Updated as of 3/09/25

UR AI Horizons Transdisciplinary Institute Planning Grant Participants' Online Introductions

		Working Groups you are interested in			
Tell us about yourself, your AI-related work, and potential contributions to the Institute		***Gen AI Found***	***Ethics***	***Health***	***Educ.***
AJAY Anand I am a faculty member (Professor) in the Goergen Institute for Data Science with a secondary appointment in Biomedical Engineering. I also collaborate and lead machine learning projects with data scientists and clinicians at the URMC Health Lab. I am trained as a biomedical/electrical engineer (BS/MS Biomedical Engineering, and PhD Electrical Engineering), and worked in various R&D roles for more than 10 years in the medical imaging industry, specifically medical ultrasound, before coming to UR. My research interests are in developing and implementing AI/Machine learning methods to biomedical signal analysis, computer vision and digital health. Recent research projects include: 1) Automated segmentation of anatomical structures on medical images for non-expert/unskilled users 2) Workflow automation for Ultrasound Doppler acoustic analysis to enable access in low resource settings, 3) Combining AI/ML methods with physics-based models for non-invasive measurement of biomarkers (e.g. temperature, tissue thermal properties) during ablative thermal therapies. I have served as PI of a NSF REU site on Computational Methods for Understanding Music, Media and Mind bringing together researchers and faculty members from River Campus, Eastman School of Music and UR Medical Center. I am interested in expanding the use of AI, including use of generative models, for multimodal applications in healthcare working with interdisciplinary teams.		X		X	

ASH Asudeh My background is in cognitive science (BA Carleton U, MPhil Edinburgh) and linguistics (PhD Stanford). I'm a theoretical linguist who analyzes the human capacity for language using tools and methods not just from linguistics, but also from logic and computer science. I am interested in how AIs learn, particularly language, and whether what they have learned and how they have learned it approximates human capacities. I have not worked on AI directly, but I have worked on AI-adjacent topics in semantics and pragmatics, particularly what is encoded as a meaning in an expression and what further meanings can be pragmatically derived from it. I am particularly interested in the semantic and pragmatic capacities of AI in reasoning and human-computer interaction.		*	X		*
ZHEN Bai My expertise intersects Human-Computer Interaction and AI. I create educational and assistive technologies with advanced interaction technologies such as Augmented and Virtual Reality (AR/VR) and Embodied Conversation Agent. My work so far has focused on supporting STEM and socio-emotional learning (e.g., AI literacy, curiosity, communication), for diverse child groups (e.g., autism, Deaf and Hard of Hearing, underrepresented in STEM). I am the PI of the NSF EAGER and CAREER grants on playful and collaborative learning technologies in supporting K-12 AI literacy and scientific discovery. I also serve as the K-12 outreach course instructor for the Upward Bound Summer camp at University of Rochester for high school students from the Rochester City School District.					XX
ANDREA Barrett (abarrett@warner.rochester.edu) I am an assistant professor at the Warner School of Education and an affiliated faculty member of LiDA (Learning in the Digital Age). I am also the co-chair of the Educational Leadership department and director of the higher education program. My recent research interests have been around exploring the implications of artificial intelligence for higher education student affairs professionals and how they do their work. I am hoping to expand this to include enrollment management/admissions professionals as well as undergraduate students to better understand how AI may streamline the admissions process and what preferences or concerns students may have with higher education using their data for AI automation.					X

RAFFAELLA Borasi (rborasi@warner.rochester.edu) As Director of the Center for Learning in the Digital Age at Warner, I am very interested in exploring implications of AI for education, as I believe that AI has the potential to radically transform teaching and learning in the future. While my AI-related work is very recent, it builds on my life-long experiences in designing innovative instruction, engaging in educational innovations, improving the preparation of professionals, and working in interdisciplinary teams to uncover new synergies. A mathematics educator by training, overtime I have expanded my work to designing and studying innovative learning experiences across many other subjects, as well as modalities (in-person, online, hy-flex). I also bring to this project my experience leading several NSF-funded interdisciplinary projects, including a "Future of Work at the Human Technology Frontier" planning grant on implications of AI for musicians, and the research grant it led to. Other AI-related work so far has involved interview studies with K-12 leaders and higher education student affairs staff to explore their perceptions about AI and its implications for their field, supporting Zhen Bai's research team as they created machine-learning supported learning experiences for K-12 students, co-designing experiences for cybersecurity professionals to learn about AI, supporting the creation of an LLM-based tool to assist with admission reviews, and leading the Warner GenAI Initiative. While I strive to grow my understanding of AI potential and limitations through this project, my contributions will be mostly in envisioning possible applications of AI to education and working with technology experts to explore those possibilities.			*		X
ZENON Borys (zborys@warner.rochester.edu) I'm currently the assistant director of Warner School's Center for Learning in the Digital Age (LiDA). My research focuses on teachers' use of digital resources and how they are used to design instruction (more interested in the experiences they can create for students if I'm being honest). Before Warner, I was a math and engineering major in undergrad, and then a high school math teacher in New York City. The engineering major provides some connection to this project because it was in complex systems engineering and the idea of networks, AI, and machine learning were introduced to me then (the technical skills with these ideas left a long time ago, but the concepts remain and are useful in my thinking). I have been part of the NSF Future of Work projects on music and AI, NSF education grant on AI for cybersecurity professionals, and the Warner GenAI Initiative. I'm currently preparing an NSF CAREER grant proposal around K-12 math teachers' uses of AI.		X	*		*

OLIVER Boxell I am an assistant professor in the Counseling and Human Development Department at the Warner School of Education and Human Development. I am a cognitive neuroscientist and counselor educator, and my research is at the intersection of the two fields. Namely, I have developed an algorithmic framework for describing how emergent electromagnetic oscillations from neural network activity encode abstract information, and how these principles can be used to formulate models of developmental psychopathology, for psychometric tool construction, and to integrate and augment counseling interventions. I have worked on the development of some stochastic AI tools as part of the above efforts, and I am particularly interested in the utility of my research for neuro-symbolic AI.		X			
Irena Boyce (Irena_Boyce@URMC.rochester.edu) I am URMC Chief Improvement Officer and Sr. Director of the UR Medicine Quality Institute. The Quality Institute is using AI to identify quality improvement projects, collaborations initiative, network analysis to connect projects, initiative and clinicians. We are also interested in use of AI to help in generating responses to patient grievances and responses to RCA cases. Additionally, we would like to use AI for predictive analytics and shared decision making with patients at the point of care, informed by patient reported outcomes and other patient level data.					
TOBY Brown I'm an instructional designer in the School of Nursing. My background includes teaching the application of educational technologies in K12 and higher ed for preservice teachers and graduate students. I develop curriculum that integrates Generative AI tools to enhance both teaching and learning. I serve on several school and university AI committees, co-led a mini-grant on implementing GenAI tools for faculty, and chair the School of Nursing's participation in the AAC&U AI, Pedagogy, & the Curriculum Institute.					

CYNDI Carson I currently serve in the Learning in the Digital Age Center and the Center for Professional Development and Education Reform in the Warner School of Education. At Warner, I teach courses for elementary preservice teachers, design and facilitate professional learning courses for in-service teachers in the areas of technology and mathematics, direct multiple NSF research studies, and support Warner faculty and students engaging in the RSRB process at the University. My research interests focus on the teaching and learning of technology and mathematics across modalities (in-person, online, hyflex), coaching as a form of professional learning, the ethical considerations of research design and data management, and uses of AI in K12 and Preservice teacher education. I am currently part of a team (Love and Choppin) developing an NSF proposal that will utilize AI technologies for preservice teacher feedback.			X		
MUJDAT Cetin (mujdat.cetin@rochester.edu) I am a professor of Electrical and Computer Engineering and of Computer Science. I direct the Goergen Institute for Data Science and the New York State Center of Excellence in Data Science, as well as the NSF-sponsored PhD training program on Augmented and Virtual Reality. My research interests are within the broad area of data, signal, and imaging sciences, and include computational imaging, bioimage analysis, and brain-computer/machine interfaces. The overarching theme of my research is the development of probabilistic and machine learning-based methods for robust and efficient information extraction at various levels of abstraction from observed uncertain, complex data.					
LISHA Chen (lchen102@ece.rochester.edu) I am an incoming Assistant Professor of Electrical and Computer Engineering. My research focuses on developing optimization and learning theories for multi-objective and meta-learning, particularly in overparameterized settings with limited labeled data supervision. This theoretical framework aims to better explain and predict the behavior of existing algorithms while guiding the design of principled, scalable, and generalizable approaches. These algorithms will be applied to large-scale machine learning and signal processing problems, including foundation model fine-tuning and alignment.					

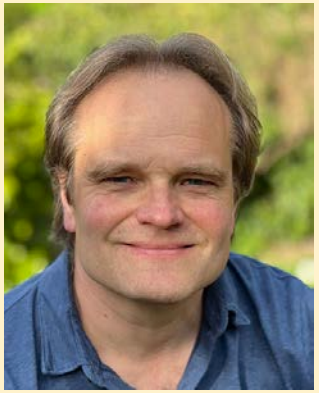
Keirah Comstock (kcomsto2@simon.rochester.edu) As an instructional technologist at the Simon Business School, I have experience working with AI in education. My research centers on instructional technology and the role of technology in education, with a recent focus on AI applications that support learning in higher education. I am excited to be involved in this project and look forward to seeing how it can proactively and inclusively benefit higher education.					
CAITLIN Dreisbach I am an Assistant Professor in the School of Nursing and the Goergen Institute for Data Science at the University of Rochester. Prior to coming to the UR, I completed a two-year postdoc in data science at The Data Science Institute at Columbia University. My research area is to use large-scale, multimodal data to improve clinical assessment during and after pregnancy. My primary funded project (an NIH K01) is building a convolutional neural network to estimate fetal weight from ultrasounds in the late third trimester of pregnancy.				x	

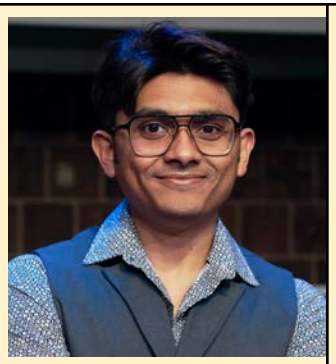
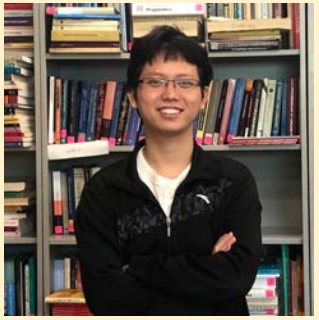
ZHIYAO Duan I am an associate professor in Electrical and Computer Engineering. I also hold a secondary appointment in Computer Science and am affiliated faculty in Data Science. I was trained as an engineer (BS in Automation, MS in Control Science and Engineering, PhD in Computer Science), but I have been very interested in music and sound since childhood. I apply AI and machine learning to build intelligent machines that are able to understand and generate various kinds of sound including music, speech and environmental sounds. On specific research topics, I have been working on 1) music information retrieval: transcription, source separation, music generation, human-AI collaborative music making; 2) speech processing: verification, diarization, text-to-speech, voice conversion, 3) general sound processing: retrieval, generation, audio-text foundation models; and 4) audio-visual learning: talking face generation, scene understanding, cross-modal generation. I am a co-PI of the NSF project on "Toward an Ecosystem of Artificial Intelligence-Powered Music Production (TEAMuP)" together with Raffaella Borasi, Rachel Roberts, Jon Herrington, and Bryan Pardo (Northwestern). I received a National Artificial Intelligence Research Resource (NAIRR) Pilot award to work on audio-visual deepfake detection. I am interested in both the foundational and applied aspects of AI, and I am open to collaborate with people from different fields.					
DILLON Dzikowicz I am an Assistant Professor at the University of Rochester School of Nursing with a secondary appointment at the Clinical Cardiovascular Research Center (CCRC). I also practice as a bedside nurse at URMC (cardiology service line). My research is focused on identifying a subset of heart attack patients who have an occluded artery yet lack any noticeable changes on the electrocardiogram or EKG. In addition to my own research, I collaborate heavily with the CCRC on health-technology related projects. Overall, I receive research funding from NIH, American Heart Association, and industry (e.g. Abbott cardiovascular).				x	

ADAM Dziorny I am an Assistant Professor of Pediatrics and Biomedical Engineering. I have a PhD in engineering and clinical training in pediatric intensive care, as well as being the only fellowship-trained clinical informaticist at the institution. I am an NIH-funded investigator with a focus on development, implementation, and usability of predictive models in the care of critically ill children. I also serve as the associate director (strategy) of the CTSI informatics branch. I am active in numerous national data science and clinical decision support collaboratives, am a Fellow of the American Medical Informatics Association and assist with informatics education across the medical center.					
Lara Evans I am a professor of Clinical Medicine and the Associate Chief Clinical Officer for patient engagement and the acting director for patient reported outcomes at the Quality Institute. I am currently in the pilot program of DAX Nuance using AI to generate patient notes and hope to learn more about how to use AI in the realm of patient care to improve our ability to care for our patients.				X	

ANNE Fallon I am an Associate Professor of Pediatrics and pediatric hospitalist and serve as the Chief Medical Information Officer for Golisano Children's Hospital at URMC. I do not have significant research experience in AI yet, but participate with others on the clinical informatics team in the implementation and evaluation of vendor-driven LLM models for clinical care, currently aimed at reducing the documentation burden faced by our clinicians. I am interested in considering the downstream impact of AI implementation in this way on the diagnostic reasoning of clinicians and potential medicolegal implications as well. I would also like to explore a different application of AI in clinical care – namely the development and implementation of LLMs to support synthesis and efficient querying of the chart to reduce time spent in chart review.				X	
KATHLEEN Fear I am the Director of Data & Analytics in the UR Health Lab. I am interested in applications of AI to improve clinical care and reduce administrative burden. My team has used LLMs to build tools to triage MyChart messages, summarize patient charts, identify follow-up recommendations embedded in unstructured imaging notes, extract data for submission to registries, and other exploratory use cases. I am especially interested in how to effectively validate and monitor these tools and the underlying models.					

ADMA Gama- Krummel I am currently a Ph.D. student at Warner School (PhD in Teaching and Curriculum with an interest in the Philosophy of Educational Technology and pursuing Advanced certification in Program Evaluation). My research has been on the ethical, ontological, and epistemological implications of AI in education, as well as character education in the age of AI. I am also a fellow in the NSF Traineeship on AR/VR at UofR, with a research focus on integrating VR and AI avatars for learning science in formal and informal learning environments; and Technoself Studies. I will also serve as the instructor in a writing course on "Posthuman Future: AI, Ethics, and Identity" as a Breadth Teaching Fellow. I have been involved in discussions and conferences where I present papers such as: “Enhancing Educational Outcomes through AI: Practical Applications of AI Tools to Foster Writing” and “Revolutionizing STEM Education: The Synergy of VR Technology and AI” (AECT International Convention, October 2024); "From Perception to Virtual Projection: A Philosophical Inquiry into Emerging Technology" (XXV World Congress of Philosophy, Sapienza University of Rome, Italy, August 2024); "Cyborg Identities and Posthuman Realities: Navigating in the Age of Deepfake AI and Social Virtual Reality" (CCPC, University of Hawai'i Hilo, 2024); "The Ethical Paradoxes of Artificial Intelligence" and (KPCEL, Boston College, MA, 2024); "Enhancing AI Tools for Education: Integrating Working Memory and Thinking Style Considerations" and "Teachers' Perceptions and Acceptance of Artificial Intelligence in Pedagogical Practices" (NYS TESOL, Albany, 2023); “Digital Imagination: GANs and Reverberations in the Concept of Human Imagination” (Kyoto University, Kyoto – Japan, 2022).					
WHITNEY Gegg-Harrison I’m an Associate Professor in the Writing, Speaking and Argument Program. My academic background is in computational linguistics (MA from The Ohio State University) and brain and cognitive sciences, with a particular focus on psycholinguistics and language production (PhD from University of Rochester). My WRTG 105/E/A class, “Language as a Window into the Mind”, has been tracing developments in computers that “do language” since 2010, and I also designed and taught a new class this Spring, “Writing about and with Artificial Intelligence”, in which students explored what it means to be a writer in a world with AI text generation, and also dug deep into the social, ethical, environmental, labor, bias, and other issues relating to AI. Most recently, I have been doing a mixture of research and advocacy against the use of “AI Detection” tools on student writing, due to their high false positive rates that disproportionately impact students who are already marginalized due to language background or neurodivergence. My biggest concern re: generative AI is the way it seems to be increasing distrust (teachers suspicious of student work, uncertainty over whether we’re talking to who we think we are or are being scammed with deepfakes, inability to know what’s “real”, etc).			X		*

CONRAD Gleber I am currently an Assistant Professor within the Division of Hospital Medicine and Associate Chief Medical Informatics Officer for URMC. Notable projects related to this grant are around developing workflows that directly integrate large language models (such as GPT4). The first main targets revolve around text classification of messages received by clinicians, MyChart or Secure Chat. The Secure Chat project will use LLMs to classify text to various levels of priority for better triage time for urgent messages. Future projects include using generative multimodal models to create generated patient encounters for educational purposes for populations that ethically cannot be considered for standardized patients. I also am working on creating workflows for ambient documentation that connect multiple model types to transform sound into clinical documentation.				X	X
RALF Haefner I'm an Associate Professor in Brain & Cognitive Sciences with secondary appointments in Computer Science and Physics & Astronomy. After a PhD in physics (Oxford) I completed postdocs at the NIH, the MPI for Biological Cybernetics, and at Brandeis University. My research area is computational neuroscience. My group makes use of machine learning to analyze neural data, and takes inspiration from AI to generate hypotheses for the brain's computations. I am particularly interested in perception and its neural basis (modeled as probabilistic inference in a generative model of inputs), the inference of causal relationships, and active sensing (taking action to collect new sensory data).		x			
YU JUNG Han (yhan18@u.rochester.edu) I am a postdoctoral associate housed in the Center for Learning in the Digital Age (LiDA). I am involved in a few externally funded LiDA-related projects on generative AI, instructional technology, qualitative analysis, and so on. My primary research focus centers around the exploration of interest-driven outside of the classroom practices, especially involving second language acquisition.					X

MASUM Hasan (m.hasan@rochester.edu) I am a PhD student in Computer Science at the University of Rochester, with a focus on Artificial Intelligence and Human Computer Interaction. My experience is in AI-assisted skill development and virtual humans driven by generative AI. Apart from that I have several works on Machine Learning for healthcare, such as detection of Ataxia using computer vision, chatbot for answering questions about Parkinson's disease, and creating communication training modules for oncologists.		x		x	x
MICHAEL Hasselberg (co-PI & co-leader for "AI for Healthcare") I am the Chief Digital Health Officer for URMC and co-direct UR's Health Lab. I am an expert on the use of AI, especially generative AI, in healthcare applications. I am a member of UR's AI Governance Committee and the UR Medicine Strategic Clinical Workgroup from AI. My expertise expands health and AI technology as a Robert Wood Johnson Foundation Clinical Scholar Fellow and committee member for the National Academies Standing Committee on Primary Care. I have been an advisor on digital health and AI modalities to the New York State Department of Health, the Department of Health & Human Services, and the National Quality Forum.					
HANGFENG He I am an Assistant Professor in the Department of Computer Science and the Goergen Institute for Data Science at the University of Rochester. My research interests include natural language processing (NLP) and machine learning, with a focus on deep learning interpretability, reasoning in natural language, and evaluation of large language models (LLMs). Additionally, I am actively engaged in applying NLP and LLMs practically across various real-world domains, such as social media, healthcare, and education.				*	X

ISOBEL Heck I am an Assistant Professor in the Department of Psychology and the PI of the Minds in the Social World Lab. My research sits at the intersection of developmental and social psychology and uses experiments (mostly with children ages 3 to 10) to study how people first come to learn and think about the societal structures, systems, relationships, values, and beliefs that define our social world. By studying young children's thinking, I aim to bridge the individual and societal—to offer a lens into the psychological mechanisms that may contribute to how representations of society are built and to uncover intuitive ways of thinking that may help to explain how societal structures and ideas are perpetuated over generations and time. I joined the faculty here at UR last year after completing my PhD at the University of Chicago. Outside of my own research, I am actively involved in science communication, co-directing Psychgeist Media, Inc., a nonprofit that works across research and media to help researchers communicate their findings with broad audiences in engaging yet rigorous ways.		X	*		*
JON Herington (co-PI & co-leader for "Ethical & Societal Implications of AI") I have done extensive work on the ethical and societal implications of AI, including metrics of fairness in machine learning, the ethics of GenAI in music, and preventing the use of generative models to produce novel chemical weapons. I have been PI/coPI in several NSF and NIH-funded interdisciplinary projects, and have emerging research projects on the community engagement and technical methods needed to embed community values in AI systems. I am a faculty affiliate of GIDS, a member of UR's AI Governance Committee, and part of the leadership team of the SoM Clinical and Translational Science Institute (CTSI), providing access to both data science and clinical and translational research spaces.					

ELAINE Hill I am a health economist and Professor of Public Health Sciences, Economics and Obstetrics & Gynecology. I am Director of the Health and Environmental Economics Lab and our team uses Big Data (CMS claims, HCUP hospital discharge records, state-level and national-level vital records, EMR data (N3C, AllofUs)) and linking these data to spatial measures of environment and economic conditions to answer policy relevant questions. I am a faculty affiliate of GIDS, member of the Greater Data Science Cooperative Institute, co-chair of the GIDS health analytics working group and member of CTSI Informatics Strategic Leadership Group. I am PI of multiple large NIH-funded projects. My use of AI has been primarily for clinical phenotyping, prediction modeling, and gaining efficiencies with compiling text data. Email me at elaine_hill@urmc.rochester.edu.			*	*	
KAYLA Hunt I am an Assistant Professor of Psychiatry and Neurology, pediatric psychologist, and serve as the Chief of Informatics in Psychiatry at URMC. Although I do not have extensive experience in AI, I collaborate with the clinical informatics team to implement and assess vendor-driven large language models for clinical care. Our current focus is on alleviating the documentation workload for our clinicians. I am particularly interested in adapting these programs to make sure that they fit the needs of clinicians within psychiatry, as we have already seen that this may be difficult given the nature of care we provide and the regulatory requirements unique to our discipline. I would also be interested in learning more about possibly using AI tools like chatbots to provide support for patients when in crisis.					
JUNE Hwang (she/her) I am an Associate Professor of German and Film and Media Studies. My research focuses on knowledge as an embodied practice and in particular how a focus on process and repetition can challenge forms of scholarship that privilege concepts of innovation and individual accomplishments within the Humanities. In particular, I am interested in approaches to the Humanities that emphasize sustained critical inquiry within models of practice and maintenance. I am currently in the beginning stages of exploring how to integrate generative AIs into this research, both in terms of my own scholarship as well as in my teaching.					

CORALINE Rinn Iordan *she/her* I'm an Assistant Professor of Brain and Cognitive Sciences & Neuroscience, affiliated with GIDS. My expertise is in computer science/machine learning and cognitive neuroscience/psychology. My lab studies how we construct, understand, remember, and communicate stories and events when we experience the world naturally, such as watching a captivating movie or talking to friends about our adventures. We take an interdisciplinary approach to this question that uses human experiments involving dynamic, complex naturalistic stimuli (e.g., films, podcasts, VR environments) and applied machine learning (large vision and language models), together with a diverse array of methods and experimental techniques (neuroimaging, psychophysics, real-time neurofeedback). I'm especially interested in using real-time neuroimaging, together with generative AI, to track and to potentially improve the neural correlates of story comprehension and event perception in the human brain. I'm also a founding faculty member of the UR Science Teaching Through Art (STAr) professional development and outreach program and I'm interested in the potential of generative AI to democratize access to scientific knowledge.		*			*
FLORIAN Jaeger I'm a professor in the Brain and Cognitive Science at UR. My research aims to understand human communication–both language production and perception. I use information theory, ideal observers, ideal adaptors, etc. to study human behavior. My background is in theoretical linguistics, logics, and computer science (M.A. in linguistics and computer science, HU & TU Berlin; PhD in linguistics, Stanford & MIT; post-doc in psychology, UCSD). I also have experience in the industry data science context, where I advise research teams on the use of experimentation (incl. AI-supported experimentation like multi-arm bandits). I am interested in using AI to advance research on human communication–eg., adaptive speech perception–in ways that do not limit the ecological validity of our research (unlike more traditional computational approaches, which tend to require rather controlled & contrived tasks in order to make the modeling feasible). While I have used more traditional NLP/ASR approaches in my research, my understanding of more recent LLM, gen-AI, etc. is limited to conceptual understanding.					

SARAH Jesse As the Mary W. and Donald R. Clark Director of the Memorial Art Gallery, the University of Rochester's art museum, I am constantly seeking new ways to connect the region's diverse populations to the art in MAG's collection. I have worked in the museum field for over twenty years and dedicated my career to making museums accessible to everyone. When employed innovatively and responsibly, AI offers exciting possibilities to personalize and make more accessible the museum visitor experience for nontraditional museumgoers, first time visitors, English language learners, among many other constituents. Most art museums are not employing technology to better serve their audiences and enrich the experience. I am interested in how AI could advance visitor engagement at MAG and its applications across the museum field.					
SULLAFA Kadura sullafa_kadura@urmc.rochester.edu I am an Associate Professor of Clinical Medicine specializing in sleep and hospital medicine, and I serve as a Director of Informatics. My current work that may be relevant to this grant include co-leading a project integrating a LLM model into our outpatient visit workflows to securely draft clinical notes. Additionally, I am involved in using predictive modeling to categorize patient message advice requests. Both projects aim to reduce administrative burden for healthcare staff. My interests include enhancing the patient experience with AI implementation in clinical settings.					

ANSON Kahng I am an Assistant Professor of Computer Science and GIDS-AI focusing on algorithmic game theory and computational social choice, where I primarily focus on designing, analyzing, and implementing democratic decision-making systems. I am particularly interested in the ethical and societial implications of AI (and generative AI systems); my most related projects are on automating ethical decision-making through a voting-based paradigm called *virtual democracy*. I am currently working on projects related to LLM trustworthiness and coherence, as well as continuing work on efficient, fair, and effective collective decision-making systems.					
CHRIS Kanan (PI & co-leader for "Neuro-Inspired GenAI") I have worked in AI for 20 years, with a focus on prerequisite capabilities for artificial general intelligence, including grounded language-guided understanding of images and videos, assessing bias and safety of algorithms, and continual learning. In addition to this background in AI, I also have considerable experience in neuroscience and secondary appointments in Brain and Cognitive Sciences and the Center for Visual Science. I co-founded and served as Associate Director of RIT's Center for Human-aware AI (CHAI); I led AI R&D at the start-up Paige, which raised $220M, where I recruited and supervised 40 scientists and engineers aimed at using AI to improve pathology and oncology. He has over 50 granted US patents related to AI in healthcare.		X	*	*	*
JIAN Kang I am an assistant professor in computer science and affiliated with GIDS. My research focuses on machine learning for social good and aims to make machine learning models, especially for graph-structured data (e.g., social networks, collaboration network, contact network, molecules), to be trustworthy. I am currently working on the fairness and uncertainty of machine learning models and their impacts on healthcare, medicine, education, and physical sciences.					

SANGMI Kang I am an Assistant Professor of Music Teaching and Learning at the Eastman School of Music. I am one of the co-editors of The Oxford Handbook of Artificial Intelligence in Music Education, which will be published by Oxford University Press. At the intersection of culture, general music, and teacher education, I am currently engaged in multiple projects related to AI, including authoring book chapters such as "Artificial Intelligence and General Music Education," "Generative AI and Its Impact on International and Intercultural Perspectives in Music Education: Discourses on Access, Post-Colonization, and Ethnonationalism," and "Generative AI and Music Teacher Education," and conducting an empirical study titled "Fostering Belonging with AI-Enhanced Individualized Instruction in Music Classrooms: A Tripartite Action Research Study."					
DAN Keating Dan teaches courses in analytics, general business, communication, and applied AI in the MBA, Masters, and Undergraduate programs at Simon Business School. Teaching is a mid-life career change for Dan: he had a 25+ year career in regional and global Technology organizations such as Oracle, Qlik, and smaller marketing and analytics firms. His clients included Apple, SAP, Dell, Abbott Labs, Merck, JP Morgan Chase, and others. In addition to teaching, Dan leads the Instructional Technology and Innovation (ITI) team at Simon Business School, which works with faculty to implement innovative instructional technologies to drive pedagogical success for all students. His teaching is highly rated by students, receiving multiple teaching awards. He has deep experience serving on community and commercial boards and as an elected official in his town.					

ADAM Kelly I am a neurologist who focuses on telemedicine and other virtual/digital approaches to delivering health care, both at Strong and throughout the other UR Medicine affiliate hospitals. I have experience on the provider side in the use of various AI applications to assess brain CTs for findings that could influence early, time-sensitive stroke care, which we are now planning to roll out on a system-level. As the director of a large regional stroke system, I am anxious to hear how AI can help improve the quality of care across the entire UR Medicine enterprise, and hope my prior clinical and implementation experiences will be of assistance.					
JENS Kipper **(co-PI & co-leader for "Ethical & Societal Implications of AI")** I have done extensive work on foundational, ethical, and societal issues in the philosophy of AI. For example, I have worked on the nature of intelligence in humans and machines, on the ethical implications of large-scale algorithmic attempts to influence user behavior through "digital nudges", and on the societal and ethical dimensions of autonomous vehicles. I have developed a course on the philosophy of AI and I am currently writing a textbook on this topic for OUP. With Jon Herington and Johannes Himmelreich (Syracuse), I am the co-founder of the Central New York Humanities Working Group "AI and Human Values."					
SHARON Kraynik Sharon_Kraynik@URMC.Rochester.edu As the Manager of Instructional Design for University Human Resources, I am dedicated to leveraging Artificial Intelligence (AI) to enhance Learning & Development initiatives. Our team has been actively integrating various AI tools, including text-to-speech technologies, and we are continuously evaluating new AI solutions for content creation. We are utilizing the University's private instance of ChatGPT to streamline and enrich the educational development process. In our efforts to advance employee skills and support career development, we are exploring AI-driven tools for upskilling, coaching, and mentoring. Additionally, I am collaborating with the AI Training & Literacy Workgroup to develop comprehensive workforce education programs on Artificial Intelligence. Our initial program focuses on communicating the approved AI Guiding Principles and the guidelines established by our Education AI Domain Committee. It also aims to provide foundational AI literacy to					

facilitate the effective use of our internal UR ChatGPT tool. Our goal is to offer specialized training and case studies across various domains, ensuring that our workforce is well-equipped to harness the potential of AI in their respective fields.					
MICHAEL S. Leonard I am a professor of Pediatrics and Public Health Sciences, board-certified in both pediatric hospital medicine and general pediatrics. I am the Chief Safety Officer, Associate Chief Medical Officer for Healthcare Safety, and Associate Vice President for Healthcare Safety at the University of Rochester Medical Center. I am also the medical director for Employee Health. I hold a Master of Science degree in Epidemiology and certifications in both Patient Safety and as a Medical Review Officer. I am a member of the United States Medical Licensing Examination Patient Safety Test Material Development Committee for the National Board of Medical Examiners and a physician advisor to MCIC Vermont. I completed a 6-year tenure as the American Academy of Pediatrics liaison to the Joint Commission. My interest is in the safe application of AI to improve the quality of healthcare delivery and reduce risk of harm to patients.					
KRISTEN Love I am currently an assistant professor (clinical) in the Teaching and Curriculum department at the Warner School of Education. I serve as the director for early childhood and childhood education for the teacher preparation programs. I am an affiliated faculty member for LiDA (Learning in the Digital Age) and have led several mini grants related to classroom technology (hy-flex and AI-learning tools). I am working on an NSF proposal with two colleagues (Carson and Choppin) on utilizing AI technologies for pre-service teacher feedback. One area of interest is how to facilitate GenAI learning in primary and upper elementary grades.					

MITCH Lovett I am a Professor of Marketing and Senior Associate Dean of Education and Innovation at Simon. My research includes applying ML/AI including for causal inference, including both published papers and projects underway. I am leading Simon's AI Initiative, which focuses on business education. That initiative involves integration of AI across the curriculum as well as AI-focused curriculum innovations. We also emphasized on adjusting teaching practices to account for AI and leveraging AI to personalize and make education more efficient, including various pilots to support these efforts. We have been actively engaged in a learning process over the last year with the Simon faculty.					x
APRIL Luehmann I am an associate professor at Warner where I direct the secondary science teacher education program (masters and state certification program for those who want to be middle or high school science teachers). I am an affiliate faculty member for Warner's Learning in the Digital Age (LiDA) Center. My research interests have always included critical considerations of emerging technologies for learning and teaching. I am intrigued to study ways in which AI can support teaching and learning, but also how teaching needs to support AI literacies, including ways in which AI perpetuates societal inequities such as racism.					X
JIEBO Luo (co-PI & co-leader for "AI for Healthcare") I am the Albert Arendt Hopeman Professor of Engineering and Professor of Computer Science. My expertise spans machine learning, computer vision, natural language processing, data mining, multimodal analytics, AI generated content (AIGC), compuatational social science, and applications of AI in healthcare. I recently authored the book "Deep Network Design for Medical Image Computing." Within the domain of healthcare, I have used computer vision to tackle various medical imaging problems, and used machine learning techniques to build multi-level, multi-scale and multi-mode mathematical and computational models for genetic, infectious and behavioral diseases.		*	*	X	

GONZALO Mateos I am an Associate Professor of Electrical and Computer Engineering with a secondary appointment in Computer Science. I serve as Associate Director for Research at the University of Rochester's Goergen Institute for Data Science and Artificial Intelligence. My research interests lie in the areas of statistical learning from complex data, network science, decentralized optimization, and graph signal processing, with applications in brain connectivity, wireless network monitoring, power grid analytics, and information diffusion. I am currently particularly interested in generative models for graph data, using graph representation learning for understanding the relationship between brain connectomes, bias mitigation in machine learning on graphs, and in using machine learning models for causal structure identification.		*	*		
DAVE Miller ***(dmiller@warner.rochester.edu)*** As an ever-recovering serial entrepreneur, and currently the Associate Director for K-12 Education in the Center for Learning in the Digital Age (LiDA) as well as a faculty teaching in Health Profession Education programs, my interests live at the intersection of ed-tech innovation; online and digitally-rich teaching and learning; entrepreneurial approaches to program and project development and implementation in K-12 and higher ed; and mentoring students and dreamers to become highly effective practitioners in their chosen realms. In alignment with the mission and vision of the Center for Learning in the Digital Age, my greatest wish is to continue helping students and practitioners across field discover and navigate the exciting challenges and uncertainties that impact teaching and learning given the recent development in GenAI.				X	*
SHAWN Newlands I am Professor and Chair in the department of Otolaryngology. I am also currently the Associate Chief Medical Officer for the Ambulatory Enterprise at URMC. I have expertise in sensory neuroscience, otolaryngology, head and neck oncology, and ambulatory clinic operations. My interest in AI is very practical. We are interested in AI applications that make medical documentation easier (such as DAX pilot) and clinical operations like scheduling easier. I want to partner with leaders like Mike Hassleberg and Greg Nicadri in using the best tools to drive the clinical enterprise forward.				X	

Gregg Nicandri MD I am URMC Chief Medical Information Officer. I am working on the clinical implementation of ambient voice technology as well as sepsis/deterioration predictive models into the clinical workflow. I think generative AI will be very impactful in the areas of workforce wellbeing and efficiency and predictive models will be very helpful in improving outcomes through more timely, evidence based, individualized care to patients. I am very interested in finding ways to deploy AI tools in the workflow so that they have the most impact for our patients and healthcare workforce. I am traveling so I will miss the first meeting but I am excited to work with you all.		x		x	
JOSÉ PÉREZ-RAMOS (j.perezramos@rochester.edu) I am an Assistant Professor in the Departments of Public Health Sciences (Main), Pediatrics, Obstetrics and Gynecology, and The Center for Community Health Prevention. My research work is not just about addressing health inequities, but also about doing it in an innovative way. My focus is on designing and implementing technological, community-oriented research initiatives that aim to reduce health i in nequities and address socio-structural determinants of health in under-resourced communities globally. My lab has been instrumental in the development of AI chatbots to increase health access information for these communities. Currently, we are collaborating on the development of an AI-based health information predicting model tool for health ministries in Latin America. Our methods, including human-centered design,which are consistent with community-based participatory research (CBPR), showcasing our innovative approach.				*	*

SARAH Peyre Sarah Peyre serves as vice dean of education at the University of Rochester School of Medicine and Dentistry and as an associate vice president for clinical education for URMC. Prior to her current roles, Sarah served as dean of the Warner School of Education and Human Development, where she remains on faculty, and as UR's interim provost from 2021-2022. She is well known for her work in the field of simulation and the development of educational innovations that support collaborative health-care models; her work in interprofessional education includes curriculum development on disparities in health care, leadership, and technology. Sarah has worked on several educational research projects funded by the National Institutes of Health, Josiah Macy Jr. Foundation, Burroughs Welcome Foundation, and others to improve the areas of expertise, teaming, and educational effectiveness. Her current interest in AI centers around the use of LLMs and predictive analytics to predict learner success in various programs. She is also interested in training and AI literacy for working professionals in the medical space.				*	X
ELISE Piazza I am an Assistant Professor of Brain & Cognitive Sciences. My research focuses on the cognitive and neural mechanisms of real-life, interpersonal communication, including dialogue and musical interactions. I am also interested in how musical training impacts the hierarchical organization of sounds in the brain and how listeners compute statistical summary (or "gist") representations of complex sounds. My research has used two-brain neuroimaging techniques (fNIRS, EEG) to record from multiple people (including adults and children) engaged in live interactions. I also use large language models to quantify the semantic structure of improvised stories and dialogues and predict subjective human ratings of creativity and other narrative features.					
MEGHAN Plate *meghan.plate@rochester.edu* I serve as Lead Business Administrator in the Office of Education at UR's School of Medicine and Dentistry (I previously worked in URMC's Health Lab, the health system's innovation hub). Regarding AI, I'm interested in how gen AI factors into education/experiential learning and healthcare/healthcare training. My relevant areas of research interest include transdisciplinary research/projects, accessibility, and staff/faculty use of tech. In recent years, I have worked with a Warner School-based team to explore the possible role of AI in higher education, specifically on student affairs. Outside of my work at UR, I also sit on the board of TechRochester, a nonprofit organization that brings the tech				*	*

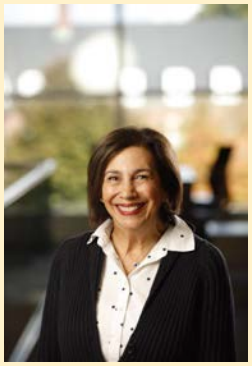
community together. As part of our mission, we highlight exciting advancements in Roc and encourage collaboration across the region.					
ERIKA Ramsdale erika_ramsdale@urmc.rochester.edu I am an Associate Professor in the Wilmot Cancer Institute, with a clinical practice in geriatric oncology. I completed a fellowship in medical ethics in addition to my medical training. My research involves AI/ML to improve decision-making and outcomes in older adults with cancer (e.g., using LLM/LMM to identify complex syndromes such as frailty and cognitive impairment, using ML to improve fall detection, symptom clustering). I am the Clinical Director for the WCI Technology & Innovation Group, which creates custom data management software for the cancer center including AI/ML pipelines for genomics and curation of complex datasets for research. I am Strategic Director for CTSI Informatics. I am interested in understanding how to increase AI and data literacy and use these tools ethically and with the highest benefit to society.			x	*	
Monica Ranaletta I am a family medicine physician and part of the leadership team of the primary care network where I focus my work on innovation. My interest in AI is how we can best use this technology to improve how we take care of patients, take care of ourselves and find joy in the work we do.					

Md MAMUNUR Rashid I am a Ph.D. student in Education specializing in Teaching, Curriculum, and Change at the Warner School of Education, University of Rochester. I work as a doctoral research assistant at the Center for Learning in the Digital Age (LiDA Center). Additionally, I am a trainee in the NSF Ph.D. Research Traineeship (NRT) program on AR/VR and a LEND Fellow at the University of Rochester Medical Center. I teach a writing course on the theme *Writing, Photography, and Artificial Intelligence* as a Breadth Teaching Fellow in the Writing, Speaking, and Argument Program at the University of Rochester. My research interests include AI in education, multimodal learning, language education, and immersive learning with AR/VR.			*		X
RACHEL Roberts rroberts@esm.rochester.edu I have a few roles at Eastman - Director of ESM Strategic Initiatives, Director of the Institute for Music Leadership (IML), and Associate Professor of Music Leadership. The IML creates career and leadership development opportunities for musicians on and off the stage. We support a variety of learning, inclusive of classes, grants, advising, research, and advisingI'm interested in AI for multiple reasons - how it connects into the classroom for learning, how it helps with career preparation, and how we can best prepare students (especially musicians) for a world with increasing usage of / reliance on AI. Presently, my AI work is serving as a co-PI for an NSF-funded grant exploring the implications of AI for musicians. I'm a musician by training (ESM alum), and have worked in managing orchestras and higher education administration. My graduate work and EdD work focuses primarily on organizational leadership and creating cultures of learning.					X
KARL Rosengren My expertise is in child psychology and development, and my work to date has primarily focused on children's cognitive development, specifically how children come to understand the world. I am particularly interested in how cognitive biases and contexts influence and shape both children's and adults' reasoning in various domains. I am also an expert on research methods, employing both quantitative and qualitative methods. I am a Fellow of the Association for Psychological Science, and my research has been funded by NSF, NIH, and the Spencer Foundation.					

LEN Schubert I am an Emeritus Professor of Computer Science, with primary interests in natural language communication, commonsense reasoning, planning, and self-motivated agency. In 2025, I am still advising several students. I am a Fellow of the Association for the Advancement of Artificial Intelligence.					
TARA Serwetnyk EdD, RN, NPD-BC, FNAP Tara_serwetnyk@urmc.rochester.edu I am the Director of Academic Innovation at UR School of Nursing. I think AI has so much potential to improve patient outcomes, assist us with supporting students through early identification/predictive analytics, and help us gain efficiencies so we can focus our time on things we can't currently get to. I am part of a team that is participating in the AAC&U AI Institute and I have a passion for faculty development, student success, and assessing outcomes. I am also a Co-PI for a multi-department UR Education Technology grant where we are exploring the use of AI tools to develop educational videos and evaluate language translation abilities. In addition, I lead a team of instructional designers who assist with course design, develop student assessments, and the implement educational technology.					
JUDITH Smetana I am a developmental psychologist in the Department of Psychology. My research focuses on young children's moral development and on adolescent-parent relationships in different cultural and ethnic/racial contexts. In both areas of research, I examine individuals' reasoning and understanding of their social worlds and how reasoning and behavior develops and changes through social interactions. My research has been funded by NSF, NIMH, and the William T. Grant, Spencer, and Fetzer Foundations.					

Caitlin Smith As the Instructional Design Manager for Nursing Practice, I have always been interested in tools that expedite our workflow but produce great quality results. We create a high volume of online courses for the workforce and are interested in tools that will enhance what we are doing. This year, I worked with an interdiscliplinary team from School of Nursing, Simon Business School, and Information Services Division (ISD) to receive the Ed IT Grant to purchase three video and narration AI tools for comparison as we create online courses. I hold a master's degree in teaching and Ed D in Ed Leadership. I completed the online teaching certification at Warner, and have nearly 20 years of experience working in education. As a leader in my department (Learning and Development), I also look for simple ways that staff can use AI tools to create efficiencies in their workflows. A "Tuesday Tech Tip" so to speak. I receive feedback that the UR AI Chat tool is helpful in creating concise blocks of text for performance reviews as well as generating "knowledge check" questions for content we are creating (on the educator side). I look forward to learning about broader practical uses of AI technology in our daily workflows at University of Rochester as well as continuing to explore ethical considerations.					
ALDEN Snell I am an Associate Professor of Music Teaching and Learning at the Eastman School of Music. My interest in AI is related to my research interests in generative creativity (specifically in wind/brass/percussion settings) and assessment of music learning. How can AI facilitate assessment of music learning when teachers have varied views of the use and effectiveness of assessment in music education settings? I was recently asked to write a chapter on AI and assessment, and I have been participating in the Ethical and Societal Implications of AI working group. As current chair of my department, I believe there are many opportunities for engaging Rochester/Monroe County music teachers with what we propose through this institute.					

ADAM Snyder BS in “Language and Mind” from NYU; PhD in Cognitive Neuroscience from CUNY (advised by John Foxe), where I used EEG in human subjects to study oscillatory neural mechanisms of feature-based attention; postdoc with Matthew Smith at University of Pittsburgh, combining EEG and invasive neural population recordings in monkeys with an eye to translation (I have a current project using deep recurrent autoencoders to identify latent dynamical processes that explain activity across these two electrophysiological modalities that shows promising early results); Postdoc with Byron Yu at Carnegie Mellon (in ECE and Machine Learning departments) to learn more advanced methods for modeling and analyzing neural population activity. Assistant Professor at U of R starting in 2018. Another example project in the lab related to AI uses generative adversarial networks to identify latent visual features that linearly explain neural population responses in heretofore mysterious mid-level visual areas (preprint, needs revision). I have expertise in computational neuroscience and neurophysiology of vision and cognition, and training in machine learning. In general, I am interested in the potential for deep neural networks to identify complex non-linear dynamical processes such as those guiding brain activity, which are otherwise elusive to pin down in a theoretically driven way.		x			
JAMES Spann - jspann2@cs.rochester.edu I am a 4th year PhD Candidate in Computer Science at the University of Rochester, specializing in the overlap between deep learning and Human Computer Interaction. My work is focused on addressing the language deprivation that Deaf and Hard of Hearing Children experience, and developing tools to enable learning at home.					

Carol Anne St. George I am a professor at Warner where I direct the Reading and Literacies teacher education program . I am an affiliate faculty member for Warner's Learning in the Digital Age (LiDA) Center. My research interests include literacy learning within and outside of classrooms, including how literacy learning is supported with emerging technologies for learning and teaching, including the ways in which AI can support and enhance understanding and comprehension.					
BEN Suarez-Jimenez I am an Associate Professor in the Neuroscience department and the Center for Visual Sciences. I use virtual reality (VR), multimodal magnetic resonance imaging (MRI), and machine learning to try to elucidate the psychological and neural signatures of PTSD and anxiety disorders. Particularly, to delineate the contextual aspect of threat and reward learning, discrimination, and monitoring. Patients with PTSD and anxiety disorders often show an overgeneralization or an exaggerated response to threat in larger contexts, even in environments predicting safety. With this research, we expect to identify new brain measures to develop sensitive, personalized, and precise diagnostic and treatment tools for psychopathology.				X	

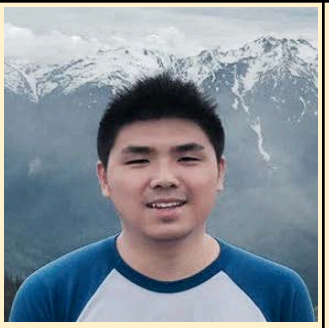
Cristiano Tapparello I am a Research Associate Professor in the Department of Electrical and Computer Engineering at the University of Rochester, and the Director of Software Engineering at the UR Health Lab, UR Medicine. My research interests broadly reside in the areas of wireless communication and mobile health, with a particular emphasis on the design of novel techniques to facilitate the diffusion of smart and connected solutions for the acquisition, storage and processing of health data to improve healthcare outcomes.				X	
SUE Uselmann I am director of the Eastman Writing Center and Associate Professor of Humanities and English for Academic Purposes. My research relates to historical forms of literacy and creative expression that intersect with questions of authorship, rhetorical invention, and intellectual property. I am interested in how AI is reshaping pedagogy, and I teach courses that explore creative thinking and creative expression from transdisciplinary and interdisciplinary perspectives. In my work with international students, I am especially interested in AI as a tool for survival, and how forms of creative expression that are especially vital to the arts and music are intertwined with ethical questions of ownership, voice, and agency.					
Prattama (TAMA) Utomo putomo@u.rochester.edu I am currently a PhD student at Warner School (PhD in Higher Education with an interest in Health Professions Education), and I also serve as a teaching assistant for the health professions education course. I am originally from Indonesia, have an MD practicing in emergency medicine, and also an Assistant Professor in the Department of Medical Education and Bioethics, in the Faculty of Medicine, Public Health and Nursing, Universitas Gadjah Mada, Indonesia (currently on study leave to pursue a full-time PhD at Warner School, University of Rochester). My research interest is in socially accountable medical education. I am interested in joining this project to explore and contribute on how GenAI should be used for decision making in the healthcare setting, and also how to train future healthcare professionals in using GenAI to support their learning and patient care.				X	*

EDWIN van Wijngaarden edwin.vanwijngaarden@rochester.edu I am Professor and Associate Chair of Public Health Sciences, and Assistant Vice Provost for Academic Programs. I am an environmental epidemiologist, and my primary research program focuses on the influence of environmental exposures on cognitive outcomes in children and adults. I have a long history of educational leadership, and have directed several PhD programs (epidemiology, translational biomedical science), masters programs (clinical investigation, epidemiology), and undergraduate programs (environmental health, epidemiology, and clinical and translational sciences). I am the chair of the university's subcommittee on AI in Education and a member of the AI Council, and will be teaching a course on the use of GenAI in Clinical and Epidemiologic Research Design in summer 2025.				X	X
Patricia Vaughan-Brogan I am an Assistant Professor in the K-12 Educational Leadership Program at Warner. I serve as the Program Director for the MS and CAS programs leading to NYS certification in school building and school district leadership. I also am a Co-PI for the NSF RAPID AI grant. My interests include leveraging AI to improve teaching and learning (in K-12 schools and in higher education) as well as exploring work efficiencies that might be realized in each of these areas.					

David Waldman david_Waldman@URMC.Rochester.edu I am a Professor specializing in Imaging and Surgery, with a background as an interventional radiologist. Previously, I served as the Chair of Imaging for 18 years. During my tenure, I spearheaded the integration of numerous AI technologies, including workflow managers, natural language processing for coding, and various image interpretation modules. Currently, I hold the position of Chief Medical IT Development Officer. My primary focus lies in exploring the potential of AI in healthcare, while remaining vigilant about issues concerning accuracy and ethics. Presently, I am collaborating with the health lab to leverage AI for aggregating incidental findings in radiology reports, aiming to assess the efficacy of "Close the Loop" follow-up procedures. Additionally, I am intrigued by the application of virtual reality (VR) in radiologic image interpretation, which I see as a promising avenue for enhancing diagnostic capabilities.					
JINJIAO Wang I am Associate Professor and Postdoctoral Program Director at the University of Rochester School of Nursing. My career as a nursing scientist has been focused on home-based geriatric care, particularly by using home health care services and home care-based interventions to improve quality of life and health outcomes of older adults with multiple chronic conditions and geriatric syndromes, such as depression, cognitive impairment, frailty and polypharmacy. My scholarly work to date has been focused on the evaluation of home health care services and delivery, the examination of geriatric syndromes, and the development of innovative interventions. I have experience conducting studies on patient outcomes and health services delivery that involve the design and testing of pragmatic health services interventions, qualitative interviews, direct observation, and mixed method group participatory concept mapping, as well as analysis of large datasets using sophisticated statistical and data science methods. My current projects focus on polypharmacy management, deprescribing, medication optimization and infection control in home health care that involves the use of telehealth to promote communication between patients and their health care team.					

AARON White I'm an Associate Professor in the Department of Linguistics, with a secondary appointment in the Department of Computer Science and an affiliation with the Goergen Institute for Data Science. I'm also Director of Graduate Studies for the Department of Linguistics and Director of the FACTS.lab. My research aims to understand the human ability to convey information about possible past, present, and future configurations of things in the world and how it is undergirded by systematic relationships between structured linguistic expressions and the conceptual categories available to humans. It investigates (a) which of these conceptual categories can be related to which sorts of linguistic expressions, (b) what those relationships look like, and (c) how they can be leveraged for building better natural language understanding (NLU) systems. I have been working with large language models (LLMs) as part of my research since 2017 (or 2013 if you consider word2vec and GloVe large language models) and with language models more broadly since 2010. My main interest in using these models is as assistive technologies for conducting scalable scientific research and for developing useful information technologies. I do not study the models themselves and have very little interest in doing so, except insofar as it contributes to the goal of improving their use as assistive technologies.		x			
AXEL Wismueller I am a pioneer of Artificial Intelligence (AI) in radiology. With a 25+ years leadership, funding and publication track record, I am one of very few individuals worldwide serving as both a clinically practicing radiologist and a machine learning scientist, thus bridging the gap between fundamental research and clinical application of AI in radiology. I am Professor of Radiology, Biomedical & Electrical Engineering, and Director of the AI Radiology Laboratory at URMC. In my clinical practice, I serve as an Attending Radiologist for cardiothoracic and body imaging, including CT, MRI and ultrasound. Based on my dual professional qualification in both science and medicine, my research focuses on developing and clinically evaluating cutting-edge machine learning, AI and health informatics technologies to expedite patient- and provider-centered image interpretation, clinical understanding, and efficient health care management.					

CHENLIANG Xu I'm an Associate Professor in the Department of Computer Science at the University of Rochester and an affiliated faculty member of the Goergen Institute for Data Science. My research originates in computer vision and tackles interdisciplinary topics, including video understanding, audio-visual learning, vision and language, and methods for trustworthy AI.		*		*	
Yuqiu (Yvonne) Xu I am a Ph.D. student in Higher Education at the Warner School of Education, University of Rochester. I currently worked as a research assistant at the Center for Learning in the Digital Age (LiDA Center). My current research focuses on applying AI in higher education and teacher preparation programs(k-12), with an emphasis on supporting student affairs professionals and facilitating technology integration for faculty and staff. With a bachelor's degree in Computer Science and full-time experience in student affairs, I hope to bring a unique blend of technical and educational expertise.					
JIALIN Yan I am a Ph.D. student in Education at the Warner School of Education, University of Rochester, and a research assistant at the Center for Learning in the Digital Age (LiDA Center). My research interests lie in the application of AI in both K-12 and higher education, with a focus on policies and ethics. Additionally, I serve as a United Nations volunteer in Zimbabwe, working in the education and technology sectors. I am eager to contribute to the AI Horizons Institute with my expertise in these areas. I have presented my AI-related research at various conferences, covering topics such as AI and linguistic bias at ALWC, and the impact of state policies on AI and teachers in Morocco, China, and the US. I am looking forward to participating in this meeting.					
JUSTIN Zelenka					

YAMIN Zheng yzheng58@u.rochester.edu I am a Ph.D. student in Teaching and Curriculum at the Warner School of Education, while also pursuing a Master's degree in Data Science at the Goergen Institute for Data Science and Artificial Intelligence. I have worked as a research assistant at the Center for Learning in the Digital Age (LiDA Center) and am also a fellow in the NSF Ph.D. Traineeship on AR/VR at UR. My teaching experience spans K-12 and higher education in both the U.S. and China, and my leadership experience in teacher education has given me a deep understanding of the challenges and opportunities that educators face in the classroom. I am passionate about the potential of AI to address these challenges and transform education in the future. I am involved in several externally funded LiDA-related projects focused on generative AI, and my recent research explores the integration of AI in content-language integrated teaching/learning and teacher education.					
YUHAO Zhu yzhu@rochester.edu I am an Associate Professor in Computer Science with appointments in BCS, ECE, CVS, and GIDS. My current research projects and interests related to this Institute are: 1) Using Virtual Reality combined with generative AI to study human perception and cognition in naturalistic environments. I am particularly interested in human visual perception and aesthetics toward art. 2) Designing better (generative) AI systems leveraging our understandings of biological neural networks. 3) Ethical issues in creativity in the era of (generative) AI.		x	*		
XIAOFEI Zhou zhouxf626@gmail.com | http://zhouxf.com/ I am a recent PhD graduate from the Department of Computer Science at the University of Rochester., working with Dr. Zhen Bai. I am passionate about learning technologies! My research and design interests lie in creating novel interactions to help people develop complex knowledge, and ultimately realize their own life values. I have an education background in Industrial Engineering from Tsinghua University, Beijing and Educational Technology & Applied Learning Science from CMU, Pittsburgh. I am currently working on projects creating novel interfaces to introduce AI literacy to children and K-12 educators.					*