Faculty Senate Meeting Minutes
February 6, 2026
Approved February 19, 2026

1. Call to Order

   The meeting was called to order by Chair McLean at 1:03pm.

2. Roll Call

   Present:

   Allen, Belim, Bergiel, Boyd, Bryan, Buzon, Chen, Colley, Council, Dyar, Elias, Ellison (proxy), Elman (proxy), Fleming, Green, Griffin, Hadley, Harte, Hildebrandt (proxy), Hopper, Ivory, Kazeem, Khan (proxy), Kimbrel, Maggiano, Matthews, Mendes, Moon, Ofoe, Peralta, Riker, Roberts, Schoon, Shelnutt, Sicignano, Swift, Viswanath, Webb, Wentz, Yang, Yarbrough, Yeh, Zot

   Absent:

   Brock, Faucette, Janzen, Koczkas, Ruffin, Seong, Talbot

3. Minutes

   A) The January 23, 2026 Faculty Senate Meeting Minutes were approved electronically on January 27, 2026.

4. Discussion with Leadership

   B) President

   - *Searches for faculty and staff to fill vacancies is ongoing.*
   - *A meeting with the Chancellor took place recently; the university will continue to advocate on behalf of faculty, staff, and student. Discussion regarding student success; dual enrollment. We matriculate roughly twenty-five percent of dual enrollment students; they graduate about one semester faster than traditional students. State legislators and the Chancellor are interested in graduation plans and programs that can fit within a three-year timeframe (some other universities in the U.S. have taken this approach recently).*
   - *Questions:*
     - *Is there any talk of merit increases, or other faculty pay increases at the legislative level?*

        - *There is currently no plan for merit or COLA adjustments. There are three hundred bills in the system right now: the USG is coordinating their agenda regarding interest and lobbying. Many bills get filed every year, but only a small percentage make it through the process.*
    - *Can you provide more context regarding the three-year degree idea?*
        - *There is a national push for three-year degrees: getting students into the workforce faster. Regarding dual enrollment students, we do not receive a tuition payment for them, rather state appropriations; this creates a system where the state pays a large amount for educating these students, budget pathways need to be clearer regarding investment. There is some talk about creating ninety-hour Bachelor of Applied Science degrees or other similar programs (nationally); it is realized that this approach may not be feasible for all degree programs. Currently, there is no pressure to pursue this path, just questions and discussions.*

C) Provost

- *The provost extended kudos to faculty for their work in updating curricula, hosting events, and contributing to student success.*
- *This academic year the university added twenty limited term faculty lines, with more anticipated in the future. The goal should be to convert these positions to permanent lines. Enrollment is up, suggesting positive growth that can sustain more faculty lines.*
- *The provost reminded faculty that professional development funds that are intended to be used in the summer can be encumbered.*
- *Annual evaluation process is ongoing; the system office requested numeric values regarding performance which is why this has been included in the evaluation guidelines. Faculty goals need to be clear and measurable; consider making a three- or five-year plan instead of annual goals that would require sudden workload adjustments. The university is still flexible for yearly schedule adjustments, but forward thinking and clarity will benefit all. The provost encouraged the faculty senate to consider reviewing the Faculty Handbook to make language regarding workload, promotion, and tenure clear.*

- *Dr. David Newton spoke regarding Momentum. Virtual sessions will be ongoing, with topics including connecting content to AI, student success, and others. Campus planning will meet next Thursday to consider the next cycle. Dr. Newton and the Provost noted UWG's strong faculty representation in these endeavors.*
- *Questions:*
    - *The increase hiring of LTI lines may give the impression of inaction regarding previous requests for filling vacant permanent lines.*
        - *LTI lines are needed to accommodate teaching needs at meta and program levels; the intention is always to convert these to permanent lines, LTI is only designed as a short-term solution. The provost encouraged programs to launch searches to fill vacant lines as area growth allows: goal of having eighter percent of faculty in the full-time permanent space to preserve the integrity of the professoriate. There may be a need for more lecturers and senior lecturers.*
    - *If UWG moved to R1 status, is there a plan? Who are the stakeholders?*
        - *Transitioning to a different classification requires a detailed plan. Our list of peer institutions was recently updated. A major goal right now is accurately auditing and accounting for our investment in faculty time and faculty achievement regarding professional development. Strategic plan including dates will be provided in the future. Stakeholders are faculty, among others. Reaching the R1 status also requires a certain number of doctoral graduates per year, research production, and a change in mission compared to our current goals. The President mentioned that Georgia may need to reclassify some higher education institutions. An average of fifty million dollars in grant production needs to happen on an annual basis: based on our investment in faculty and outside grants, we would need roughly thirteen million more this year, which is doable, but would need to be maintained: this is difficult for most universities.*

- *How would faculty workloads and the Faculty Handbook change? To attract the best faculty to an R1 institution, workload and research expectations may need to change.*
  - *If this were to happen, start-up funding or hiring packages would need to reflect these aspects, particularly to encourage grant writing. Getting to the R1 level would require flexibility.*

5. Committee Reports

Executive Committee (Dylan McLean, Chair)

Information Items:

1) General Information Updates
   - *Chair McLean reminded senators that there is a need for nominations for the next senate chair.*
2) Committee Chair General Updates
   - *The Faculty Affairs Committee is looking into several matters including the review process for faculty in administrative positions and the faculty leave and absence policies. Will work with Legal and Human Resources as needed.*

Committee I: Undergraduate Programs Committee (Stacy Boyd, Chair)

Action Items:

Items were taken as a block vote and were approved unanimously.

A) Richards College of Business
   1) Department of Economics
      a) Bachelor of Arts with a Major in International Economic Affairs

         Request: Delete

         The program has not met the graduation requirements of 10 per year to remain viable.

B) College of Mathematics, Computing and Sciences
   1) School of Field Investigations and Experimental Sciences
      a) Biology, Professional Preparation Track, B.S.

         Request: Revise

Modifications to the Biology program have been applied which include three new tracks. This Pre-professional track is no longer offered.

b) ENGR - 1101 - Introduction to Makerspace

Request: Add

Introduction to Makerspace strengthens the engineering science curriculum by providing first-year students with early exposure to hands-on learning, design thinking, and practical problem-solving. The course bridges foundational math and science concepts with real-world engineering applications through prototyping and fabrication activities, helping students develop technical skills, creativity, teamwork, and confidence. By engaging students in experiential learning early in the program, the course supports student retention, promotes engineering identity, and prepares students for success in upper-level laboratory, design, and capstone courses.

c) ENGR - 2101 - Intro to Engineering Design

Request: Add

Introduction to Engineering Design emphasizes the full engineering design process, reinforcing analytical thinking, creativity, teamwork, and professional communication while introducing ethical and societal considerations central to engineering practice. By situating design early in the curriculum, the course prepares students for advanced technical coursework, laboratory experiences, and capstone projects, ensuring they develop both the conceptual understanding and practical skills essential for success in the engineering sciences and related career pathways.

d) ENGR - 3101 - Engr Economics and Quality

Request: Add

Engineering Economics and Quality is an essential component of the engineering science program because it equips students with the analytical tools needed to make sound engineering decisions that balance technical performance, cost, and quality. By integrating economic analysis with quality engineering concepts, the course prepares students to approach engineering problems holistically, supporting efficient resource use, continuous

improvement, and data-driven decision-making. This knowledge is vital for success in capstone design projects and professional engineering practice.

e) ENGR - 4101 - Senior Design and Prototyping

Request: Add

This course is an important component of the engineering science program because it reinforces the development of professional skills essential to engineering practice, particularly effective teamwork and collaboration. Engineering problems are increasingly complex and interdisciplinary, requiring engineers to work productively in team-based environments. By emphasizing collaborative problem-solving, communication, and shared responsibility, the course prepares students to function effectively on diverse teams.

f) GEOL - 3014 - Mineralogy and Crystallography

Request: Revise

The most common time distribution for lectures accompanied by labs at UWG is 3 hours of lecture and 2 hours of lab (4 credit hours for both student and faculty workload). Mineralogy and Crystallography-GEOL3014 has required 6 hours of instruction for many years, and is documented in the catalog as 2 hours of lecture and 4 hours of lab. In practice, this has been offered as 3 hours of lecture and 3 hours of lab. This proposed change will: 1. align GEOL3014 with most of the other lectures+lab on campus. This will be less confusing for students as they build their schedules. 2. create a slightly more equitable workload for faculty offering this course. For many years the instructor has offered 6 hours of time and has only been acknowledged for 4 hours of workload. This change will require 5 hours of instruction for 4 hours of workload. 3.will allow the Earth and Environmental Sciences program and its students to reduce course conflicts by regaining one instructional hour throughout the week. The redistribution of lecture and lab time does not result in a change in the course credit hours, and therefore does not impact the EES program, or the recently deactivated geology program (teach out students).

2) School of Computing, Analytics, and Modeling

a) COMP - 2400 – Networking

Request: Revise

Concerns with student progress and repetitive course curriculum have been noted through data gathered by the Computing Faculty via program assessment, student graduation exit interviews, and informal methods including discussions during student mentoring meetings. Faculty have also noted concerns with student preparedness in upper-level courses across the program as well as confusion over the distinction between the Computing program and the Computer Science program. We are proposing minor revisions to the Computing Program along with associated course modification and add requests to address these concerns in the following ways. - Provide enhanced guidance for students pursuing the program by opening more elective offerings and pairing down the number of depth courses where depth courses are meant to best align with the area of a student's intended future career or further academic studies (showing a greater depth of study in this area). - Rename Breadth Required areas and Breadth Elective areas to Required and Elective to simplify the naming of program components. - Refine the set of courses in the list for both Elective and Depth courses to better distinguish between the two major programs. - Introduce a new course, Comp 2400, focusing on networking as a Required course. - Modify the pre-requisites for multiple Comp courses to eliminate the need for redundant course curriculum and improve student preparedness in upper-level courses. This course is being introduced with two primary goals. 1) Enhance the coverage of networking/system administration concepts and practices which were previously both covered by Comp 3400. Comp 2400 will now focus on networking, and Comp 3400 will focus on system administration. 2) Introduce new course options for students in Computing which serve to further distinguish the program from Computer Science.

b) Computing, B.S.

Request: Revise

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Committee II: Graduate Programs Committee (Kim Green, Chair)

Action Items:

Items were taken as a block vote and were approved unanimously.

A) College of Education

1) Department of Educational Technology and Foundations

a) MEDT - 7489 - Asynchronous Online Course Design

Request: Add

Program faculty have added this course to keep pace with changes in the field of online teaching and learning. This course focuses specifically on online design, which was missing as a central focus in the prior lineup of courses. In addition,

within this course focused on design, this course allows faculty to more clearly address "asynchronous" online design.

b) MEDT - 7496 - Generative AI for P-12

Request: Add

Our student audience of school librarians and teachers has expressed a strong need for guidance in the area of generative AI in education. Our program faculty propose to add this elective based on the rapid changes in the field in response to learners' needs.

2) Department of Leadership, Research, and School Improvement

a) EDLE - 9901 - Advanced Principles of Strategic Leadership

Request: Add

This is a new course designed for Strategic Leadership Track for the EDSI program. This course offers an advanced exploration of the strategic dimensions of school leadership, emphasizing the complex, interdependent forces that influence decision-making in contemporary educational systems. While many educators can distinguish between effective and ineffective leadership, doctoral-level study requires a deeper, theory-driven understanding of how leadership shapes the strategic direction, performance, and long-term sustainability of educational organizations.

b) EDLE - 9902 - Advocacy, Influence, and Stakeholder Relations

Request: Add

This course was developed to support the new Strategic Leadership track for the EDSI program. This course examines how power, policy, governance structures, and community context shape decision-making within schools and districts. Students develop ethical advocacy strategies; apply tools for stakeholder analysis, and craft persuasive communication with internal and external stakeholders. Students learn to communicate with clarity and purpose across diverse audiences and practice effective engagement strategies with media.

c) EDRS - 9105 - Applied Qualitative Research for School Improvement

Request: Add

Updated research class to directly support research for school improvement efforts in K12 settings. This course focuses on the use of qualitative methods of research, including both the theoretical perspectives underlying qualitative methodologies and the methods of collection and analysis of qualitative data sources, in educational studies.

d) EDRS - 9106 - Applied Quantitative Research for School Improvement

Request: Add

This course was developed to support the School Improvement Ed.D. with a focus on applied research in K12 schools. This course introduces doctoral students to quantitative research methods commonly used in education and social sciences. Emphasis is placed on designing and conducting empirical studies.

e) EDSI - 9995 - Capstone I

Request: Add

Capstone I establishes the foundation for the capstone sequence in the Ed.D. in School Improvement program. This course provides students with the structured time, guidance, and resources needed to identify and refine a problem of practice, conduct an initial review of literature, develop a conceptual framework, and design a research plan. These skills are essential for success in subsequent capstone phases (EDSI 9996 and 9997).

f) EDSI - 9996 - Capstone II

Request: Add

Capstone II is necessary to ensure doctoral candidates in the School Improvement program are adequately prepared for the final phase of their capstone projects. The capstone is the culminating demonstration of a candidate's ability to integrate theory, research, and practice in addressing a problem of practice. Without a structured second phase, students risk insufficient scaffolding in the critical stages of data collection and preliminary analysis.

g) EDSI - 9997 - Capstone III

Request: Add

EDSI 9997: Capstone III is critical to the integrity and completion of the doctoral capstone sequence in the School Improvement program. As the culminating

phase, Capstone III provides the structure and support students need to synthesize, finalize, and communicate their research findings in ways that directly impact educational practice.

B) College of Humanities, Arts, and Social Sciences

1) School of Social Sciences

a) Embedded Certificate in Human Science Research

Request: Add

The UWG Psychology Program seeks to offer an embedded graduate certificate focused in conducting psychological research through human science methods—i.e. qualitative, participatory, community-based, arts-based, and mixed methods approaches. Successful completion includes practical application of all steps in the human science research process—conducting a literature review, writing a proposal, collecting and interpreting data, producing research findings, and disseminating psychological research findings for academic and public consumption. Various industries are increasingly seeking employees with qualitative and mixed media research expertise, which can provide them with nuanced psychological insights into human experience. Graduates will enter the workforce with research expertise to produce impactful psychological insights that can facilitate transformation in healthcare, wellness, non-profit, academic, marketing, media, and community organizations. The certificate consists of 14 credit hours including 11 hours of required courses (PSYC 6021, PSYC 6083, PSYC 7810A, PSYC 7810B) and 3 hours chosen from two courses (PSYC 6899 Thesis or PSYC 6881 Independent Project).

Committee III: Academic Policies Committee (Rochelle Elman, Chair)

Information Item:

A) Undergraduate GPA Requirement

1) APC discussed the issue at length and is committed to have a resolution by the March 13, 2026 Senate Meeting.

a) APC members will go back to their faculty to discuss the issue and will bring information to their February 23, 2026 meeting.

b) APC members would like more data that Dr. Monica Smith will provide:

i. IPEDS data on GPA admission from 2016 cohorts to the present.

- *Dr. Maggiano noted that the context of this item relates to a recent proposal by the President to raise the combination test score plus HSGPA component of the freshman index from 2.0 to 2.5. This increase would not apply to transfer or international students. Discussion points included a concern that study skills and college academic preparedness may be lower post-COVID; HSGPA does not directly contribute to the college graduation rate; and that there may be a change in admission numbers for some programs if this change happens, which could be at cross-purposes with the goal of increasing undergraduate enrollment.*

6. Old Business
    a. None
7. New Business
    a. Focused discussion on AI.
        i. Presentation by Dr. John Upson: "What AI competencies does the workplace expect from our graduates?" (**Figure 1.**)
            1. *Dr. Upson is the Dean of Richards College of Business and has been researching this issue for the past two years. He recently gave a similar talk to the AI Busters committee led by Dr. Jeff Reber and was asked to share his findings with senate. In compiling this research, Dr. Upson has attended many industry conferences and talked with local businesses to understand how AI may influence or change their needs regarding our recent and upcoming graduates. Skills in AI are relevant to all undergraduate students.*
            2. *Businesses were not usually focused on the technical aspects of AI, rather they were more interested in how undergraduates interested in working for them could use AI to help streamline or solve current problems to promote efficiency. Instead of focusing on an "AI strategy," programs should prepare students to generalize skills using technology, such as data and risk analysis. Many proposed AI-specific technologies or ideas are more hype than reality and while significant amounts of money have been spent, so far there is little return. There is a similarity right now to the*

past emergence of the "dot com era," employers are looking to new graduates to help get the ball rolling.

3. *Most use of AI right now seems to be on the consumer side. Students should prepare themselves by knowing the basics of AI use and when/how to trust AI. Data standardization, image generation, knowing how to enter the right prompts to generate what is desired, forecasting trends, and understanding how to interpret the value of what is generated are essential. Students should leverage AI output for uses such as storytelling or articulating a clear message.*
4. *Technical aspects such as coding were generally not mentioned as a priority.*
5. *Faculty and programs can prepare students by promoting creative problem-solving, good communication skills, flexibility as the AI landscape evolves, and help students articulate how they can use AI, not just list it as a "skill" on their resume. It was noted that this will necessarily be an ongoing discussion.*

ii. *Questions:*

1. *Were any businesses sceptics of AI or resistant to using it in their operations?*
    a. *Yes, some do not yet see the value of integrating AI, especially small local hands-on businesses. Others mostly see it as a way of improving efficiency.*
2. *This information should be shared with students.*
    a. *Yes, faculty can take this information back to programs. Teaching students how to integrate AI into their skillset aligns with competencies and is part of the ongoing process of refining higher education.*
3. *It was noted that some of the current generation of students may avoid AI due to the environmental impact of data centers.*

a. *Some companies are addressing this concern, with Microsoft considering how to replenish the resources used by these data centers.*

iii. *Small group discussion outcomes.*

1. *Faculty echoed the idea that AI preparedness for students is part of the core mission of educating students for the workforce; we may simply need to refine or define the mechanisms for how we teach these skills. Many classes already integrate these ideas: they should be identified and expanded. Training may also be needed (it was mentioned that Microsoft Co-Pilot was automatically provided to students, but no training was given to help students truly learn how and when to use it).*
2. *Soft skills were noted as being important: students need to know how to articulate their skills, work with people, and understand the limitations of technology. Students also need to understand the ethical implications of AI usage.*
3. *Disciplines need to create strategy and guidelines for AI usage so that these can be implemented in classes and taught to students.*
4. *Computing in the Modern World, a new class in Fall 2026 will help teach students basic IT skills; adding an AI component would be helpful as an extension of information literacy.*
5. *Accountability and responsibility in AI usage should be modeled by faculty and taught to students.*
6. *Students should be taught to value their own creativity and thinking skills so that they articulate their goals and express what they can add to the workforce, not just list the skills for which they have been trained (and they need to avoid falling into the habit of using AI carelessly). It was mentioned that AI answers questions, but doe not spontaneously ask questions on its own: students need to learn how to use their own curiosity to deepen their own inquiry and creativity.*
7. *Students should be taught to realize that if what they create using AI becomes part of a professional record or evidence, they need to be able to*

stand by what they have done: links to professionalism and fundamental ethics.

8. Announcements

   N/A.

9. Adjourn

   Adjourned by Chair McLean at 2:52pm.

Respectfully submitted by Laura McCloskey Wolfe, Executive Secretary and Art Program faculty member.

Figure 1.

What level of AI competence does the workplace expect in our graduates?

February 6, 2026

John Upson

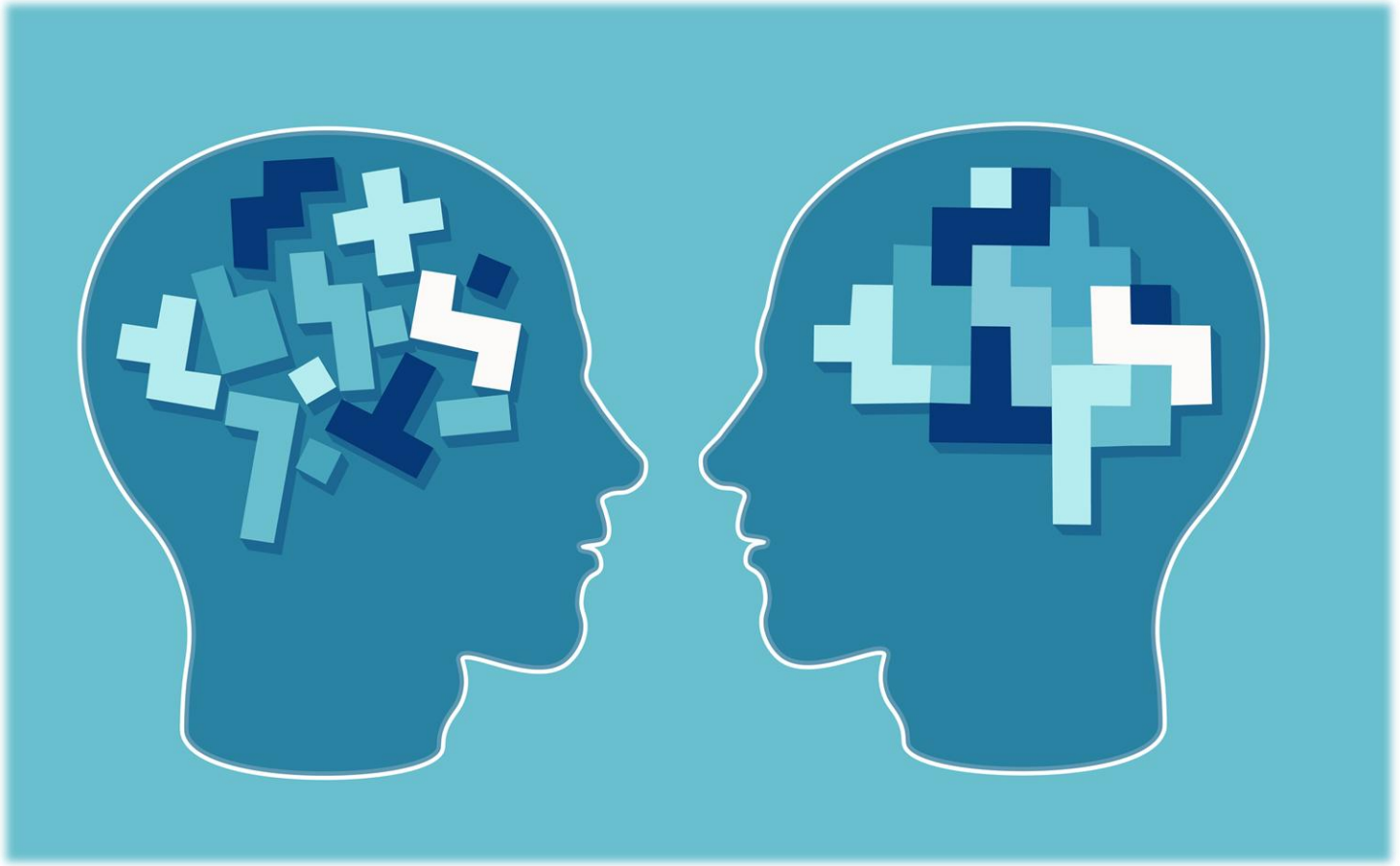
Outline

- Introduction
- Respondent firms
- The AI environment students are entering
- How firms are responding
- Organizations' AI expectations of our graduates
- Summary of skills for the workplace

What level of AI competency does the workplace expect in our graduates?

About this topic

- Another attempt at sensemaking
- Have stayed away from technical talk
- Applied to overall “workplace”



General questions

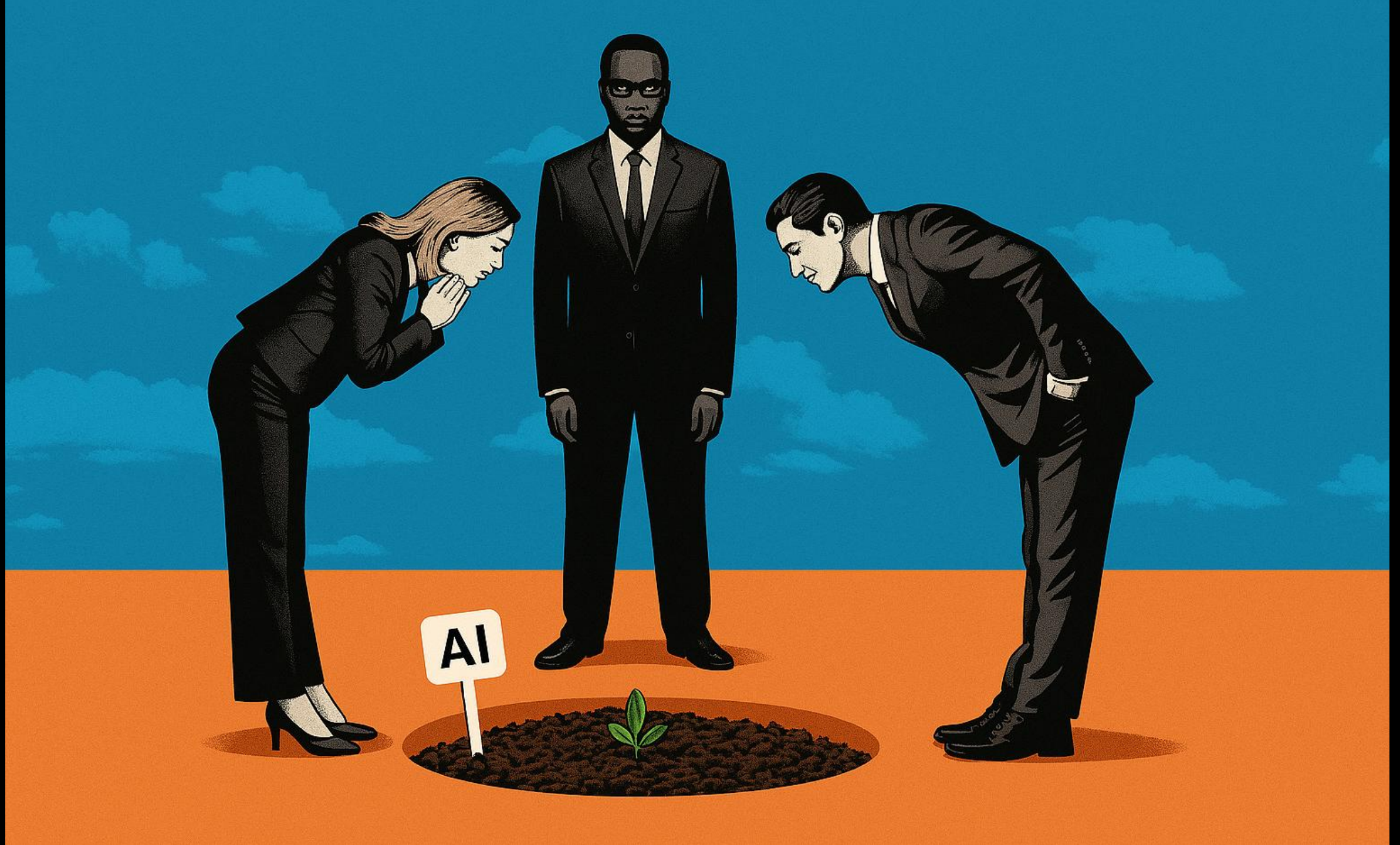
- How is AI currently impacting your industry and organization?
- When hiring recent university graduates, what AI-related skills do expect in them?

The General Environment

The General Environment

	Press and research	Surveyed firms
AI Success?	GenAI: Separating Silicon Valley Hype From Digital Reality.[3] Despite $30–40B in enterprise investment …95% of organizations are getting zero return.[1]	"They say over 40% of AI pilots are cancelled after months of work but my experience is closer to 80%." "About 5% [of AI initiatives] work well."
Labor market disruption	Amazon to Replace More Than 500,000 Jobs With Robots, Triggering U.S. Job Market Collapse [2] Limited layoffs from GenAI…there is no consensus among executives as to hiring levels over the next 3-5 years.[1]	"Human in the loop is what is needed now. We are reluctant to hand over decision making authority"
Uncertainty	"We receive dozens of pitches daily about AI-powered procurement tools." [1]	"Every vendor is pitching a solution." "Lots of fluff, overuse of jargon, misunderstanding, and fear is fatiguing business leaders."

[1] Challapally, A., Pease, C., Raskar, R., & Chari, P. 2025. The GenAI Divide: State of AI in Business MIT NANDA., 1-26
[2] MSN, 11/5/2025, https://www.msn.com/en-us/money/companies/amazon-to-replace-more-than-500-000-jobs-with-robots-triggering-u-s-job-market-collapse/ar-AA1PQxlb
[3] Forbes, 2/6/25, Beyond The Hype: A Critical Look At Generative AI's Impact


AI

Current organizational efforts with AI

Toward Failure

- Organizations feel pressure to have an AI strategy – "WTF is an AI strategy?"
- Vendor pressure, pitch what's possible
- Organizations seek first mover advantages

Issues:

- Following the crowd
- Bad choices of pilot cases
- Insufficient in-house talent…enter the consultants
- Data is owned by different internal business units
  - Infighting between business units
- Failure to consider risk and governance

Result:

- Lots of $ spent, no business benefit, abandoned pilots

Toward Success

- Identify business problem first – then apply AI where appropriate
- View AI as a tool to achieve a business outcome

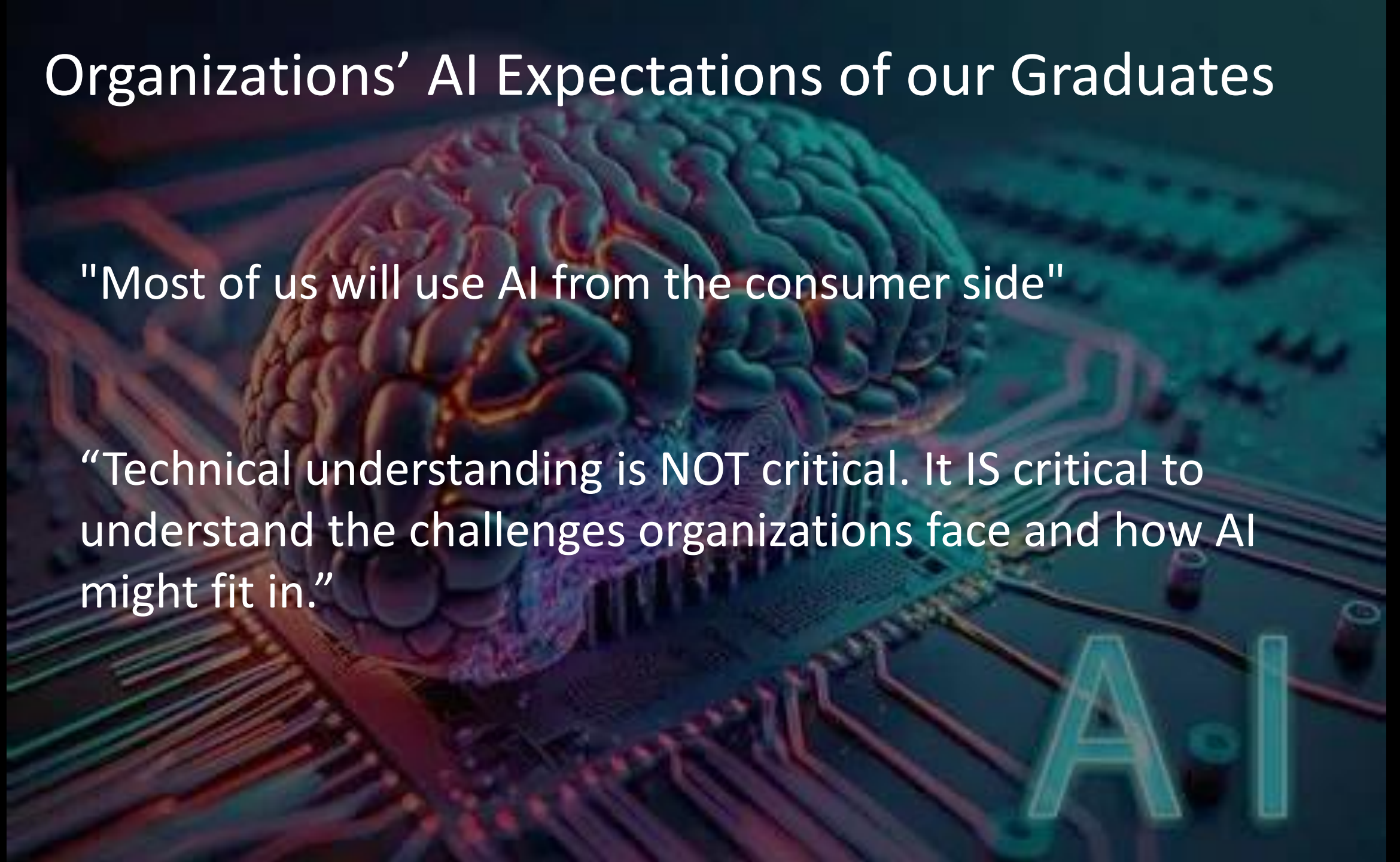
Process:

- Start with the business problem
- Find uses cases with quantifiable impact
- Secure executive sponsorship and inter-departmental cooperation
- Agree on data access and use
- Develop courage to champion a good idea or call BS when you see it

Organizations’ AI Expectations of our Graduates

"Most of us will use AI from the consumer side"

“Technical understanding is NOT critical. It IS critical to understand the challenges organizations face and how AI might fit in.”

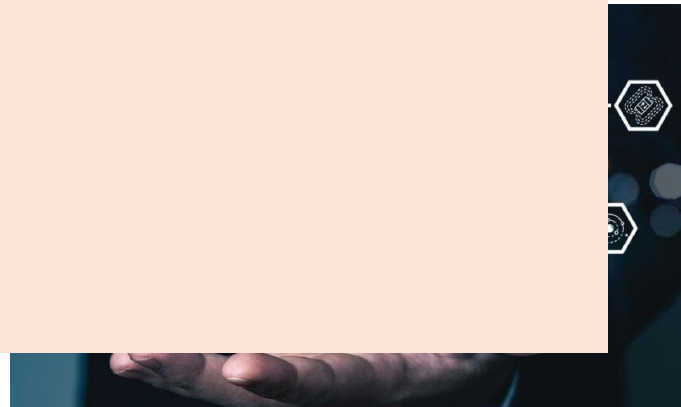


Firms’ AI Expectations of our Graduates

Basic understanding

"Students have an advantage because businesspeople may know less about AI"

- Working knowledge of AI tools and their capabilities
- Know AI terminology and how it functions
  - LLM
  - Security
  - Query capabilities
  - Environmental impact (energy requirements)
  - Trust
- Knowing when to use AI
- Knowing how to use AI to automate everyday tasks
  - Brainstorming
  - Create / maintain emails
  - Draft presentations and summaries
  - Post / maintain social media
  - Take notes
  - Recap meetings highlights
  - Create interview questions by role
  - Create ad copy, product descriptions, images



Firms’ AI Expectations of our Graduates

Basic understanding

Data creation/Info gathering

- How to prompt
- How to use AI capabilities to get desired outcome / results
- How to create images
- Where to get information to feed into AI

"AI is like typing class or Excel class – one must know to function in role"

Firms’ AI Expectations of our Graduates

Basic understanding

Data creation/Info gathering

Data manipulation

- Standardize data formats
- Combine multiple sources of data
- Summarizing elaborate documents and conversations
- Create, organize and update reports
- Forecast trends

Firms’ AI Expectations of our Graduates

Basic understanding

Data creation/Info gathering

Data manipulation

Data interpretation

- Verify data accuracy
- Balance different viewpoints
- Draw conclusions
- Organizational planning
- Segment customers / score prospects
- Analyze customer behavior
- Analyze competitors

"Critical thinking and creativity are the future with AI tools"

Firms’ AI Expectations of our Graduates

Basic understanding

Data creation/Info gathering

Data manipulation

Data interpretation

Leveraging AI output

- Communicate the results
- Tell a compelling story

Firms' AI Expectations of our Graduates

Basic understanding

Data creation/Info gatheri

Data manipulation

Data interpretation

Leveraging AI output

Technical

- Knowledge of Neural Networks
- Basic Probability
- Python / SQL / Tableau / Palentir
- Data Structures (heaps, trees, stacks, ques, linked lists)
- Machine Learning: supervised regression, supervised learning, time series
- Some cloud concepts and services:
  - Continuous Integration (CI) and Continuous Deployment (CD)
  - MLFlow
  - Containerization (e.g. Docker)
- **Note:** Know what the code says, must be able to fix issues
- **Note:** Coding has become easier, but QA has become bloated

Firms' AI Expectations of our Graduates

Basic understanding

Data creation/Info gathering

Data manipulation

Data interpretation

Leveraging AI output

Technical

Other

"Taco Bell drive thru at the Maple Street Crossing is all AI driven"

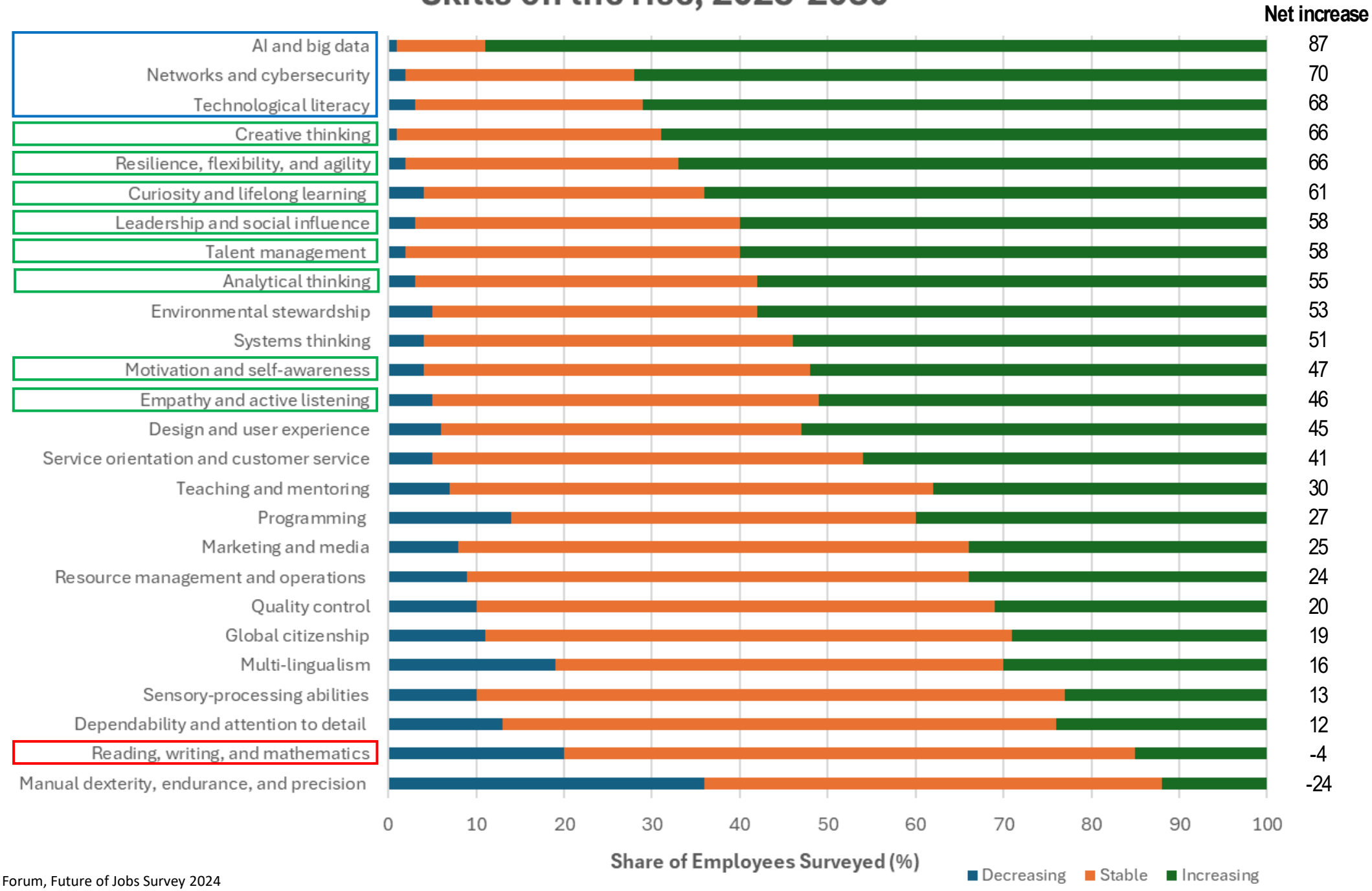
- Know tasks that are specific to the student's discipline
- Learn a tangible skill (e.g. Excel pivot table)
- Ethics
- ROI

Summary of skills for the workplace

- Critical Reasoning
- Curiosity / Continuous learning
- Creativity
- Communication skills
- Collaboration
- Flexibility
- Knowledge of managing change
- Empathy


THIS
IS THE END

Skills on the rise, 2025-2030



World Economic Forum, Future of Jobs Survey 2024

Using AI on campus

"A poorly formatted resume is an indication of a lack of AI knowledge"

- AI as a tutor/study tool
- Create study notes (or podcasts for the car)
- Create attractive visuals
- Create attractive presentations
- Create code
- Communicating w/ AI by text, voice ("conversational AI")
- Format resume

Our path

- AI Ethics - risk of student cheating
  - Redesign assessments (less MC, more verbal/video, more proctoring, more critical thinking)
- AI Efficiencies – faculty productivity
  - Grading efficiency tools (TimelyGrader)
  - Research efficiency – idea generation, paragraph development, writing clarity
- AI in Business – skills our students need to develop

General Advice

- Start small. If you find AI can improve internal efficiencies, go further.
  - U.S. Small Business Association
    - **Solve problems before they happen** (Rate optimizers can decrease shipping costs)
    - **Safeguard your data** (Automate security functions)
    - **Make better business decisions** (Use client data to make better strategic decisions.
    - **Take on repeat tasks** (Record and summarize your team meetings)
    - **Create business content** (Write job postings and blogs)
    - **Collaborate and brainstorm** (Ask about a solution for a business blocker)
    - **Improve customer service** (Chatbot to answer common questions, AI-driven sales assistant)

What is slowing things down

- Customization is often needed (Forbes 4/21/25)
- Cost
  - Prebuilt solutions $3,000 to $10,000
  - Custom solutions (w/ data collection and model training) $15,000-$100,000
  - Monthly maintenance $1,000-$20,000
  - In-house solutions $500,000-$1 mil annually (specialized AI engineers, data scientists and infrastructure)