into research workflows. This is especially true when applying outputs to research involving human participants or using data from such studies.

Selection bias, confirmation bias, measurement bias, stereotyping bias, and out-group homogeneity bias are all common forms of bias that can be introduced or amplified by AI tools. Researchers can mitigate bias by ensuring that AI tools used are trained on diverse and representative data, by using bias detection tools, by continuously auditing AI systems to evaluate fairness of outputs, and by keeping human review as a critical component of any AI workflow within a research lifecycle (“Bias in AI”, 2025).

5. Privacy Protection

The following should not be input into unsecured GenAI systems: personal or private information, protected health information (HIPAA), student records (FERPA), human subject research data (Common Rule), export-controlled information, or proprietary research data. Personal data includes any information that may relate to an identified or identifiable person. Data may have additional restrictions and protocols associated with it (e.g. Indigenous data), and these types of information should not be shared with these models without additional consent. Faculty and instructors should follow [University of Oklahoma policies](#).

Additionally, do not input intellectual property (e.g., unpublished research, teaching materials, student papers, or presentations) that you do not own or have not created without obtaining appropriate consent from the content owner or originator. This includes work authored by students, colleagues, or collaborators. For additional information, see the Intellectual Property Policy at <https://www.ou.edu/content/dam/otd/docs/2016-2017/IP%20Policy%2010.16.pdf>

Researchers must exercise caution when using AI-powered tools or third-party bots that connect to virtual meetings—such as Zoom or Microsoft Teams—for the purposes of transcription, recording, or automatic summarization. These tools may join meetings without an explicit invite, potentially violating university policies, participant consent expectations, and privacy regulations.

All meeting organizers and participants are expected to review and comply with the University's guidance on managing third-party apps and bots, as outlined in [OU IT's Knowledgebase Article on Uninvited Meeting Bots](#). Before enabling such tools, ensure that all attendees are aware of and have consented to the use of AI for recording or summarizing meeting content. Unauthorized use of such tools in meetings involving sensitive information, student data, or instructional activity may result in violations of institutional privacy or data protection policies.

6. Institutional Oversight

The use of any GenAI system not provided by OU or on the approved software list must have an [IT Security Assessment](#) completed before using with an OU account or OU-related data. See the [OU Acceptable Use Policy](#) and the [OU CyberSecurity Policy](#). Use of the tool prior to full approval may expose the University to legal and data security risks.

The institution will develop processes to monitor and evaluate AI-related research, ensuring compliance with research integrity guidelines. Research output, including quality, impact, and relevance, will be assessed, and a culture of responsible AI research will be fostered through education, training, and institutional support.

7. Education and Training

Researchers are encouraged to participate in AI ethics and best-practice training to ensure responsible use of AI tools. The University will provide institutional resources including information sessions, resource guides, and consultative services to support researchers in learning about AI capabilities, risks, and ethical considerations.

8. Collaboration and Partnerships

Researchers should be aware of guidelines related to external collaborations involving any AI research. If AI is used in joint research efforts, funding policies, or industry partnerships, researchers should ensure compliance with institutional and funding agency requirements.

Paid or unpaid relationships (contractual or otherwise) with technology service providers surrounding the use of AI should be coordinated with [University IT](#) and/or the relevant IT Advisory Committees. Vendors should demonstrate compliance with institutional AI standards, applicable regulatory requirements (e.g., EU AI Act, NIST AI RMF), and contractual safeguards.

9. Intellectual Property and Human Subjects Research

AI-generated work may raise questions about intellectual property ownership. Researchers should be aware of relevant policies and seek guidance on AI-created content ownership from OU's Office of Technology Commercialization. Additionally, research involving human subjects must adhere to ethical standards, ensuring that AI does not compromise participant rights (including the CARE principles), consent processes, or data integrity. Researchers should be aware that the use of AI tools (e.g., LLMs) with IP data might constitute a public disclosure and affect patent filings and copyright filings.

10. Efficiency

AI should be used when it truly adds value and helps you work more efficiently. When you decide to use AI, make sure it supports your goals, doesn't duplicate existing tools, and that you have a plan to keep it updated or retired when it's no longer needed. Whenever possible, use AI systems that are already available at OU.

It's important to avoid using AI just because it's new or trendy—make sure it really improves your teaching, learning, or research. Work together with colleagues and departments to share useful AI tools, prompts, or models, instead of each person starting from scratch.

Try to pick AI tools that are lightweight and efficient—for example, choose simple text responses over voice or image generation if you don't need the extra features. Remember to log out or close AI sessions when you're done, so you don't use unnecessary system resources.

Rather than running the same prompt over and over, take time to refine your questions and build on the answers you've already received. This approach saves energy and helps you get better results from AI.

Please see the following related links for:

- [**AI Administrative and Operational Guidance for OU Staff and Employees**](#)
- [**AI Governance Principles**](#)
- [**AI Guidance for OU Students**](#)
- [**AI Research Guidance for Researchers**](#)
- [**AI Teaching Guidance for OU Faculty and Instructors**](#)

Acknowledgement

This document was drafted with the assistance of ChatGPT, an AI language model developed by OpenAI, based on guidance from the NIST Artificial Intelligence Risk Management Framework (2023), Gartner’s EU AI Act readiness series (2023), and internal governance requirements. It was used to align, reduce duplication, and refine the guidelines. Human oversight, subject matter expertise, and institutional review were applied to ensure accuracy, relevance, and alignment with organizational goals.

References

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<https://nvlpubs.nist.gov/nistpubs/ai/NIST.AI.100-1.pdf>
- [OU Risk Assessment Standard](#)
- [OU Identity and Access Management Policy](#)
- [OU Acceptable Use Policy](#)
- [OU CyberSecurity Policy](#)

AI Guidance for OU Students

At the University of Oklahoma, we are excited and committed to helping you explore how AI tools can support your learning experiences and boost productivity. We offer guidance about prioritizing your learning while you investigate AI tools, whether you are using AI to brainstorm ideas, summarize class notes, improve writing, streamline daily routine tasks, tackle challenging problems, etc. Students should learn enough about AI to become responsible practitioners and informed critics. Remember that each course at OU sets its own policies for using AI tools. It is your responsibility to follow the AI policy within each of your courses or student jobs. If you are unsure about what's allowed, refer to your syllabus statement and feel free to ask your instructor. ***Ultimately, it is your responsibility to know if and how AI can be used in your courses and research to support your learning.*** Users of AI at OU are responsible for the AI output they create or integrate into their work.

These guidelines have been created with broad input from OU stakeholders. They reflect a set of principles, also included in these documents, to guide AI usage in the university context, providing a foundation upon which specific AI projects, initiatives, and implementations can be explored. The guidelines are not designed to engage with larger global concerns about the potential deleterious impact of the ongoing development of AI on the environment and society. Instead, these and other guidelines are designed to help faculty, staff, researchers, and students who wish to incorporate AI into their work navigate this ever-changing landscape and employ AI for academic purposes in beneficial and ethical ways that mitigate risk. These guidelines are written with the understanding that they are subject to change due to the ever increasing and advancing nature of AI and the standards being developed accordingly.

University of Oklahoma's GenAI Offerings

You may be using AI tools in research, coursework, or projects if permitted. With the rise of numerous Generative AI (GenAI)-based tools, it is important to know how to choose the best tool for you.

As the use of GenAI and machine learning tools continues to grow, choosing tools that align with your needs and your data responsibilities is important. The University of Oklahoma offers access to several AI tools via the [AI Resource Center](#). These tools are provided under institutional licenses and may include enhanced data privacy protections or security features. We recommend using these tools over similar technologies whenever possible. However, not all tools share the same terms of use, cost structure, or data handling practices.

When using AI tools, please review the specific terms associated with each platform, especially how your data is handled. While some tools are configured to prevent your inputs from being used for model training, no system can eliminate all data exposure risks. We understand the emerging AI trends, opportunities, and uncertainties and are closely monitoring the changes.

Faculty and instructors should be communicating with you about which AI tools are permitted, the rationale behind those decisions, and how you are expected to engage with them. Instructors should actively guide you in understanding the limitations, risks, and potential of AI

technologies. Use of these tools, when allowed, should supplement not replace your effort and support deeper learning.

If in doubt, or as a matter of good practice, discuss the appropriate course of action with your advisors and/or instructors when using AI solutions for your academic, research, and scholarly activities.

Choosing a GenAI Tool to Use

The GenAI space is rapidly growing and expanding, with new tools and capabilities being revealed every few days. Hence, understanding what to look for in these tools is key. While these tools can significantly improve efficiency and productivity, they also come with important limitations, including the potential for **hallucinations** (confident but incorrect outputs), **biases**, plagiarized text, and **fabricated information**. When considering tools outside of what the University offers, be aware of the following when choosing a tool for your needs:

- **Privacy Risks:** Data shared with external GenAI tools is often not private and may be accessible by third parties. Do not share sensitive, confidential, or regulated data with any commercial or open-source AI solution or model unless an [IT Security Assessment](#) has been completed and an agreement has been executed between OU and the provider (e.g., a Purchase or Software Agreement and a Business Associate Agreement (BAA), if applicable). (References: [OU Risk Assessment Standard](#), [OU Identity and Access Management Policy](#)). Please remember that some information may have additional restrictions and associated protocols (e.g., Indigenous, healthcare, or subjects' data), and these types of information should not be shared with these models without additional consent. See the OU [Acceptable Use Policy](#) and the [OU CyberSecurity Policy](#) to ensure they are legitimate and follow safe computing practices.

Do not share personal, financial, or sensitive information. Additionally, for AI tools supported by OU, using a private account instead of an official OU account does not offer a similar level of data protection. To help safeguard your information, we recommend always using your OU account when accessing these supported AI tools.

- **Misleading Costs:** Some tools appear free but require payment for full functionality. Some AI tools appear free initially but limit key features, run time, or results behind a paywall, requiring users to subscribe or pay for full functionality. Be cautious of services that request credit card information upfront, which may indicate automatic subscriptions or hidden fees.
- **Understanding Limitations:** AI tools generate responses based on patterns, which is not true understanding. They can also fabricate ("hallucinate") data or provide plagiarized text or images in their output. They may also carry biases, particularly favoring Standard American English, which could disadvantage other languages, dialects, and writing styles. If the data used to train the AI models is biased, the results may also be biased. AI models can also reinforce existing inequalities if disproportionality exists in historical

data. For instance, according to some articles, when users asked AI to create images of people in specialized professions, it showed both younger and older people. Still, the older people were always men, reinforcing gendered bias regarding the role of women in the workplace. AI models often underrepresent or misrepresent marginalized cultural perspectives when their training data lacks those voices. These examples highlight why it is crucial to approach AI-generated content critically and be aware of how bias can influence outputs.

1. **Use Reputable Sources:** When using external AI tools, verify the product's or tool's legitimacy. Check whether OU IT has already assessed this AI tool for security risks. Also, consider the limitations of using GenAI:
 - **GenAI is not sentient:** AI models simulate intelligence by identifying and replicating patterns in data, but they do not possess self-awareness, consciousness, emotions, or independent thought. Their responses are based purely on statistical associations, not genuine understanding or intentional reasoning.
 - **GenAI is biased:** AI models are trained from extensive historical data collections, often containing human assumptions, stereotypes, and social inequalities. As a result, AI can reflect and even reinforce these biases in its outputs. Because of this, AI tools should not be relied upon for ethical deliberation, sensitive judgment, or decision-making without careful human oversight.
 - **GenAI can mislead:** AI-generated content may include false or inaccurate information, often presented confidently and convincingly, making it difficult to spot errors immediately. Sometimes, AI systems can hallucinate, producing names, data, quotes, summaries, or sources that do not exist or may provide plagiarized information without citation or quotation marks. Because of this, verifying all AI-generated information against credible, trusted sources is essential before using it. It is your responsibility to ensure the accuracy of the information being presented and communicated. Presenting AI-generated content as factual without verification can lead to the spread of misinformation (violating the safe and minimizing risk principle) and can negatively impact peer learning and academic integrity. Cross-reference all information with credible sources or consult with your instructors.

2. Using AI for Learning

GenAI has the potential to develop your knowledge and skills if used correctly. At the same time, GenAI can easily impede your learning by offering shortcuts and allowing you to avoid the hard work that learning requires. These examples for use of AI for learning are not the ultimate learning outcomes, but possibilities that depending on the course, associated learning objectives, one's prompt, and one's usage of the output, may be helpful for learning. Here are a few ways you might use GenAI to assist, rather than undermine, your learning process.

- **As a Search Tool:** Well-known search engines like Google and Copilot can provide summarizations along with references. They can be powerful enough to brainstorm, if

used appropriately with the proper prompts, and sketch tech ideas for quick, thorough analysis. However, most AI chatbots provide broad overviews but lack access to many academic sources. Always cross-check information with academic literature and valid sources.

- **For Summarization:** OU-supported AI tools like Copilot and Zoom AI companion can generate quick summaries of the materials and meetings, aiding in note-taking and improving comprehension. However, leveraging these tools to personalize and meet your needs and improvising the content generated is essential. Please do not rely solely on AI summaries; use them as a canvas for sketching ideas.
- **For Studying:**
 - Supplementary Use: GenAI tools should be used as a supplementary resource rather than a primary source of information. Use these tools to generate questions that prompt further exploration and study, rather than relying on them for definitive answers.
 - Critical Evaluation: Critically evaluate AI-generated content and verify the accuracy of AI-generated questions and answers against credible academic sources.
 - Learning Enhancement: Use GenAI to enhance learning by providing alternative perspectives prompting you to think about topics in new ways. This can foster a deeper understanding when combined with traditional study methods.
 - Educational Resources: Use GenAI to offer guidance and resources to help you effectively integrate GenAI into study routines to understand both its capabilities and limitations.
- **For Writing and Problem-Solving:** AI tools can assist with brainstorming and editing but should not replace original thought processes. Academic policies often restrict AI use for assignments—refer to your syllabus and consult your instructor.
- **AI Learning Resources:** Educate yourself on how to use AI effectively with OU resources such as:
 - *[Presentations on GenAI use in writing](#)* are provided by the OU writing center and are available by [request](#) with two weeks of notice.
 - *[University Libraries AI workshops](#)* are provided by OU libraries and are available on request. Check [Getting Better Results with Prompt Engineering](#)
 - *[Useful Generative AI Prompt Techniques for Everyday Work](#)*
 - *[Leveraging AI as an Educational Tool](#)*.

- [*Artificial Intelligence in Health Care with Interactive Branching.*](#)

3. Using AI in Your Courses

- **Be Aware of Your AI Usage:** GenAI encompasses many technologies beyond chatbots like ChatGPT, Gemini, or Copilot. Software such as Grammarly, for instance, also uses GenAI. You need to be aware of how and when you are using all AI technologies while completing your coursework. While your instructors may not have any problem using Grammarly (or something similar) to correct spelling/grammar errors, these technologies offer *much* more than basic editing. For instance, Grammarly can revise your writing to sound more "academic" or "confident." Carefully check with your instructor on AI usage for more details to avoid potential violation of policies.
- **Instructor Policies:** Each course will have different AI use guidelines. It's important to carefully review your syllabus to understand what is allowed and what isn't. If the policy is unclear or not addressed, ask your instructor for clarification before using AI tools in your coursework.
- **Academic Integrity:** Use AI to improve your ability to learn and to use your critical thinking skills, not to replace them. Avoid using GenAI in ways that compromise [academic integrity](#) and the expectations of your instructor regarding AI usage. Always disclose and cite your use of AI when it is allowed in your course or research.
- **Safe and minimize risk and harm:** As a student, how you use GenAI is about more than just abiding by policies or maintaining academic integrity. Using GenAI during your coursework can potentially harm your instructors and peers – an outcome you must avoid. The most common way that GenAI can cause harm in your courses is by deceiving your instructor or peers to read machine-generated text when they believe it was written by a human (you). Your use of AI should always follow the ethical principles outlined in OU's principles document. **Documentation:** When used, AI should be formally cited, treating the AI tool as "author" both for in-text citations and as a reference list entry that is formatted according to the professional style guidelines that you are using. A description of how the AI tool was used should be included in the methods or acknowledgement section. An exception to this is the American Medical Association (AMA) style, where generative AI tools are not considered authors. Instead, they require acknowledgement in the methods or an acknowledgement section of the paper with in-text citations using a superscript pointing to this acknowledgement. The requirements of the required publication style should always be followed when AI is used.

4. Using AI for Career Readiness

- **AI in the Job Market:** AI literacy is becoming increasingly important in the workforce. Some industries require AI skills, while others restrict AI use. It behooves you to be literate in AI so you can speak to its use in the particular industry or job you are pursuing and know the ethical and other issues.

- **Research Considerations:** Sensitive or identifiable data must not be input into AI tools being used for research. Consult your advisor before using AI for University-sponsored work and review the AI Usage Guidelines for Research.

5. Use of AI Tools in Virtual Meetings

Students must exercise caution when using AI-powered tools or third-party bots that connect to virtual meetings—such as Zoom or Microsoft Teams—for the purposes of transcription, recording, or automatic summarization. These tools may join meetings without an explicit invite, potentially violating university policies, participant consent expectations, and privacy regulations.

All meeting organizers and participants are expected to review and comply with the University's guidance on managing third-party apps and bots, as outlined in [OU IT's Knowledgebase Article on Uninvited Meeting Bots](#). Before enabling such tools, ensure that all attendees are aware of and have consented to the use of AI for recording or summarizing meeting content. Unauthorized use of such tools in meetings involving sensitive information, student data, or instructional activity may result in violations of institutional privacy or data protection policies.

6. Questions to Consider When Using AI

AI tools can be valuable resources for research, studying, and skill development but must be used responsibly. Prioritize critical thinking, verify AI-generated information, and follow course-specific guidelines. Understanding AI's limitations and ethical considerations will help you become an informed user academically and professionally.

As AI transforms academic and professional spaces, consider the following:

- How will I integrate AI tools in my academic work to enhance, but not curb, my learning and critical thinking skills?
- Does AI support or hinder my achieving the course objectives?
- Is the content I generate and submit for courses my original work, accurate, and verifiable?
- How will I treat AI-generated content in my academic work?
- Is using AI fair & equitable in my class for my peers and instructor for assignments, projects, and group work?

7. If You Have Concerns

Talk with your instructor if you have concerns about how GenAI is being used or limited in a course. Training materials may also be available to help you understand the tools.

8. Efficiency

AI should be used when it truly adds value and helps you work more efficiently. When you decide to use AI, make sure it supports your goals, doesn't duplicate existing tools, and that you have a plan to keep it updated or retired when it's no longer needed. Whenever possible, use AI systems that are already available at OU.

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- **[AI Teaching Guidance for OU Faculty and Instructors](#)**

References

- National Institute of Standards and Technology. (2023). *Artificial Intelligence Risk Management Framework (AI RMF 1.0)*. U.S. Department of Commerce, <https://nvlpubs.nist.gov/nistpubs/ai/NIST.AI.100-1.pdf>
- [OU Risk Assessment Standard](#)
- [OU Identity and Access Management Policy](#)
- [OU Acceptable Use Policy](#)
- [OU CyberSecurity Policy](#)

Appendix D: AI Governance Advisory Council Recommendations

Recommendations by the AI Governance and Policy Workgroup for a Permanent

AI Advisory Structure for OU: ²

DRAFT 7/29/25

Background

Effective oversight is a critical component of safely deploying and scaling Artificial Intelligence (AI) across OU, supporting its responsible use, meeting regulatory and compliance requirements, and achieving AI-enabled business outcomes. AI governance is the process of creating policies, assigning decision rights, and recommending organizational accountability for the risks and decisions for the application and use of artificial intelligence techniques.

Purpose Statement

An AI Advisory Council should be established to report to a Chief AI Officer who has decision-making authority and ultimate responsibility for AI initiatives and use at OU. The OU AI Advisory Council will serve as an advisory body to achieve the goals laid out in OU's strategic plan—to be a leader in the ethical use of AI for innovation and excellence in research, teaching, and operations. The AI Advisory Council will guide and champion safe and responsible use of AI technologies, ensuring alignment with federal and state laws and regulations, and mitigating risks associated with that use in university-related activities.

Group Structure

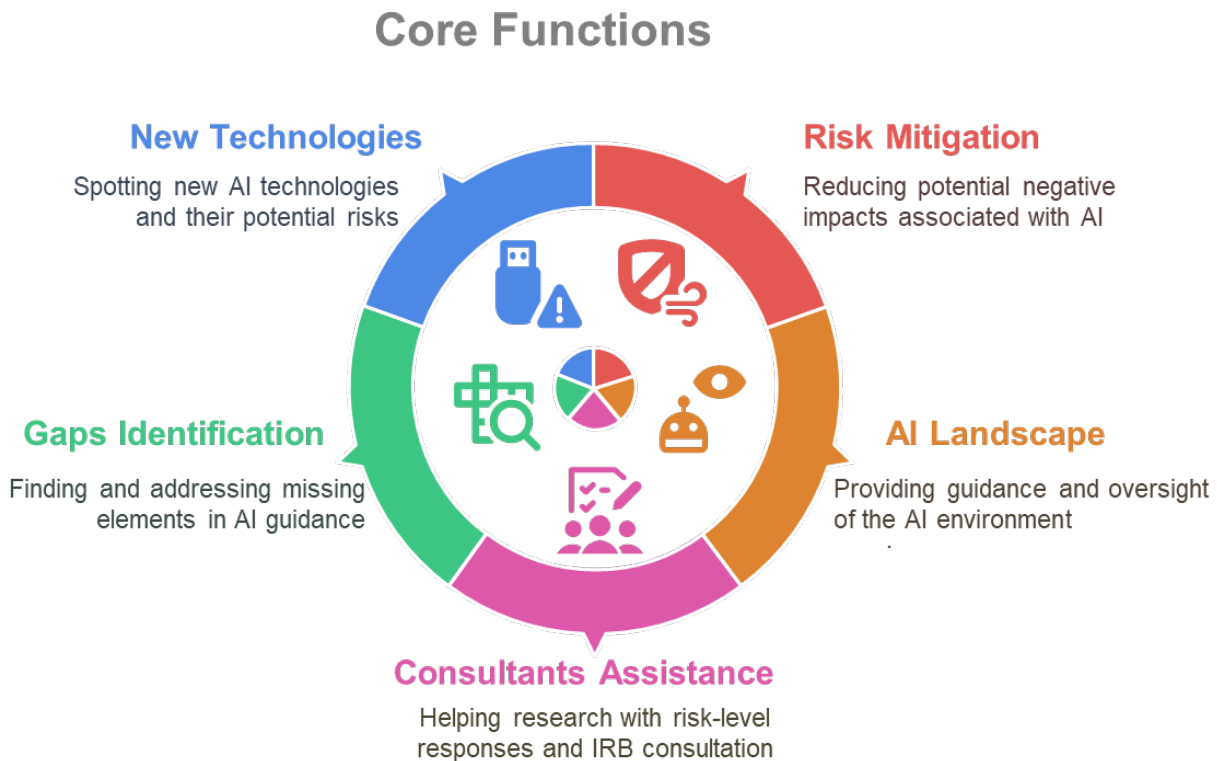
The AI Advisory Council should have an assigned part-time staff member that is responsible for convening, processing incentives, recruitment, agenda setting, and documentation for the AI Advisory Council core functions. Other recommendations include:

- Representation on the AI Advisory Council should come from all three campuses.
- Core Council should be comprised of approximately 5 members. Other stakeholders can participate as non-core members.
- Subcommittees, working groups, subject matter experts, or ad hoc advisors can be formed or engaged as needed.
- Membership should be staggered and rolling for a defined term (e.g., 3 years).
- Members should receive an incentive for participation (stipend) similar to how our IRB operates.

² These recommendations were developed from the broad expertise represented in OU's AI Governance Workgroup, reviews of AI consultant material, comparisons with peer institutions, literature reviews, and other key stakeholder input. ChatGPT was used to summarize AI governance functions and structure at peer higher education institutions.

- The AI Advisory Council should meet at least bi-annually with additional meetings as-needed meetings for high-risk reviews or emergent needs.
- Onboarding training needs to be developed and provided to all core members, sub committees, and advisors where appropriate and needed.
- Outside consultants/advisors can be used to support start-up of the council and/or to provide guidance, direction, and review of the Council's activities.

Roles and Responsibilities



Responsibilities

The Core Members should:

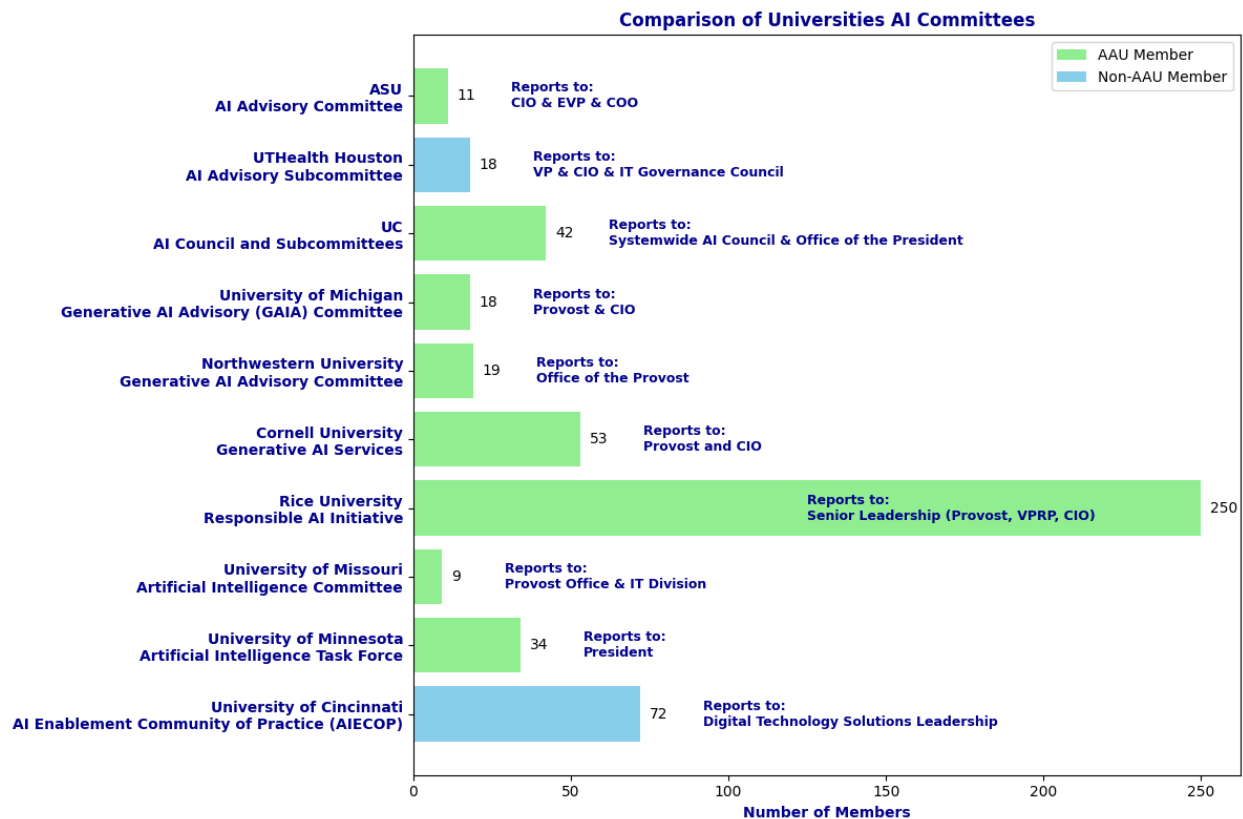
- **Evaluate High-Risk AI Use Cases:** Provide advisory input and feedback on AI initiatives that may involve elevated ethical, legal, reputational, or operational risks. See Appendix D for an example of a risk-based approach framework.
- **Enable Thoughtful Deliberation:** For AI uses determined to be medium or high risk, provide thorough, deliberate review and feedback to ensure appropriate guardrails are in place.

- **Promote Trustworthy AI:** Ensure that AI use is ethical, transparent, and aligned with institutional values and applicable regulatory frameworks, including the EU AI Act where relevant.
- **Monitor and Oversee:**
 - Review AI-related guidelines, policies, and procedures every 6 months to ensure they remain current and effective.
 - Recommend updates to standards and risk categorization processes based on emerging technology and regulatory changes.
- **Continuous Review and Adaptation:** Engage in a cycle of continuous review and adaptation as the technology and applications evolve with the goal of continuous quality improvement of oversight processes and risk management functions.
- **Coordinate with Existing Bodies:** Work collaboratively with existing university committees, review boards, and governance groups (e.g., Data Governance Committee, Research Compliance, Legal Counsel, IT Governance, IRB) to ensure AI implications are considered holistically and the right expertise is gathered.

Appendices

- Appendix D.A: Southeastern Conference AI Leadership Structures
- Appendix D.B: Risks and Considerations
- Appendix D.C: Types of Questions the AI Advisory Council should be addressing
- Appendix D.D: Risk-Based AI Governance Approach
- Appendix D.E: Survey of Senior Administrator Roles at SEC Universities

Appendix D.A: Southeastern Conference AI Leadership Structures



1. Arizona State University (ASU) – AI Advisory Committee

- **Objectives:** Strategically inform and support the growth and impact of ASU’s AI expertise and initiatives.
- **Roles & Responsibilities:** Review, advise, and shape guidelines related to AI use in technology products, focusing on ethical practices and responsible design.
- **Membership:** Composed of faculty and staff with expertise in AI and related fields.
 - 11 members. Includes faculty in computing, law, information systems, engineering, and innovation in society, plus directors of AI Acceleration, Learning Engineering Institute, and Knowledge Enterprise.
- **Reports to:** CIO & Executive Vice President & COO.
- **AAU Status:** AAU member. [ASU AIASU AIai.universityofcalifornia.edu+5Cornell Teaching+5AI for Good+5](https://ai.asu.edu/asu-ai-advisory-committee)
- **Link:** <https://ai.asu.edu/asu-ai-advisory-committee>

2. UTHealth Houston – AI Advisory Subcommittee

- **Objectives:** Provide guidance on the safe utilization of AI technologies within UTHealth Houston, ensuring alignment with federal and state laws and regulations.

- **Roles & Responsibilities:** Advise and consult on the implementation of AI systems, emphasizing ethical considerations and legal compliance.
- **Membership:** Includes 18 members from the Information Technology Governance Council, faculty, staff, and other stakeholders.
- **Reports to:** Vice President & CIO & IT Governance Council.
- **AAU Status:** Not an AAU member. [UTHealth Houston+1aerospacedr.com+1](#)

3. University of California (UC) – AI Council and Subcommittees

- **Objectives:** Assist UC's efforts to institutionalize Responsible AI Principles across the system.
- **Roles & Responsibilities:** Develop trainings, provide guidance and systemwide risk-assessment strategies, and promote transparent use of AI.
- **Membership:** Comprises members representing a diverse cross-section of disciplines from across the UC system.
 - 42 members total. There are three subcommittees. 1) Knowledge, Skills, Awareness. 2) Risk Assessment. 3) Transparency.
- **Reports to:** Systemwide AI council & Office of the President.
- **AAU Status:** UC system is an AAU member. [UC Office of the President+4ai.universityofcalifornia.edu+4UC Office of the President+4ai.universityofcalifornia.edu](#)
- **Link:** <https://ai.universityofcalifornia.edu/>

4. University of Michigan – Generative AI Advisory (GAIA) Committee

- **Objectives:** Provide guidance to the university community for the use of generative AI and offer strategic advice to university leadership.
- **Roles & Responsibilities:** Assess opportunities and challenges posed by generative AI, particularly as it relates to U-M's mission.
- **Membership:** Includes faculty and staff with expertise in AI and its applications in academia.
 - 18 members, including faculty in engineer, computational medicine, English, education, information and information systems, health management and policy, computer science, medicine, and directors/administrators for the Center for Research on Learning and Teaching, Online and Digital Education, Academic Innovation, Support Services and Emerging Technologies, Diversity/Equity/Inclusion, and Center for Writing.
- **Reports to:** Provost & CIO.

- **AAU Status:** AAU member.[it.umich.edu+1University Record+1U-M Research+2genai.umich.edu+2academictechnology.umich.edu+2it.umich.edu+53ASU AI+53ASU AI+53](#)
- **Link:** <https://it.umich.edu/strategy-planning/gaia>

5. Northwestern University – Generative AI Advisory Committee

- **Objectives:** Advise the Provost on academic issues related to generative AI, including academic integrity and instructional practices.
- **Roles & Responsibilities:** Monitor developments in generative AI applications as they relate to academic policy and practices; review resources and provide guidance on pedagogical opportunities and challenges.
- **Membership:** Composed of faculty members with relevant expertise.
 - 19 members, including faculty in media studies, computer science, education, law, and education and social policy and administrators in Office of Provost, General Counsel, Undergraduate Admissions, College of Arts and Sciences, Human Resources, Teaching and Learning, Writing Program, Libraries, Technology Strategy and Operations, Information Technology
- **Reports to:** Office of the Provost.
- **AAU Status:** AAU member.[Northwestern University+1ai.northwestern.edu+1](#)
- **Link:** <https://www.northwestern.edu/provost/about/committees/generative-ai-advisory-committee/>

6. Cornell University – Generative AI Services

- **Objectives:** Champion a broad range of groups, topics, experimentation, standards, and practices connected to generative AI; prioritize and focus institutional resources toward the strengths of generative AI tool use; mitigate risks associated with that use in university-related activities and operations.
- **Roles & Responsibilities:** Develop guidelines and recommendations for the use of generative AI in education and administration; identify risks, use cases, and benefits of generative AI within the university's services.
- **Membership:** Includes faculty, staff, and administrative leaders. With AI plenary council (13) and subcommittees for both AI research (19) and AI education (21).
- **Reports to:** Provost and CIO.
- **AAU Status:** AAU member.[IT@Cornell+1Cornell AI Initiative+1IT@Cornell+1Cornell Teaching+1](#)

7. Rice University – Responsible AI Initiative

- **Objectives:** Position Rice as a global leader in responsible AI development, application, and understanding.[Strategic Plan | Rice University](#)

- **Roles & Responsibilities:**
 - Drive fundamental advancements in next-generation AI solutions.
 - Elevate interdisciplinary AI research to design and implement AI solutions addressing pressing global challenges.
 - Establish Rice as a hub for defining responsible AI and advancing understanding of the ethical and societal impact of emerging technologies.
 - Lead responsible AI education by providing cross-disciplinary programs.[Strategic Plan | Rice University](#)
- **Membership:** Led by the Ken Kennedy Institute, involving over 250 faculty and senior researchers across disciplines. [Rice News+1 Strategic Plan | Rice University+1](#)
- **Reports to:** Senior leadership (Provost Office, VPRP, CIO).
- **AAU Status:** AAU member

8. University of Missouri – Artificial Intelligence Committee

- **Objectives:** Advise campus leaders on policies, use, and study of AI in teaching, learning, research, and business practices.[Campus Standing Committees+1 Office of the Provost+1](#)
- **Roles & Responsibilities:**
 - Coordinate with various university offices and committees to develop AI policies and guidance.
 - Develop AI literacy recommendations for students.
 - Create a repository of best practices for AI use in daily tasks.
 - Collaborate on recommending software/platforms for teaching and learning.
[University of Alabama at Birmingham+5 Campus Standing Committees+5 Office of the Provost+5](#)
- **Membership:** Comprises faculty from various colleges, staff, undergraduate and graduate students, and designees from university divisions. [Campus Standing Committees](#)
 - 9 regular members, including faculty digital media, engineering, law, medicine, and extension services and an undergraduate and graduate student. 5 non-voting members representing information technology, research/innovation/impact, human resources, online programs, and office of the provost.
- **Reports to:** Provost Office & IT Division.
- **AAU Status:** AAU member.
- **Link:** <https://committees.missouri.edu/artificial-intelligence-committee/>

9. University of Minnesota – Artificial Intelligence Task Force

- **Objectives:** Recommend how the university approaches evaluation, use, and development of emergent AI tools and services.[Office of the President](#)
- **Roles & Responsibilities:**

- Benchmark investments, policies, and processes at peer institutions.
- Conduct compliance overviews related to AI use.
- Recommend new resources, policies, or changes for the university system.
- Identify implications of recommendations on stakeholders' wellbeing.
- Suggest investments to advance university practices. [Campus Standing Committees+5Office of the President+5University of Alabama at Birmingham+5](#)
- **Membership:** Includes 34 representatives from education (11), research (11), and administrative operations (12) across the university system.[Office of the President](#)
- **Reports to:** [President](#).
- **AAU Status:** AAU member.

10. University of Cincinnati – AI Enablement Community of Practice (AIECOP)

- **Objectives:** Advance AI innovation and application across the university and the broader community.[University of Cincinnati](#)
- **Roles & Responsibilities:**
 - Implement enterprise AI platforms to enhance operational efficiency.
 - Support research collaborations and provide AI resources.
 - Offer educational programs to enhance AI literacy.
 - Develop policies and guidelines for AI use in teaching, learning, and research.
 - Address ethical issues and promote responsible AI practices. [University of Cincinnati+1Campus Standing Committees+1](#)
- **Membership:** Comprises an AI Enablement Team and four standing subcommittees focusing on Teaching, Learning & Research (27); Ethics & Community Impact (11); Enablement & Operations (22); and AI Policy & Guidelines (12). Members include faculty, staff, and administrative leaders from various university sectors.[University of Cincinnati](#)
- **Reports to:** [Digital Technology Solutions Leadership](#).
- **AAU Status:** Not AAU member

Appendix D.B: Risks and Considerations

Risks Associated with AI Use:

- **Privacy Issues:** The concern that AI tools lack the appropriate guardrails and transparency to avoid unwanted sharing of private data, and that some AI users lack an understanding of the privacy implications of AI tool usage and lack the skills to protect the privacy of their data when using AI tools.
- **Bias and Fairness:** The concern that AI tools, including generative AI tools trained on broadly available public data, will reflect and exacerbate biases held by society, and that AI users lack the skills or perspective to detect and mitigate biases in AI outputs.
- **Job Displacement:** The possibility that increasing broad adoption of AI will create a scarcity of job opportunities in certain fields, disrupting labor markets and decreasing employment opportunities for graduates.
- **Overreliance on Technology:** The possibility that overreliance on AI technology in educational/instructional settings will decrease students' ability to develop their independent cognitive and creative skills.
- **Environmental Impact:** The concern that increased use of AI in educational settings will contribute to the increasing demands placed by the global AI computing infrastructure on natural resources including energy and water.

Legal and Insurance Considerations:

- Importance of policies and procedures to govern AI adoption and use.
- Critical questions to ask vendors about their AI practices and data management. Ask carefully what the products do from vendors especially when there are mission critical operations.
- A need to have tech people (advocates) to be not only from vendors but at the institutions to represent the institutions interests.

AI Risk Management Strategies:

- **NIST AI Risk Management Framework:** Emphasizes trustworthiness, accountability, transparency, and ethical behavior.
- **ISO/IEC 42001:** Focuses on continual improvement and corrective actions in AI management systems.

Appendix D.C: Types of Questions the AI Advisory Council should be addressing

1. What types of AI technologies does your organization currently use or plan to implement?
2. Are you doing any training of AI technologies? If so, how do you ensure the quality and reliability of the data used to train and operate your AI systems? Do you take steps to protect intellectual property rights of data owners?
3. Do you use AI technologies for any employment or business-related functions? What measures are in place to address potential biases in AI algorithms and mitigate any associated risks?
4. How does your organization handle transparency and explain its AI decision-making processes?
5. What cybersecurity protocols are in place to protect AI systems from external threats or malicious attacks?
6. How do you address ethical considerations, such as privacy concerns, when deploying AI solutions?
7. What contingency plans are in place to manage and recover from potential AI system failures or unexpected outcomes?
8. Do you have policies and procedures in place governing the use of AI for your employees? (i.e., an Generative AI Acceptable Use Policy) Are you taking steps to protect your organization's data from being used to train AI technologies or being uploaded into unapproved AI solutions? [co-pilot is supposed to have enterprise protection, but does other sensitive corporate data have protections – ask IT?]
9. What efforts are made to involve stakeholders, including employees and users, in the decision-making processes related to AI? [training]
10. Can you outline your organization's strategy for continuous monitoring and adaptation to evolving AI-related risks?

Appendix D.D: Example Risk-based AI Governance Framework

The Council should adopt a risk-based categorization framework consistent with guidance such as Gartner’s “Getting Ready for the EU AI Act Phase 1: Discover & Catalog.” We recommend AI use-cases be inventoried and categorized based on their potential impact and likelihood of harm to individuals, groups, or institutional operations. Risk categories will guide the depth and urgency of council review.

Risk Level	Criteria	Use-Cases	Security Assessment	Data Governance Review	AI Advisory Council Review
Low	No sensitive or regulated data; minimal impact if misused or fails; internal use only.	Grammar and spell checks for internal documents or composing emails Summarization for internal/personal meetings Template boilerplates for internal reports, communication, drafting outlines and boilerplate language for academic and administrative purposes Use of open-source models to analyze de-identified experimental (no human/animal) data.	No	No	No
Medium	Processes or generates output that could affect institutional operations, compliance, or decision-making; handles moderate-sensitivity data (e.g.,	Course syllabus/Planning Tools that may affect curriculum design Automated data analytics and visualization for non-sensitive institutional data (code editors, Power BI/Tableau. etc.) AI learning agents/tutors to help students	Yes	No	Yes

	non-public research data, third-party AI modules).				
High	Involves CUI, GLBA, ITAR/EAR, HIPAA, FERPA data; has potential legal, financial, or reputational impact; makes autonomous decisions that affect individuals or university operations.	Admissions screening to evaluate student applicant's essays Automation in grading and student feedback including but not limited to LMS, canvas, Turnitin, gradescope, etc. Forecast enrollment and student success if exposed to third party AI systems Clinical research to interpret radiographs, clinical data for diagnosis Chatbots exposed to sensitive user data Autonomous cyber security agents making decisions that affect individuals or university operations without human oversight	Yes	Yes	Yes
Critical (Prohibited AI)	Use-cases that violate existing OU policy; copyright infringement, illegal use, harassment, malicious activity.	Plagiarism and Cheating Infringement of copyrighted content Bullying/deepfakes/social media harassment Surveillance systems of both in-person and remote activities without consent and not for institutional purposes			

		Web scraping of sensitive institutional or personal data from sources like LMS, social media, etc. Impersonation (Emails, voice calls, video, etc.)			
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Appendix D.E: Survey of AI Senior Administrator Roles at SEC Universities

Several Southeastern Conference universities have appointed or hired individuals to serve as senior AI directors or advisors to provide centralized campus leadership for AI initiatives. Below is a summary of those positions.

- **Louisiana State University** has selected Jagannathan “Ram” Ramanujam to serve as **Special Advisor on AI**; the position will report to LSU’s Vice President for Research and Economic Development.
- **University of Alabama** has appointed Dr. Jiaqi Gong to serve as **Director of the Alabama Center for the Advancement of Artificial Intelligence**. The Center will provide unified leadership for campus-wide initiatives and collaborations related to AI research, education, workforce development, and societal impact.
- **University of Florida** has appointed Hans can Oostrom as interim **Director of the Artificial Intelligence Academic Initiative Center**. The Center will focus on coordinating AI program and certification development, organizing conference and professional development opportunities surrounding AI, developing research and industry partnerships around AI, and identifying student and faculty AI engagement opportunities.
- **University of Georgia** has appointed Prashant Doshi as **Executive Director of the Institute for Artificial Intelligence**. The Institute oversees the development and management of AI-related degree programs, research, and societal impact initiatives.
- **University of South Carolina** has appointed Homayoun Valafar as **Director of the Artificial Intelligence Institute**. The institute directs AI research, instruction, industry partnerships, and societal impact initiatives.
- **University of Tennessee** has appointed Vasileios Maroulas as **Associate Vice Chancellor and Director of AI Tennessee** to lead the AI Tennessee Initiative. The initiative directs the university’s AI-driven research, innovation, and economic development programs.

University of Alabama

Role: Director, Alabama Center for the Advancement of Artificial Intelligence, Dr. Jiaqi (Jackey) Gong

Information: <https://news.ua.edu/2024/06/ua-launches-new-center-for-ai-research-and-development/>

Other information:

“Serving as a pivotal hub for the study of AI’s core mechanisms and its myriad applications, ALA-AI will focus on five fundamental themes:

- Advancing the science of AI and its machine-learning methodologies

- Promoting human-centered applications of AI that benefit society
- Ensuring the ethical development, dissemination and utilization of AI technologies
- Cultivating a workforce and society that is proficient in AI through lifelong learning initiatives
- Fostering a vibrant AI research and education community, nurturing unique collaborations between academia and industry

ALA-AI will unify new and existing research efforts as part of a campus-wide collaboration between the College of Engineering, College of Arts and Sciences, Culverhouse College of Business, Capstone College of Nursing, College of Communication and Information Sciences, College of Education and School of Social Work.

A strategic alignment with the recently approved High Performance Computing and Data Center and the Alabama Cyber Institute uniquely positions ALA-AI for close collaboration with industry partners and bolsters UA as a leader in computational and AI research.”

University of Arkansas

Other Information: No public evidence of centralized, integrated AI initiative.

Auburn University

Other Information: No identifiable senior executive overseeing AI initiatives. AI activity seems to be concentrated around the Biggio Center for the Enhancement of Teaching and Learning and the AI@AU initiative.

- Auburn University Artificial Intelligence Initiative: <https://eng.auburn.edu/ai-au/>
- Biggio Center AI programs: <https://biggio.auburn.edu/programs/artificial-intelligence>

University of Florida

Role: Director, Artificial Intelligence Academic Initiative Center, Interim Director, Hans van Oostrom

Information: <https://ai.ufl.edu/about/the-ai-center/>

Other Information:

“In 2022, the university established centralized leadership of AI academic efforts via the establishment of the Artificial Intelligence Academic Initiative (AI²) Center.

Our contributions to training an AI-ready workforce that strengthens our nation’s economy and security include:

- Coordinating AI academic program and certificate development
- Identifying opportunities for faculty and students to engage with AI
- Organizing AI seminars and conferences
- Sharing knowledge and resources on teaching AI
- Partnering with UF's Career Connections Center, Florida's colleges and universities, SEC universities, and private industry
- Overseeing the university's [Quality Enhancement Plan](#), the key element of UF's accreditation by the Southern Association of Colleges and Schools Commission of Colleges (SACSCOC).
- Managing the [AI Learning Academy](#)"

University of Georgia

Role: Executive Director of the Institute for Artificial Intelligence (Prashant Doshi)

Information: <https://www.ai.uga.edu/>

Other Information:

"UGA's Institute for Artificial Intelligence is an interdepartmental research and instructional unit jointly supported by the [Office of the Senior Vice President for Academic Affairs and Provost](#) and the [Franklin College of Arts and Sciences](#). Its mission is to advance the science of Artificial Intelligence (AI), serve as a resource of extensive AI expertise for all, and facilitate profound societal impact through AI use cases in all disciplines.

The University of Georgia views AI as an interdisciplinary field where [computing](#) meets [philosophy](#), cognition and [psychology](#), [linguistics](#), [engineering](#), and other disciplines. The Institute offers three-degree programs involving AI and Cognitive Science:

- [The Doctor of Philosophy in Artificial Intelligence](#),
- [The Master of Science in Artificial Intelligence](#),
- [The Bachelor of Arts in Cognitive Science](#).

Both AI and Cognitive Science are devoted to the study of cognition and intelligent systems. AI is particularly focused on creating computer systems that behave intelligently.

In addition to the above degree programs, the Institute participates in two [combined undergraduate/graduate programs](#), allowing a student to earn within 5 years either an AB in

Cognitive science or a BS in Computer science as well as MS in Artificial Intelligence, and an [undergraduate certificate in AI computing](#).

Affiliated with the Institute are over 70 UGA faculty from colleges across campus with interests in AI. We pride ourselves on the diversity of our student body and the affiliated faculty, and the ability of our programs to allow for the pursuit of diverse research interests related to AI. We engage in various research and instructional activities to empower and foster collaboration among our affiliated faculty, graduate and undergraduate students.”

University of Kentucky

No single officer; there is a UK ADVANCE Team that is making recommendations for responsible use of generative AI at the University of Kentucky. <https://advance.uky.edu/>

“The transdisciplinary UK ADVANCE Team exists to define and develop recommendations for responsible use of generative artificial intelligence (AI) at the University of Kentucky. The team will provide ongoing guidance to the campus community to achieve the university’s mission for education, research, clinical care and service.

Specifically, the team will determine questions to answer through research and innovation; understand potential generative AI programmatic biases; embrace the university’s mission to advance the Commonwealth; and develop strategic communication and effective education throughout the campus community.

As a result, faculty, staff and students will discover tools available to help them become familiar with generative AI. Faculty will understand its applications and implications, especially in the areas of assessment design and detection.”

Louisiana State University

Role: Special Advisor on AI, Jagannathan “Ram” Ramanujam (Reports to LSU Vice President of Research & Economic Development)

Information: <https://www.lsu.edu/blog/2025/05/ramanujam-special-advisor.php>

University of Mississippi

No evidence of a central university AI officer. AI programs at University of Mississippi include:

- AI task force: <https://olemiss.edu/innovation/events/ai-institutes/>
- AI Institute for Teachers: <https://olemiss.edu/innovation/events/ai-for-teachers/>
 - Directed by Marc Watkins, Assistant Director of Academic Innovation
- NextGenAI partnership: <https://olemiss.edu/news/2025/3/news-detail-page332/index.html>

Mississippi State University

No public evidence of centralized, integrated AI initiative. AI activity seems concentrated in Computer Science and Engineering, College of Engineering, and University Libraries.

University of Missouri

No evidence of a central university AI Officer. AI activity seems to be centralized around AI and Information Technology Task Force and AI Teaching Fellows program:

- <https://provost.missouri.edu/provost-priorities/artificial-intelligence-at-mizzou/>

University of South Carolina

Role: Director of Artificial Intelligence Institute, Homayoun Valafar.

https://sc.edu/study/colleges_schools/engineering_and_computing/research/research_centers_and_institutes/artificial_intelligence_institute/

Other Information:

“USC seeks to be a leader in Artificial Intelligence (AI) and its applications, starting with the US Southeast. In addition to several core research areas in AI, it supports comprehensive interdisciplinary and translational research in AI across the university, and support workforce and economic development in the state through education, technology, and commercialization.

Initiatives:

- Carry out highly competitive, world-class research in AI in core AI topics and in interdisciplinary AI
- Develop AI education and workforce development through:
 - Additional AI courses
 - Certificate and degree program in AI
 - Interdisciplinary AI training targeted at workforce development
- Economic development with patents, small business innovation research and small business technology transfer, collaborative industry project, licensing/technology transfer and commercialization
- Social Development with projects in social good and health”

University of Tennessee

Role: Associate Vice Chancellor and Director of AI Tennessee, Vasileios Maroulas

<https://news.utk.edu/2024/09/06/maroulas-appointed-associate-vice-chancellor-director-of-ai-tennessee/>

Other Information: <https://research.utk.edu/oried/research-innovation-initiatives/ai-tennessee-initiative/>

“Led by UT, this Initiative is engaging with academic, industry, and community partners across Tennessee to leverage the benefits of AI across all disciplines and economic sectors in areas such as smart manufacturing, climate-smart agriculture and forestry, precision health and environment, future mobility, and AI for science. Our goal is to make life and lives better through AI research and education.

This initiative is just getting started, so stay tuned for more developments. If you are interested in partnering in the AI Tennessee Initiative, please reach out to ai_tennessee@utk.edu.”

University of Texas

No evidence of a central university AI Officer. AI activity is disaggregated across several major areas/initiatives.

Other Information:

- Good Systems: Ethical AI at UT Austin: <https://bridgingbarriers.utexas.edu/good-systems>
- Center for Generative AI: <https://ml.utexas.edu/center-for-generative-ai>
 - Director, Sanjay Shakkottai
- Year of AI Initiative: <https://yearofai.utexas.edu/>

Texas A&M University

Arnold Castro has been hired as an Assistant Dean for Artificial Intelligence for the Mays Business School. It is unclear if the role is focused on initiatives outside the business programs. The language in the press release is unclear.

- Arnold Castro, Assistant Dean for Artificial Intelligence, Mays Business School: <https://news.mays.tamu.edu/news/2025/02/first-assistant-dean-for-artificial-intelligence-joins-mays-business-school/>

Other Information:

- General AI Initiatives: <https://ai.tamu.edu/>
- Center for Teaching Excellence AI initiatives: <https://cte.tamu.edu/ai-initiatives>

Vanderbilt University

No evidence of a central university AI Officer.

Other information:

- Vanderbilt Initiative on the Future of Learning & Generative AI (Director, Jules White): <https://www.vanderbilt.edu/generative-ai/future-learning-initiative/>
- Senior Director of AI and Technology Policy, Vanderbilt Policy Accelerator. <https://www.daybook.com/jobs/3qjXhWgRcHdTQhahW> This position appears to be a research position focused on public policy work, rather than a university-focused policymaker.
- AI Initiatives at Vanderbilt: <https://www.vanderbilt.edu/generative-ai/university-initiatives/>

Appendix E: Working Group Membership - Health

Leads

- **David Bard, Professor, OUHSC Pediatrics**
- **Jun Li, Professor & Chari, OUHSC Molecular Genetics & Genome Sciences**

Core Members

- David Bard, Professor, OUHSC Pediatrics
- Jun Li, Professor & Chair, OUHSC Molecular Genetics & Genome Sciences
- Chongle Pan, Professor, Computer Science
- Gopi Danala, Research Scientist, DISC
- Dee Wu, Professor, OUHSC Radiological Science

Advisory Members

- Naveen Kumar, Associate Professor, Management Information Systems
- Anthony Alleman, Professor, OUHSC Radiology
- Stacey Tovino, Professor, College of Law
- Ryan Nipp, Associate Professor, Hematology-Oncology
- Mark Woodring, Associate Professor, OUHSC Health Administration & Policy
- Muhammad Al-Sajid Riaz, Assistant Professor, OU Polytechnic Institute
- Elizabeth Hile, Associate Professor, OUHSC Rehabilitation Science
- Mia Kile, Associate Professor, Gibbs College of Architecture
- Sonnice Estill, Associate Professor, College of Professional & Cont. Studies
- Doris Benbrook, Professor, OUHSC Stephenson Cancer Center
- Hoda Soltani, Data Scientist, OU IT
- Jay Anderson, Assistant Professor, OUHSC Tulsa Family and Community Medicine
- Faizah Bhatti, Associate Professor, OUHSC Pediatrics
- Greg Macdonald, Associate Professor, OU Polytechnic Institute
- Ahmed Butt, Assistant Professor, OU Polytechnic Institute
- Chenggang Wang, Assistant Professor, OU Polytechnic Institute
- Sharukh Khajotia, Senior Associate Dean for Research and Innovation, OUHSC College of Dentistry
- Mike Anderson, Professor, OUHSC Biostatistics & Epidemiology
- Arnold Kanagwa, Data Scientist, OUHSC Pediatrics
- Makinsy Ringels, PhD Student, OUHSC Rehabilitation Science
- Geneva Daniel, Data Scientist, OUHSC Center for Clinical & Translational Research
- James Cheng, Research Informatics Program Manager, OUHSC Center for Clinical & Translational Research
- Will Beasley, Professor, OUHSC Pediatrics
- Sinaro Ly, PhD Student, College of Computer Science
- Kar-Ming Fung, Professor, OUHSC Pathology
- Niyaz Gosmanov, Associate Professor, OUHSC Endocrinology
- James Lausen, Graduate student, OUHSC Pathology

- Soheil Hemmati, Assistant Professor, Industrial & Systems Engineering

Appendix F: AI Pilot Projects Involving Working Group Members*

1. Detecting and Locating Second Mesio-Buccal Canals in Maxillary Molars using AI [HEALTH]
TEAM: Sharukh Khajotia*, Farah Masood, David Shadid, Chongle Pan, Jinyoung Park
2. A Comparative Pilot of Manual vs. LLM-Augmented Abstraction for Clinical Imaging Reports [HEALTH]
TEAM: David Bard*, Faizah Bhatti*, Will Beasley*, Arnold Kanagwa*, Geneva Daniel*
3. Feasibility of an AI-Powered Learning Healthcare System for Behavioral Medicine Services [HEALTH]
TEAM: Dokyoung Sophia You, Jay Anderson*
4. Predicting 30-Day Unplanned Hospital Readmissions Using Machine Learning: From Model Development to Deployment [HEALTH]
TEAM: Arnold Kanagwa*, David Bard*, Ahmed Arshad*
5. Developing a model structured curriculum for the use of AI in training differential diagnosis [EDUCATION]
TEAM: Dee Wu*, Nirmal Choradia, Eric Day, Amy Bradshaw, Mohammad Shams Ud Duha, Shane Connelly
6. Timely Responsible AI Think Tank (TRAITT) Curriculum Development and Evaluation [EDUCATION]
TEAM: Anthony Alleman*, Dee Wu*, Mohammad Duha, Brian Fails, Brandt Wiskur, Chris Williams, Jose Sanclement
7. Establishing a High-Performance Local AI Development Platform: Empowering the University of Oklahoma with Secure and Efficient On-Premises LLM Capabilities [RESOURCES & INFRASTRUCTURE]
TEAM: Sungbo Jung, Chenggang Wang*
8. Smart Data Prep: an AI- Assisted Tool for Streamlined Data Preprocessing and Integration for Non-Programmer Researchers [RESOURCES & INFRASTRUCTURE]
TEAM: Xiaolan Liao, David Bard*
9. Extending the Impact of the Oklahoma Data Science Workshop [RESEARCH]
TEAM: Blaine Mooers*
10. Catalyst OU: A Pilot for an LLM-Powered Researcher Collaboration Network [RESEARCH]
TEAM: Chenggang Wang*, Chad Roller

Appendix G: Working Group Membership – Education: Training and Teaching

Leads

- M. Geneva Murray, Senior Associate Director for Teaching, Center for Faculty Excellence
- Jessica Davila, Associate Dean, Digital Strategies & Innovation, University Libraries

Core Members

- M. Geneva Murray, Senior Associate Director for Teaching, Center for Faculty Excellence
- Jessica Davila, Associate Dean, Digital Strategies & Innovation, University Libraries
- John Hassell, Associate Professor, OU Polytechnic Institute
- Andy Fagg, Associate Professor of Computer Science and Bioengineering, Computer Science
- Chris Jones, Senior IT Director, IT Administration
- Gopi Danala, Research Scientist, DISC
- Wolfgang Jentner, Research Scientist, DISC
- Naveen Kumar, Associate Professor, Management Information Systems, Price College of Business
- Geoff Koch, Instructor, Marketing & Supply Chain
- Sean Harrington, Program Manager, Law Center Library
- Dollaya Hirunysiri, Instructional Designer, Center for Public Management
- Ashton Foley-Schramm, Academic Associate Director, OU Writing Center
- Keiana Cross, Director of Instructional Design, K20 Center
- Rachael Lester, Instruction and Online Learning Librarian, OU Libraries

Advisory Members

- Melissa Wilson, Project manager, AI2ES
- June Bood, Instructor, Marketing & Supply Chain Management
- Mary Beth Humphrey, Professor, Rheumatology/Immunology
- Amanda Kis, Lecturer, Meteorology
- Rebecca Huskey, Associate Professor, Classics
- Lucia Colombari, Assistant Professor, Fine Arts
- Darren Purcell, Assoc Professor, Geography & Evnir Sustainability
- Suchismita Bhattacharjee, Associate Dean, Interior Design
- Laura Janneck, Assistant Professor, CMT Emergency Medicine
- Hayden Vedra, OU Undergraduate Student Congress
- Kevin Buck, Assistant Director, IT Engineering Lab
- Ashley Davis, Assistant Professor, Accounting
- Ganisher Davlyatov, Assistant Professor, Health Administration and Policy
- Pandora Hancock, PEAK Staff, Department of Oncology Science
- Kofi Asare, Assistant Professor, Construction Innovation and Analytics

- Kristin Rodriguez, Director of Simulation,
- Anne Pate, Director and Associate Professor, Public & Community Health Programs
- Brandt Wiskur, Associate Professor of Research, Department of Psychiatry and Behavioral Sciences, OU Health
- Franklin Hays, Associate Dean for Research, College of Allied Health, OU Health Campus
- Jeremy Hessman, Technology Services, Dodge College of Arts and Sciences
- Tarren Shaw, Lecturer, School of Biological Sciences
- Teri Reed, Director of OU Polytechnic Institute/Professor
- Ahmed Butt, Assistant Professor of Applied Artificial Intelligence, OU Polytechnic Institute
- Blake Lesselroth, Vice Chair of the Department of Informatics/Associate Professor, CMT Medical Informatics
- Josephine Kim, Director, Student Learning Center
- Ganisher Davlyatov, Assistant Professor/Program Director, CoM Health Administration and Policy
- Dolly Na-Yemeh, Research Scientist, South Central Climate Adaptation Science Center
- James Cane Carrasco
- June Abbas, Director of the School of Library and Information Studies
- Eric Abraham, Associate Professor, Physics & Astronomy
- Julie Gordon, Assistant Professor, OU Health
- Lexi Walton, Office of Academic Integrity, Office of the Provost

Appendix H: Working Group Membership – Research

Leads

- **Andrew H. Fagg, Associate Professor of Computer Science (sabbatical AY 25-26)**
- **Michael Wimberly, Professor, Geography and Environmental Sustainability, Interim Director, Data Institute for Societal Challenges**

Core Members

- Amy McGovern, Professor, Computer Science
- Chongle Pan, Professor, Computer Science
- Claudette Grinnell-Davis, Associate Professor, Social Work (Tulsa Campus)
- Hunter Heyck, Professor, History of Science
- Sam Huskey, Professor, Classics & Letters
- Sharukh Khajotia, Associate Dean, College of Dentistry
- Andrew H. Fagg, Associate Professor of Computer Science (sabbatical AY 25-26)
- Michael Wimberly, Professor, Geography and Environmental Sustainability, Interim Director, Data Institute for Societal Challenges

Advisory Members

- James Hung, Assistant Professor, OK Biological Survey
- Xiangming Xiao, Professor and Chair, School of Biological Sciences
- Charles Nicholson, Associate Professor, School of Industrial and Systems Engineering
- Karina Shreffler, Professor, Nursing Academic Programs
- Chad Roller, Assistant Professor, OU Polytechnic
- Jason Furtado, Associate Professor, Meteorology
- Jie Cao, Assistant Professor, Computer Science
- Jessica Davila, Associate Dean of Digital Strategies & Innovation, University Libraries
- Greg McFarquhar, Academic Director, Meteorology
- Xiaodong Chen, Assistant Professor, Civil Eng & Environmental Science
- Aaron Hill, Assistant Professor, Meteorology
- Xin (Selena) Feng, Assistant Professor, Geography & Environmental Sustainability
- Chengbin Deng, Associate Professor, Director, Geography & Environmental Sustainability
- Carrie Schroeder, Professor, Women & Gender Studies + DFCAS Data Scholarship
- Mike Banad, Associate Professor, Electrical and Computer Engineering
- Samuel Cheng, Associate Professor, Electrical and Computer Engineering
- Ashley Davis, Assistant Professor, Management and Information Systems; Accounting
- Tiantian Yang, Associate Professor, Civil Engineering and Environmental Science

- Yaser Michael Banad, Associate Professor, Electrical & Computer Engineering
- Hoda Soltani, Intermediate Data Scientist, OU IT
- Jun Li, Professor and Chair, Genetics & Genome Sciences
- Ladan Mozaffarian, Assistant Professor, Plan, Landscape Arch, & Design
- Ganisher Davlyatov, Assistant Professor, College of Public Health
- Kofi Asare, Assistant Professor, Construction Science
- Aimee Franklin, Professor Emeritus, Vice President of Research
- Jiquan Liu, Associate Professor, Library & Information Studies
- Shane Connelly, Professor, Director, Psychology, ICAST
- Xuguang Wang, Director, Consortium for Advanced Data Assimilation Research and Education (CADRE),
- Mark Laufersweiler, Research Data Specialist, Digital Scholarship and Data Services, University Libraries