AI at the U Forum

April 8, 2026

Agenda

1. Welcome & Announcements
2. Tools & Technologies
3. Policy & Regulation
4. Education & Outreach
5. Question & Answer

AI Events

ai.utah.edu/events

Recurring Opportunities

- AI Office Hours, every other Friday, 12–1 PM
- AI Community of Practice, 4th Tuesday, 11 AM
- AI Tinker Lab, Wednesdays, 1 PM
- Data Drop-in Hours, Thursdays, 11 AM

Community Engagement

- Special Interest Groups, topic-based connections
- Responsible AI Consortium, last Friday, 10 AM

Featured Events

- Build with AI Hackathon
- AI and the Planet
- AI & Cybersecurity
- AI in Education

JOIN US!

Build with AI HACKATHON

Turn ideas into real-world AI solutions

- Participation: All disciplines, all experience levels
- About:
  - Kickoff + AI tips
  - Build session with support from OpenAI
  - Finalist Showcase
  - Prizes
- Team size: 3-5, (or solo allowed)
- Tools: ChatGPT Edu + Codex

Office of ARTIFICIAL INTELLIGENCE
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Friday, April 17
12 - 5 PM

Zoom: Scan QR code for details and registration

AI TINKER LAB

Join the conversation. No grades. No pressure. Just exploration.

Leave at the door

- Not a traditional class or training space.
- Zero performance pressure.
- No assessments or grading.
- No expectation of “right answers”.

Bring to the table

- An experimental sandbox for AI.
- Casual conversations and sharing views.
- Collaborative, unstructured learning.
- Total permission to play and fail.

Wednesdays at 1:00 PM

The Adobe Creative Commons at Kahlert Village

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ADOBE CREATIVE COMMONS

AI Technology for U of U Health

Approved Use of AI Tools

- HIPAA-compliant chat tools allowed for limited PHI use
- Best for drafting and general knowledge tasks
- Not approved for large datasets, bulk processing, or integrations

Advanced Use Cases

- Refer to the *Advanced AI Use Cases* page for complex needs

Clinical Guidance

- Epic remains the source of truth for patient care
- AI tools are supportive—not a replacement for clinical systems

Learn More

- Visit the AI Health on Pulse

Welcome to the AI Leadership Team

Tools available on campus today:

- Already approved
- Secure and compliant
- If you're new to AI, here's a great place to get started.

Caprice Post
Technology, Tools, and Infrastructure
Director of Artificial Intelligence, University IT
caprice.post@utah.edu

Policy & Regulation

Sarah Shreeves
Alice Sheets Marriott Dean of Libraries
J. Willard Marriott Library

Library Licensed Content & AI Tools

The University of Utah Libraries seek to include AI-related usage and training rights in our e-resource licenses, but the uses allowed by vendors and publishers vary widely, and many licenses restrict or prohibit the use of AI tools with their content.

If you have questions about using artificial intelligence with materials acquired from library-licensed resources or databases, please contact the library's collections team at

mlib-collection_development@lists.utah.edu

AI in Grading:
Guidelines for Responsible Use

Faculty Accountability

Human Oversight Required

Student Privacy First

AI Use is Optional

AI in Grading:
Privacy, Approved Tools, & De-Identification

Use Approved Tools

- Enhanced security
- Data protections

Do not use consumer or personal AI accounts

Questions about tool approval?

Contact the Office of Artificial Intelligence

AISupport@utah.edu

Required De-identification Steps

- Remove all names, student IDs, and email addresses
- Remove metadata and indirect identifiers
- Replace references with neutral placeholders such as [Student A]
- Do not upload gradebooks or identifiable spreadsheets

AI in Grading: Appropriate Use

AI May Be Used For

- ✓ Applying a rubric to generate preliminary scoring suggestions
- ✓ Drafting feedback aligned with rubric criteria
- ✓ Identifying patterns such as common errors or strengths
- ✓ Suggesting clarifications to rubric language

AI Must Never

- Assign final grades without human review
- Make academic misconduct determinations independently
- Replace instructor engagement on high-stakes assessments

AI in Grading:
Oversight & Student Rights

Validation, Transparency, & Appeals

Pilot & Monitor	Disclose in the Syllabus	Student Review Rights
• Run a small-scale comparison before full deployment. • Spot-check throughout for drift or bias	• Explain AI's role, scope, and privacy protections. • Affirm that the instructor holds final grading authority.	• Students must be able to request human review of AI-assisted feedback or grading at any time

AI Acceptable Use Scale Templates

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Student Resolution

THEREFORE, BE IT FURTHER RESOLVED, that the Student Body of the University of Utah supports the enhancement of the "AI & YOU STUDENT GUIDE TO GENERATIVE TOOLS" with an increased focus on the following:

1. A list of dos and don'ts for Generative AI use to further clarify some of the risks of generative AI use centered on data privacy, misinformation, and considering biases.
2. Universal AI citation standards to be used by students.

Associated Students of the University of Utah
200 S. Central Campus Drive
A. Ray Olpin Union – Suite 234
Salt Lake City, UT 84112

AI Level of Use Guidelines V4

	Level of AI Use	Full Description	Disclosure Requirements
0	NO AI Use	AI use is considered cheatingStudents must use own knowledge and standard resources only.	No disclosure, but may require academic honesty pledge.
1	AI-Assisted Editing	AI can be used to check grammar, confirm the validity of citations, and improve clarity of language in the product.	No AI Disclosure statement required, unless specified.
2	AI-assisted document structuring	AI can be used for guiding structure of the required document as well as for brainstorming, and background literature research. Not used for content generation.	AI Disclosure statement required, including specific AI systems used.
3	AI for Specified Task Completion	Use AI to complete and generate content that may be used verbatim or lightly edited by you. Students are expected to think critically about what AI produces and take responsibility for reviewing and evaluating all AI-generated content.	AI-created content must be cited using proper APA style. Include an in-text citation and reference entry.
4	Full AI Use with Human Oversight	Use AI freely throughout the assignment as supportive co-pilot. Student maintains the key responsibility for human review of everything AI produces, ensuring accuracy, and making sure the final product reflects judgment and understanding.	Must cite all uses of AI using APA style, including in-text citations and reference entries
5	Full AI Use without Human Oversight	Fully delegate academic judgment, grading decisions, research authorship, or evaluative responsibilities to AI without meaningful review or understanding. To be discouraged for assignments	Failure to disclose this AI use may constitute academic misconduct, and/or research misconduct

Level 0 | No AI Use

The assignment is completed entirely on your own, without any AI assistance. This means no AI tools at any point in the process.

Disclosure Standards: No AI disclosure is required

Example 1: In-class blue-book essay exam in a first-year writing course, where students handwrite responses to a prompt analyzing a short text.

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Level 1 | AI-Assisted Editing

You write the content yourself, then use AI to help refine, debug, translate, and/or polish it. AI suggests improvements to clarity, grammar, and structure, but should not generate new content for you.

Disclosure Standards: No AI disclosure is required

Example 2: A senior thesis chapter in which you run a nearly finished draft through AI for sentence-level revision and readability suggestions, but all arguments, evidence, and citations are their own.

Level 2 | AI-Assisted Structuring and Searching

You use AI to help brainstorm, build outlines, search for tools, explain concepts, and generate ideas, but the actual content you submit is your own. In this case, AI is a thought partner.

Disclosure Standards: Include an AI disclosure statement.

Example 3: You are a data science student searching for a Python library call to solve a particular step in their analysis, along with an example of how to use it, but you implement the function within the assignment context.

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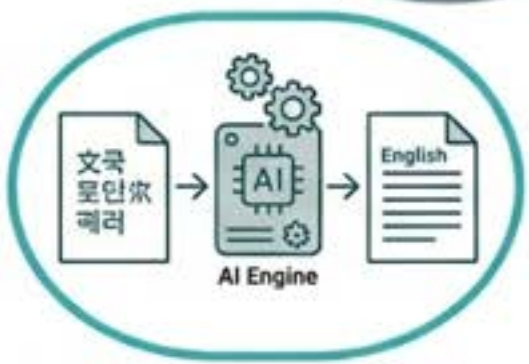
Level 3 | AI for Specified Task Completion

You use AI to complete and generate content that may be used verbatim or lightly edited by you. You are expected to think critically about what AI produces and take responsibility for reviewing and evaluating all AI-generated content.

Disclosure Standards: *AI-created content must be cited using proper APA style. Include an in-text citation and reference entry. Depending on the course or requirements provided by the instructor/mentor/advisor links to AI chat(s) may be submitted with the submission.*

Example 1: A course assignment where you are explicitly told to use AI to generate three alternative ad copy drafts for a product, then critique and revise one into their final submission.



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Level 4 | Full AI Use with Human Oversight

You use AI freely throughout the assignment as a co-pilot to support your work. You maintain the key responsibility for human review of everything AI produces, ensuring accuracy, and making sure the final product reflects your own judgment and understanding.

Disclosure Standards: *You must cite all uses of AI using APA style, including in-text citations and reference entries. Depending on the course or requirements provided by the instructor/mentor/advisor, links to AI chat(s) may be submitted with the submission.*

Example 2: You participate in a design studio in which teams use AI throughout the process (needs analysis prompts, content drafting, content generation, and draft refinement) to build a website for your project, combined with submitting an AI use log and critical reflection.

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Level 5 | Full AI Use without Human Oversight

You fully delegate academic judgment, grading decisions, research authorship, or evaluative responsibilities to AI without meaningful review or understanding.

Disclosure Standards: **Failure to disclose this sort of uncritical AI use or delegating academic judgment to AI may constitute academic misconduct, and/or research misconduct**

Example 2: Generating an AI summary of an article for an assignment submission without review or disclosure.

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APA Citation Quick Reference

Whenever AI plays a meaningful role in your work, you should disclose and cite it.
Here is the APA format the University of Utah recommends as a baseline.

Disclosure Statement Template:
"This assignment used generative AI (tool name, model/version, date) to support [brainstorming/outlining/draft revision/study questions/etc.]. All outputs were reviewed, verified, and revised by the author."

APA Reference Format: Author of AI tool. (Year). Name of AI tool (Version) [Type of AI model]. URL

This guidance used generative AI (Perplexity Pro, 2/10/26) to support outlining and drafting. All outputs were reviewed, verified, and revised by the author.
Jim Agutter. (2026). Perplexity Pro, https://www.perplexity.ai

Adapted from:

Perkins, M., Furze, L., et al. (2024). *The AI Assessment Scale (AIAS): A framework for ethical generative AI assessment in education.* [https://www.yorku.ca/unsdgs/toolkit/wp/uploads/sites/617/2024/07/The-AI-Assessment-Scale-in-Action-article.pdf]

Frostburg State University. (n.d.). *AI levels.*[https://www.frostburg.edu/ailevels.php]

TESOL International Association. (2025). *The AI Assessment Scale: A practical framework for TESOL educators in the age of ChatGPT.*[https://www.tesol.org/the-ai-assessment-scale-a-practical-framework-for-tesol-educators-in-the-age-of-chatgpt/]

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Another Student Resolution

3. Addressing the subject of increasingly high amounts of students using AI for dating and companionship.

THEREFORE, BE IT FURTHER RESOLVED, that the Student Body of the University of Utah supports additional funding and institutional investment to be allocated to strengthen social and emotional resources across the entire Student Health & Wellness Division, with a focus on supporting the development of skills, services, and training designed to enhance social-emotional skill development, emotional intelligence, belonging, and connection for all students;

Our Work is Not Done!

Sign up for email updates

Q & A

Need more support?

AISupport@Utah.edu