AI Task Force Pilot Proposals

Fort Collins & Pueblo

December 16, 2024

Outline

Introduction

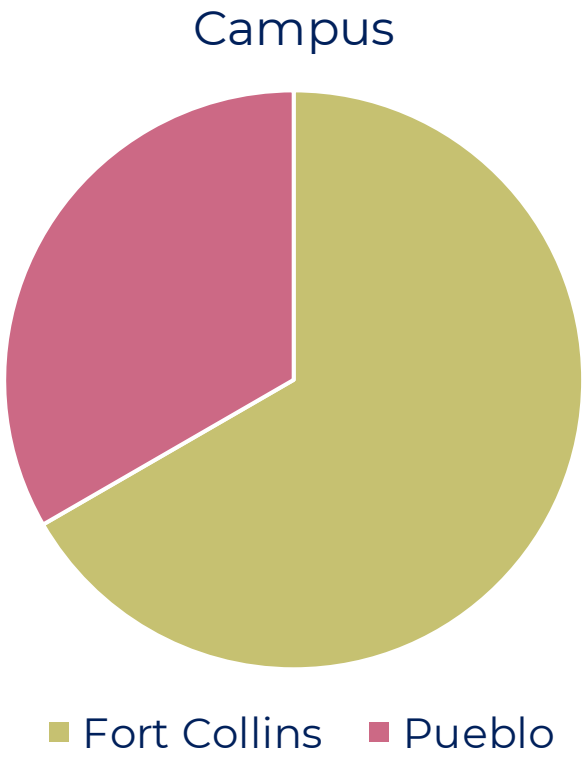
Proposal Presentations

- Each Subcommittee chair will present their proposals
- 5 min for proposal
- 2 min for questions

Discussion and Q&A

Introduction

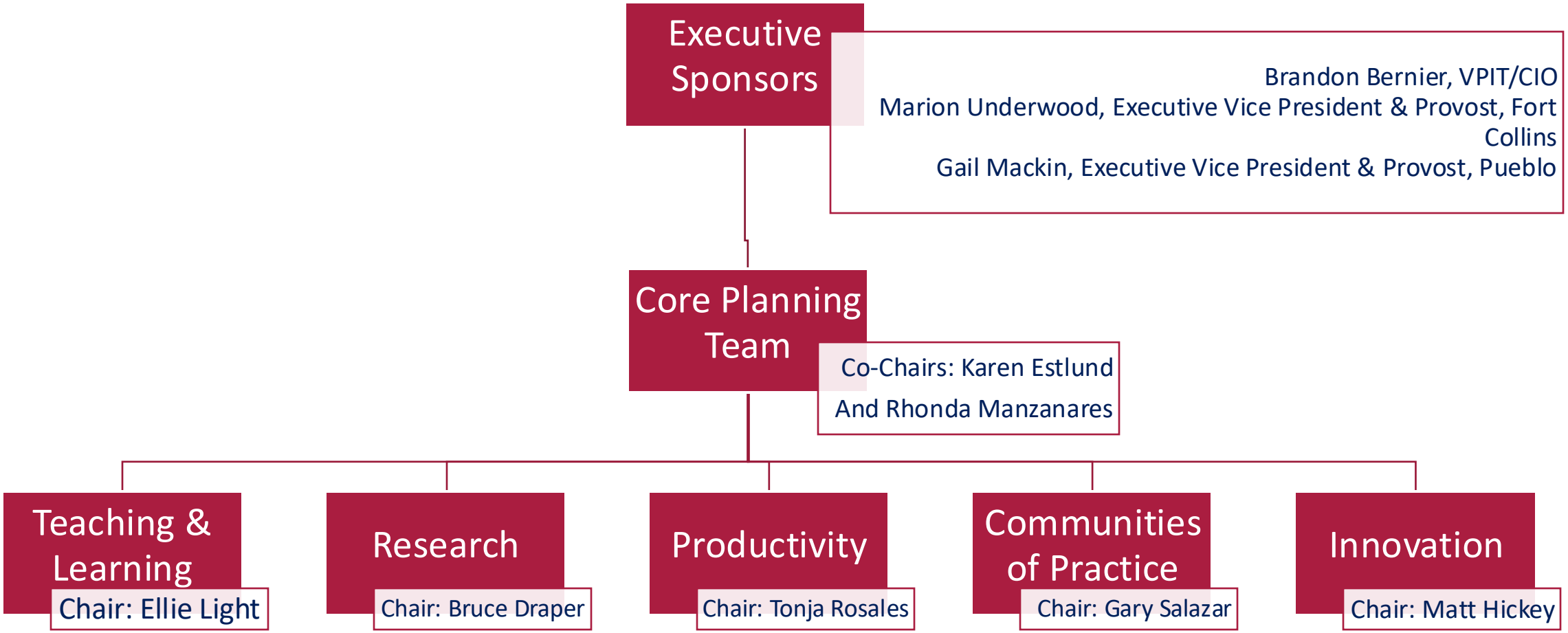
50+ Members!



Timeline & Process

September – October (mid)	October (mid) – November	December
Discovery	Ideation & Evaluation	Recommendations

Structure


Executive Sponsors
Brandon Bernier, VPIT/CIO
Marion Underwood, Executive Vice President & Provost, Fort Collins
Gail Mackin, Executive Vice President & Provost, Pueblo
Core Planning Team
Co-Chairs: Karen Estlund
And Rhonda Manzanares
Teaching & Learning
Chair: Ellie Light
Research
Chair: Bruce Draper
Productivity
Chair: Tonja Rosales
Communities of Practice
Chair: Gary Salazar
Innovation
Chair: Matt Hickey

AI Pilot Criteria

Impact on Key Outcomes - Measurable Effect on:	Scope, Applicability, & Scalability	Innovation in Higher Education	Feasibility	Ethical Considerations and Risk Management
• Student success • Community & partner engagement • Staff productivity & efficiency • Innovation in higher education	• Relevance to both Pueblo and Fort Collins campuses • Broad applicability across disciplines, classes, or projects • Encourages interdisciplinary or cross-functional collaboration • Potential for expansion or wider implementation if successful • Sustainability – does it have a path forward implementation post-pilot?	• Demonstrates novel approaches or "thinking differently" in the context of higher education • Potential to establish CSU as a leader in AI application in higher education	• Potential for immediate experimentation • Clear, actionable steps outlined in the proposal • Achievable within 6-12 months • Reasonable within budget constraints • Training requirements are feasible	• Addresses potential ethical implications • Considers privacy and security concerns • Aligns with CSU system values and addresses issues of digital divide, inclusion, and access • Impact on environmental sustainability and energy usage

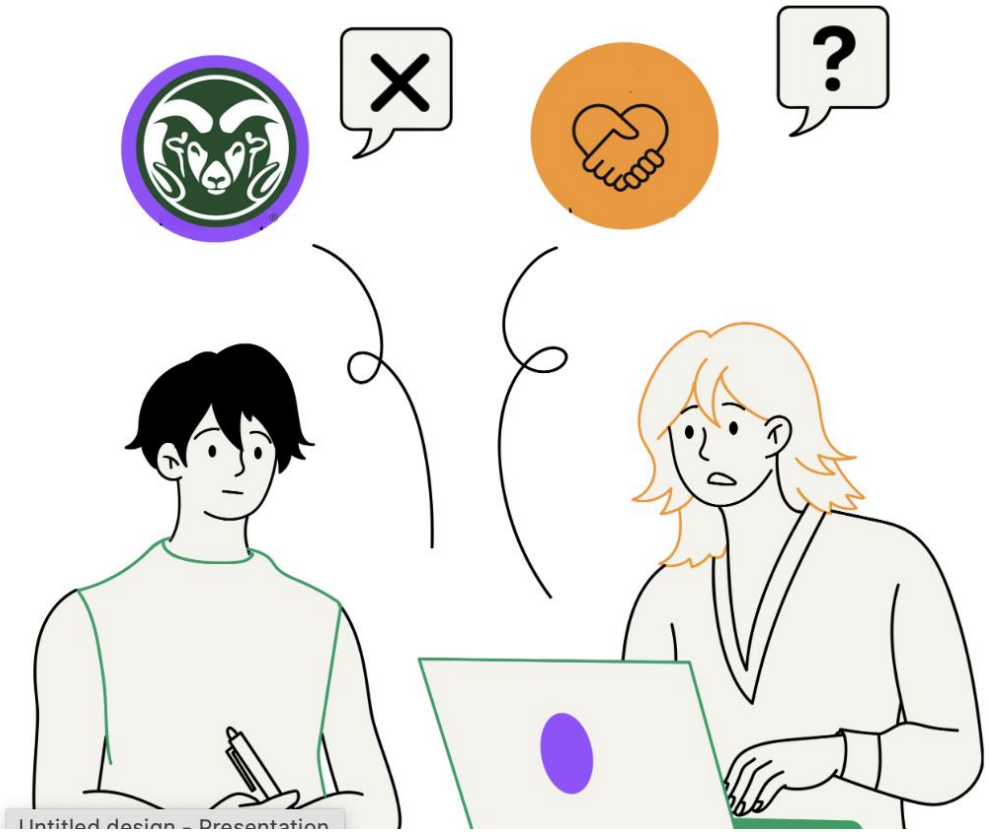
Teaching & Learning

Proposal 1:

Curricular Innovations in AI

Situation

- Shar is a first-gen student in their first year at CSU and faces challenges accessing the writing support that they need to succeed.
- Justin is a potential student to CSU and chooses another university because CSU does not offer AI literacy certifications or classes.



Background

CSU Pueblo has seen uneven integration.

CSU Fort Collins has seen uneven integration.

Peer Institutions have integrated AI in the curriculum in highly innovative ways.

Industry is articulating an AI skills-gap.

Assessment & Considerations

AI Literacy Modules Pilot- Phase 1

- Development of LMS mini-modules for faculty to insert into their course shells.

AI Integrated Core Curriculum- Phase 2

- Each campus would develop AI-integrated core classes.

Interdisciplinary AI Credentialing- Phase 3

- Development of campus-specific credentialling around AI.

Recommendations

- Our recommendation is to proceed with a phased approach to curricular AI integration. Success can be measured with First Destination survey data, academic integrity cases, student course surveys.
  - Strong impact on student success.
  - Feasible.
  - Comprehensive and scalable.
  - Moves CSU into a competitive and leadership position around AI.
  - Strong ethical foundation.



Pilot Resources

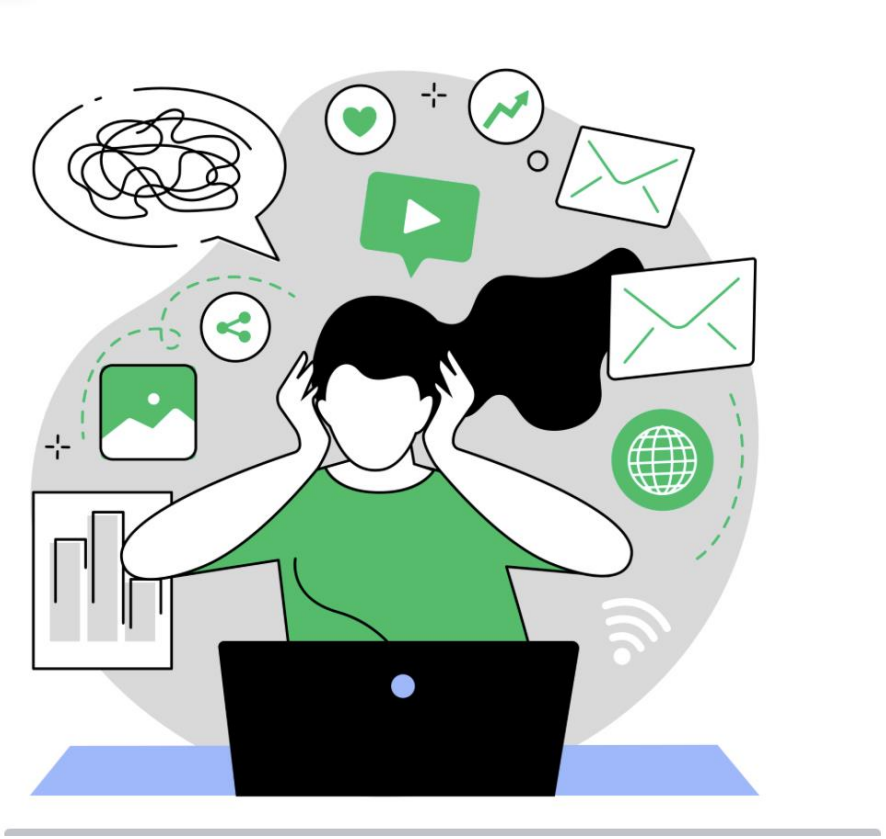
Resource (i.e., personnel, operating, information technology, communication)	Estimated Hours	Estimated Cost	Description and Notes
Personnel: Instructional Designers for LMS	160 hours	$12,000	Development of LMS modules and training materials
Personnel: Faculty Subject Matter Experts to integrate AI into core classes	120 hours	$9,000	Content development and review (5 faculty @ 24 hours each)
Personnel: Technical Support	40 hours	$3,000	LMS integration and testing of canvas/blackboard modules
Operating: Training	80 hours	$6,000	Faculty training workshops for AI integration into core/required courses
Information Technology	40 hours	$3,000	Technical infrastructure and support
Communication/Marketing	40 hours	$3,000	Awareness campaign and materials

Teaching & Learning

Proposal 2

Pedagogical Innovation in AI

Situation



- Dr. Martinez struggles with providing support for her large courses and wishes they had better assessment tools and way to provide personalized feedback.
- Dr. Thomas feels overwhelmed by students asking about how to use AI in their research essays due to lack of knowledge and training.

Background

CSU Pueblo has had small-scale initiatives in CTLL, but pedagogical innovation in teaching and learning is mostly unknown.

CSU Fort Collins is unevenly exploring AI integration through faculty innovation and TILT partnerships.

There is substantial energy in higher education to expand and transform teaching practices by engaging in AI use.

AI will become a necessary skill in numerous professions, including environmental, governmental, and public health industries.

Assessment & Considerations

AI Faculty Foundations

- Professional development for 50 faculty to build AI literacy through in-person workshops, online training, and asynchronous online modules.

AI Integrated Core Curriculum- Phase 2

- Creation of a digital resource packages for major AI tools that would include links to tutorials, course integration examples, and faculty support resources.

AI Faculty Innovation Pilots Program

- Development of interdisciplinary faculty cohorts who would lead AI Tool Pilots in three areas, including AI tutoring, adaptive assessments, and writing assistance.

Recommendation

- Our recommendation is implementing all three options as an integrated, multi-layered approach to AI integration in pedagogy across the CSU system. However, choosing just one also provides a good foundation for future work to expand. Faculty Foundations provides broad professional development for many faculty while the AI toolkits option provides professional development for many faculty around specific AI tools. Last, the Faculty Innovations option provides a focus on disciplinary thought leaders through specific AI Tool innovation in specific courses to investigate impact. Any option has the following benefits:

Strong impact on student success by engaging in the positive connections between faculty professional development and student learning outcomes, which have been demonstrated through multiple studies.

Provides a **comprehensive scope and scalability** for multiple campuses.

Highly feasible through multiple options for resource allocation.

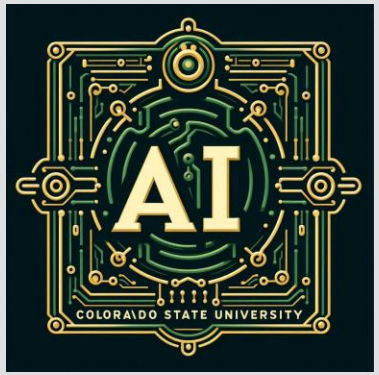
Strong ethical framework for AI adoption by emphasizing responsible use in pedagogy and student AI literacy.

Pilot Resources

Resource (i.e., personnel, operating, information technology, communication)	Estimated Hours	Estimated Cost	Description and Notes
Faculty Course Buyouts	N/A	$144,000	Innovation Pilots Program: 8-12 faculty members with 1-2 course buyouts at $9,000 per buyout
Faculty Stipends	N/A	$25,000- 50,000	AI Foundations Program: 50 faculty at $500-$1,000 each
TILT Support Staff for AI Foundations	300 hours	$22,500	Instructional designers supporting/developing AI Foundations
Technical Infrastructure	N/A	TBD	AI tool licenses, computing resources, LMS integration
Toolkit Development by TILT	240 hours	$18,000	Creation of Interactive Toolkit Series materials
TILT Assessment and Evaluation	180 hours	$13,500	Comprehensive evaluation across all initiatives

Productivity

Proposal 1: Scheduling Tool



Situation: Scheduling Challenges

Current scheduling methods are time-consuming, error-prone, and lack a centralized system, leading to inefficiencies and miscommunications.



Administrative Assistant is managing an annual conference, facing challenges with booking venues, coordinating speakers, and tracking RSVP's.

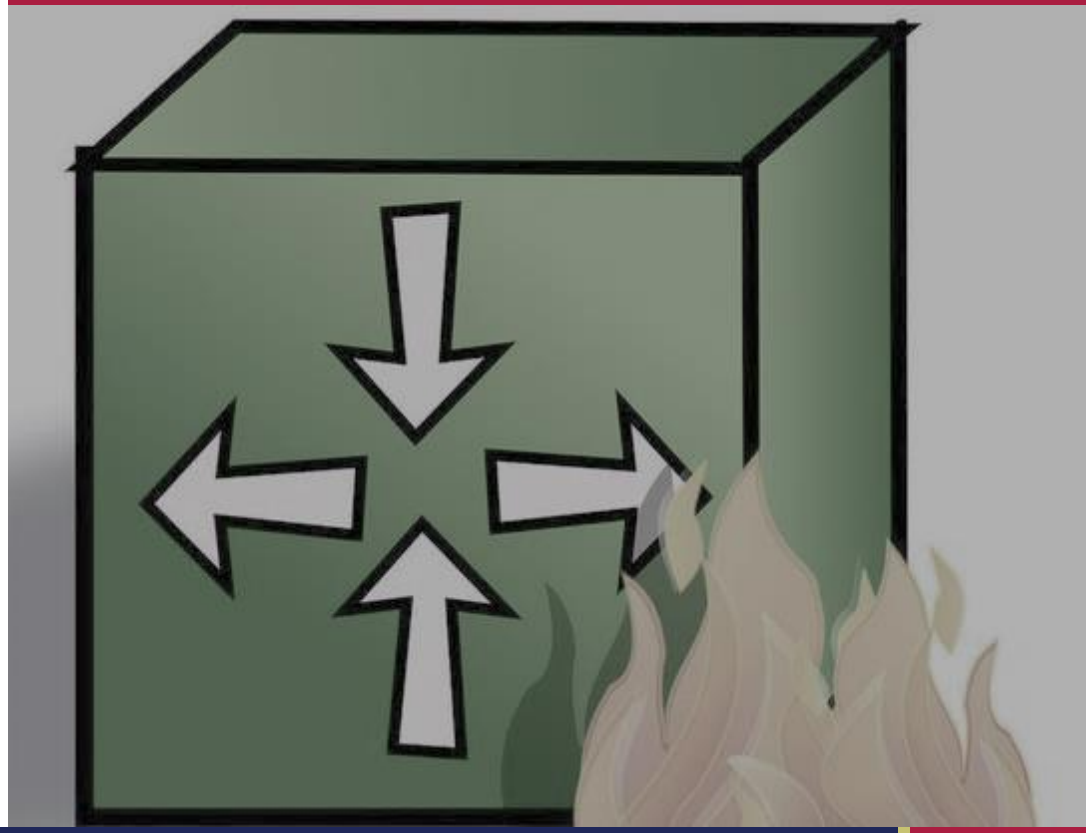


Departmental course scheduler is struggling to prevent double-bookings and manage complex schedules manually.

Background

- CSU Pueblo: Departments operate independently
- CSU Fort Collins: Inconsistent use of tools
  - Excel
  - Bookafy
  - Calendly
- Industry Trends: Increasing adoption of automated scheduling systems like:
  - GoMeddo
  - HoneyBook
  - Bookings
  - YouCanBook.me

Lack of unified scheduling system across departments and inconsistent tool usage.



Assessment & Considerations

A scheduling tool should cover all academic departments, administrative offices, and event management units within the university system. Its applications include:

- Academic Scheduling: Class timetabling, exam scheduling, and faculty assignment.
- Event Management: Organizing university events, guest lectures, and community engagements.
- Resource Allocation: Managing classrooms, labs, and equipment.

By ensuring congruence and consistency across all units, the tool will foster universal communication and operational coherence.

Ethical Considerations and Risk Management

- Data Privacy: Compliance with data protection regulations to safeguard sensitive information.
- Equity: Ensuring fairness in the scheduling process to prevent biases or disadvantages for any group.
- Risk Mitigation: Developing contingency plans for system outages, data breaches, and other potential challenges.

Recommendation: “ScheduleIt”

The subcommittee recommends implementing a scheduling tool with a user-friendly interface and automation features. We seek a cost-effective solution that ensures efficient resource allocation. Additionally, the platform should be scalable, supporting both small-scale and university-wide deployment. We believe "ScheduleIt" is an excellent choice, as it enhances time optimization and minimizes errors.

Resource	Estimated Hours	Estimated Cost	Description
Platform	2–4 hours	$10–$70/month	Installation, configuration, and training.
Training and Support	4–6 hours initially	$1000–$2000/year	Access to resources and ongoing support.
Communication Tools	1–2 hours	$6–$12/month	Email, messaging tools for enhanced communication.
Office Equipment	3–5 hours setup	$700–$2000	Necessary hardware for administrative tasks.

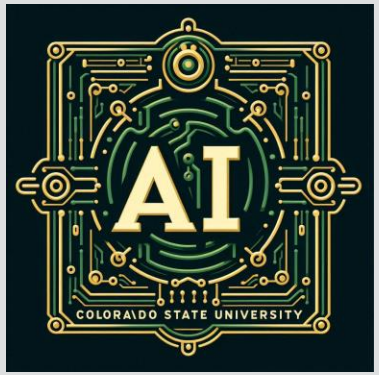
Implementation

Phased Approach
- Initial Pilot Deployment
- Training and Onboarding
- Continuous Feedback
- Iterative Improvements
- Potential University-Wide Expansion

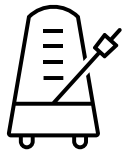
Support
- Administered by Dept/College IT
- University IT Offices
- Training Offices (TILT, CTL)

Productivity

Proposal 2: Project Planning and Workflow Automation



Situation: Challenges with Project Management



Use Case 1: Incorporating a new software tool. The lead needs to create a timeline of tasks, assign them to staff and give due dates with metrics. Additionally, they need to be able to create meeting agendas with priorities, check for real time updates, be proactive about support, hold people accountable, and suggest potential collaborations.



User Case 2: A university research team is conducting a study on the environmental impact of a new bio-degradable packaging material. The team includes a principal investigator (PI), three researchers specializing in environmental science, a data analyst, and a research assistant. The project spans six months and involves lab experiments, field testing, data analysis, and publishing a report.

Background

- The CSU – Fort Collins and Pueblo University, along with community stakeholders were surveyed in a 4-week span
  - 138 professionals responded
  - 50% of those surveyed indicated that they want information and usability on project planning and workflow automation tools
  - Current tools used span from Microsoft Planner (high integration with the CSU Technology system) to Monday.com (high customization)
  - Utilization of tools is based on cost and word of mouth

Assessment & Considerations

- Integration with current systems
- Ability to customize software
- Cost
- Protection of individual data
- Ensure Transparency in data usage
- Prevent Algorithmic biases
- Balance AI Tools with human expertise
- Maintain trust and fairness

Recommendation

Benefits	Actions
• Enhance productivity among university personnel by establishing clearer goals and objectives, developing a detailed plan, assigning roles and responsibilities, and managing risks. • Build stronger community partnerships by facilitating regular communication, monitoring (KPI's), and encourage collaboration and feedback. • Enhance student success by establishing clear structure and direction, develop skill development, improve accountability, and enhance teamwork.	• Conduct further tool evaluations • Engage stakeholders • Pilot program implementation • Develop comprehensive training • Monitor and assess outcomes

Implementation Strategy

- Phased rollout approach
- Start with key departments
- Integrate with existing systems
- Continuous training and updates
- Adapt to evolving technological needs

Productivity

Proposal 3: Meeting Note Tool

Situation: Decentralized AI Tool Usage

USE CASE #1:

The Interdisciplinary Research Center is conducting a project on Climate Sustainability and Business Innovation. The team is experiencing inconsistent meeting documentation, difficulty tracking action items, time-consuming note-taking, and challenges with remote participant engagement.

USE CASE #2:

The Student Affairs and Enrollment Management has a team for strategic planning and innovation. The division if facing significant communication and documentation barriers with siloed departmental communication, inconsistent meeting documentation, difficulty tracking cross-departmental initiatives, time consuming reporting, and limited institution memory preservation.

Background

Multiple platforms are currently being used among the CSU System:

- Otter AI
- Teams Premium
- Read AI
- CoPilot365



Without a centralized platform, CSU risks Inefficiency and Non-compliance issues

- Data Privacy Concerns
- Compliance Issues
- Inequitable Access
- Lack of Institutional Oversight

Assessment & Considerations: AI Meeting Note Tool

Streamline	Streamline Task Summarization
Assign	Assign Action Items
Maintain	Maintain Detailed Meeting Records



Recommendation

READ AI

- Compatible with Zoom, Teams, and other platforms
- Affordable Pricing
- In Use By Some CSU Units

Security Considerations (as of December 13, 2024)

READ.AI has implemented robust security measures and, to date, has not been associated with any known security issues. However, users and organizations need to remain vigilant and adopt best practices to safeguard sensitive information when utilizing AI meeting tools.

Implementation

GOAL:

Informed Decision-Making for Future Enterprise Adoption

1: Communications

- Educate on AI Tool Risks
- Promote Secure Alternatives
- Minimal Cost

2: Subsidized Pilot

- Limited AI Licenses
- Evaluate Effectiveness
- Gather User Feedback

Communities of Practice

Proposal 1

Develop a system-wide Hub for all AI Communities of Practice

Situation

- There is general interest in understanding AI better across the system.....



- .....but it is not readily apparent where to go when you have questions and uncertainty of where to find to resources for those answers.

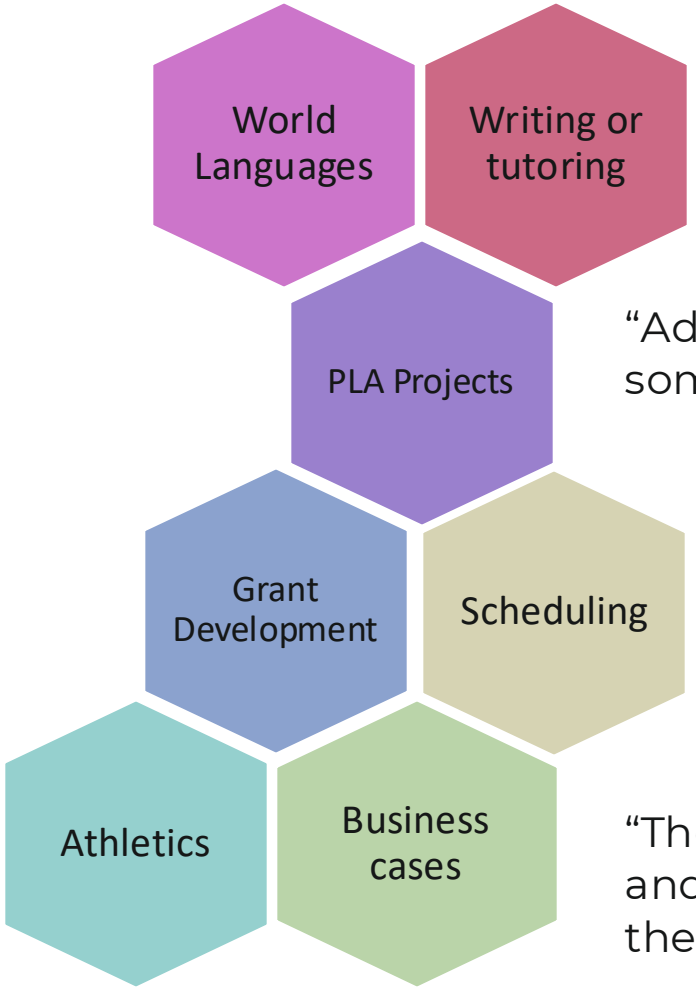
"A faculty member at CSU FC frequently receives questions about integrating AI into coursework. As the unofficial "AI Person," they try to assist their colleagues, but their availability is limited due to primary teaching and research responsibilities.

One day, a colleague from another department seeks help to incorporate AI tools into their curriculum. The "AI Person" is eager to assist but can only offer sporadic support due to a busy schedule".

Two faculty at CSUP, from different colleges are both exploring how to use AI as a tool in their classroom. They are enthusiastic to find good applications in their classrooms but also concerned to not create student dependence on AI in doing their classroom work.

Their emphasis is on learning the material and they want their students to also understand how to use the AI tool better. Both faculty were aware of each other but had no ongoing discussions between them of what they were doing.

Background



”AI is being used, explored and discussed in applications, projects or classrooms by different groups of people and in different organizations”.

“Ad hoc arrangement leads to inconsistent outcomes, with some departments benefiting more than others”.

“No centralized location, where anyone with an interest in a use of AI can go to find more information about it, or find others with similar interest, or look for work that has already been done in their area of interest”.

“The lack of a centrally recognized system means that accountability is rare, and the success of these collaborations heavily depends on the “AI Person’s” availability and external factors”.

Assessment & Considerations

How can we capture all the evident work and conversations that are going on across the system and make it centrally available to others who have interest or who are exploring applications on their own.

Option 1:

Purchase an online collaboration platform to create a shared workspace

Pro

- Fully developed platform can be accessed relatively quickly

Cons

- Functional training will be needed
- Time to find and contract
- Additional hit to budget

Option 2:

Use MS Teams platform

Pro

- Uses an existing resource
- Known platform
- Maintains low expenses
- Already using channels in committee structure

Cons

- Identify interested supporters
- Potential stipends

Recommendation

Option 2: Use Microsoft Teams Platform

- Can be implemented quickly
- Functionality includes a communication platform with file sharing, virtual meetings, chats, MS365 tools, and voice calls
- Accessible throughout the system
- Uses existing resources
- Low cost

Pilot Resources

Resource (i.e., personnel, operating, information technology, communication)	Estimated Hours	Estimated Cost	Description and Notes
• Initially use existing staff in interest areas	• 1-2 months to plan, organize, and introduce across the system	• Initially, zero dollars if developed with existing system volunteers • Stipends may help offset added workload if needed	• This can be developed in stages but will need promotion • Growth will guide future planning and budgeting to include additional resources as needed • The CoP's can potentially guide their channels until more administrative or operational guidance is required

Communities of Practice

Proposal 2:

Explore Prior Learning Assessment (PLA) with AI application

Situation

- Higher Ed today is challenged to find new processes/tools that minimize student expenses and accelerate them into enrollment pipelines
  - Prior Learning Assessment (PLA) is recognized in Colorado legislation; has been a state initiative for years. (DHE_2021_PLA_Report_8_30_21.pdf and House Bill 20-1002)
  - CoP for PLA is small but will grow
    - CSU Global & CSU Ft Collins demonstrated interest in PLA
    - CSUP has been involved with PLA for the last 4 years helping working adult students
      - Recently started an association with EAS, which uses AI to review students' previous work experience to more rapidly identify potential credits for those students
      - AI can leverage this currently manpower intensive administrative process

Background

PLA helps students

- Reduce tuition expenses by not having to take as many courses
- Achieve faster degree completion bypassing courses they've already mastered through real-world experience
- Aids student credit potential through reducing overall tuition burden

PLA can also help Institutions save money with their employee tuition benefits

- Reduce institution expenses by helping employees gain credit towards their chosen degree when partnering with a university

Improving this administrative process speeds up enrollment process

Assessment & Considerations

As the CoP for PLA grows how can we quickly capture a faster PLA process and implement <u>across the system?</u>

Option 1
Explore/purchase/contract an assessment application that uses AI to improve the PLA and can support CoP's across the system

Pros

- Avoids long-term development project and associated expenses for Planning, Building and Testing a university model.
- Can be quickly implemented after set-up and training

Con

- Increased expense to purchase such an application

Option 2

Build our own application

Pro

- Takes advantage of existing knowledge of courses and staff at across campuses

Cons

- Will need dedicated manpower to create, test and field
- Costly and potentially impacts short term budget by taking funding away from other projects

Recommendation

Option 1: Vended Solution

- Stage 1
  - Already in Beta at CSUP
  - CoP can easily follow development
  - Quickly implemented
  - Uses existing resources
  - Lowest in cost

- Stage 2
  - Model duplicated across system
  - Lessons Learned accelerate deployment
  - Explore how to include CLA

Pilot Resources

Resource (i.e., personnel, operating, information technology, communication)	Estimated Hours	Estimated Cost	Description and Notes
CSUP staff currently engaged with the Beta effort. CSU Global and Ft Collins staff observe or participate in status reviews as needed and approved by the vendor	1-2 months to organize across system Contracted for 3 years at CSUP	$25K for the CSUP current Beta effort. Full trial planned in January trial with a local training office in Pueblo (POST). Once successful this will be expanded into a a broader PLA application at CSUP. Next stage could extend into system-wide application; additional expenses as negotiated with the S/W developer. Additional resources to fund, guide and track such an expansion TBD. Possibly managed under IT Project Management office	Colorado Peace Officer Standards & Training (POST) is a unit of the Criminal Justice Section at the Colorado Attorney General's Office. It documents and manages the certification and training of all active peace officers and reserve peace officers working in Colorado. The PLA process likely have a lower fee compared to the cost of a regular college course PLA review can also be scaled up for large companies looking to cut their costs for employee benefits. Potential to apply this AI PLA application for transcript reviews for Credit Learning Assessment (CLA)

Innovation

Leveraging AI for student success: Collaborative opportunities for students with disabilities

Situation

User Description	Story
User 1	Student A is a CSU engineering major and has been working with the student disability center for accommodations since they got to CSU. They feel supported and part of the disability community at CSU. As a junior, their coursework has intensified in both complexity and amount. They are eager to succeed but the past accommodations aren't working for them and "more of that' isn't the answer. Student A is actively trying to identify where they are struggling to advocate for themselves but is overwhelmed.
User 2	Student B excelled in high school but is struggling in their first year at CSU. They have not officially been diagnosed with a disability and haven't had problems in school before. Intimidated and overwhelmed by the processes for accommodation and wondering if it's "right for them." They're not sure what they need help with or how to pinpoint where they are struggling. They distance themselves from their coursework, log in to the LMS less frequently, and are struggling to pass their course.

Background

Scope	Current State and Problem Statement
CSU Fort Collins and Pueblo	The use of AI to expand digital accessibility to course material/learning opportunities for students with a range of disability-related barriers represents a comparatively underutilized aspect of CSU's access mission. Importantly, developing digital accessibility pathways in partnership with students with disabilities represents a novel approach that can expand the education benefits of AI. We are not aware of any specific institutional efforts to attend to the opportunities that AI can afford disabled students in terms of expanded access (thus meeting the education equity mission). A partnership with CSU (FTC and Pueblo) students identifying key areas of need (a stage 1 needs assessment partnership) and a stage 2 pilot of a specific accessibility tool with the stage 1 partners (and an expanded pool of students) can both provide evidence for how student partnerships can inform institutional AI use and expand the voice/impact of marginalized students.

Background

Scope	Current State and Problem Statement
Peer X, Y, and/or Z	There are scattered examples of higher education institutions using AI technologies to support neurodivergent students. This ranges from assistive notetaking and brainstorming tools, to the use of an AI driven socially assistive robot (UCF project), an advanced speech recognition project at the University of Illinois, and the reading study and comprehension tools for ADHD like Alethea at Florida Gulf Coast University.
Industry X, Y, and/or Z	A recent (2023) survey of assistive technology users reported that < 7 percent of respondents with disabilities believe there is adequate representation of their community in the development of AI products. Interestingly, the same survey provided evidence that that vast majority of students with disabilities 87%) would be willing to provide end-user feedback to developers.

Assessment & Considerations

Option Description	Pros	Cons
Option #1		
Spring 2025 P1 needs assessment project at both CSU sites; this informs a summer/fall P2 pilot of a specific tool/use case addressing a targeted accessibility goal from P1 recommendations. Can be oriented toward existing AI tools. An aim would be to collect publishable data form the pilot and include the student partners as co-authors on any reports/publications.	Engagement of students in the identification of key priorities and in the design of a pilot. Supports a culture of partnership with students in AI development/use for accessibility.	The range of disabilities cannot all be addressed in a single pilot; this would be a first step

Assessment & Considerations

Option Description	Pros	Cons
Option #2		
Similar version of above, with the P2 component seeking to develop novel AI tools in partnership with CS teams.	May develop some AI IP at CSU; could expand the innovation horizon by NOT being restrained by existing technologies.	Higher risk; timeline for new AI tool development is hard to know in advance.

Recommendation

Recommendation

We are persuaded that option #1 is the better route forward (particularly given the 6-12 month timeframe, and the desire for applicability for widely available AI tools). The pilot criteria that can be impacted by a partnership with students aimed at digital accessibility include:

- ***Criterion #1*** *-* ***student success, innovation in higher ed.***
- ***Criterion #2*** *– Intended to be applicable to both campuses, can be broadly applicable across disciplines (and we can frame the partnership to insist on this), sustainability - evidence from both needs assessment and pilot will be shared (In a manner that emphasizes how to operationalize), any report or publication can impact digital accessibility efforts on other campuses.*
- ***Criterion #3*** *– innovation.*
- ***Criterion #4*** *– such a pilot is feasible in terms of being achievable within 6-12 months, we believe it can be actionable, and the budget impact is likely to be reasonable.*
- ***Criterion #5*** *– These can (indeed, must) be built into the partnership expectations and pilot as explicit requirements.*

Pilot Resources

Resource	Estimated Hours	Estimated Cost	Description and Notes
Social science support for sp25 needs assessment	We anticipate up to 40 hrs.	$800	(focus groups, mapping of key areas of need, suggestions on design of P2 pilot in collaboration with student partners).
P2 education pilot	Carry-over of "PI" from needs assessment, at least as a partner in phase 2/pilot would be critical. Work in mid-late spring can i.d. potential classroom partners for a fall pilot.	$2000 (larger scale/scope than needs assessment)	(classroom partners); similar support for data collection and analysis
Support for IRB submission for pilot project	MH is happy to give "pro bono" help on any IRB submission.	NA	
Stipends for student collaborators	Hard to know scale here; can be hourly as opposed to a fixed rate stipend	10 students at 40 hrs each x $20/hr = $8000	
Remuneration for pilot study participants.	Not "required", but if we wish to consider it.	50 students @ $50 = $2500	

Innovation

Prompt Engineering - maximizing educational impact

Situation

User Description	Story
User 1	Faculty X wants to use ChatGPT to generate a first draft of the introduction to a manuscript they are working on. They have been pursuing this option for several recent submissions in an effort to be efficient with their time, but the response continues to be too non-specific and consistently high on errors/hallucinations.
User 2	Staff member Y wants to use generative AI to transcribe a set of documents, analyze them, and output into a CSV file that can be used for visualizations and further data analysis. They ask Microsoft Copilot to perform the tasks, but it's incomplete. Further queries to responses further from the desired output instead of more refined.
User 3	Student Z wants to use ChatGPT as a conversation partner in a philosophy class, but is having difficulty trusting the responses, and does not wish to hurt their standing in the class with misunderstandings or "hallucinations" from AI.

Background

Scope	Current State and Problem Statement
Problem	The widespread use of AI is linked to a nearly equally widespread lack of full understanding of how to design prompts to AI to generate optimal content/replies. Prompt engineering is the process of designing inputs, or prompts, to guide artificial intelligence (AI) models to generate specific outputs. It's a complex process that involves using creativity and trial and error to craft prompts that provide context, instructions, and examples to help the AI understand the desired intent (AI content). Prompt engineering workshops aim to help train faculty, staff, and students on efficient use of AI.
CSU Fort Collins	The CSU library does have a video in their AI literacy series that provides an overview of prompt engineering and conducts PDIs. The Writing across the Curriculum (WAC) clearing house also links to a number of documents on prompt engineering. The pilot proposal is not meant to replace such resources, but to raise the visibility of Prompt Engineering as part of AI literacy efforts.
Peer X, Y, and/or Z	Vanderbilt offers an 18h certification course, ASU has a 6hr course, while Davidson has a 1hr course/workshop.
Industry X, Y, and/or Z	Udemy, IBM, and many others also offer variations on prompt engineering certificates.

Assessment & Considerations

Option Description	Pros	Cons
Option #1		
Partner with TILT/Library/CS to offer monthly topical Prompt Engineering workshops (mid-late spring is earliest feasible start), pilot metrics would include attendance/interest and feedback from attendees to inform decision to scale to certificate option (expanded beyond campus).	Can touch on a range of domains/disciplines (humanities/writing, STEM, coding-specific, and more)	Must find the faculty/staff/students ready to develop and share workshops.

Assessment & Considerations

Option Description	Pros	Cons
Option #2		
Promptathon	Builds excitement and attention to the art of prompt design in a collaborative environment. Sponsorships from industry partners may be possible. Could leverage as a PD/teaching opportunity for "winners" by offering (in addition to a cash prize for being a winner), a paid opportunity for the students to develop a 1 hr workshop on their winning idea to be shared with both campus (this could be 3-5 students, not simply "one").	One-time event and momentum may not last. As a single event, participation is also limited to availability.

Recommendation

The Prompt engineering workshops can be achieved within the allotted timeframe, and at a reasonable expense.

Criteria that such workshops are likely to impact: (and we can specifically design/request design to any outcome)

- ***Criterion #1*** *- student success, community and partner engagement, fiscal responsibility, staff productivity/efficiency, innovation in higher ed.*
- ***Criterion #2*** *– Intended to be applicable to both campuses, can be broadly applicable across disciplines (and we can frame RFP to insist on this), sustainability - workshops that are recorded and available for future use can attend to this.*
- ***Criterion #3*** *– innovation; will depend on how we craft an invitation and the design of the workshops.*
- ***Criterion #4*** *– such a pilot is feasible in terms of being achievable within 6-12 months, we believe it can be actionable, and the budget impact is likely to be reasonable.*
- ***Criterion #5*** *– These can (indeed, must) be built into the RFP as explicit requirements.*

Recommendation

The Promptathon can be achieved within the allotted time frame, can encompass both campuses (need not be at the same day or time, but could be, and we could also consider staging a CSU event, a CSU-Pueblo event, and a system-wide finale akin to a 3MT competition).

Criteria that the promptathon is likely to impact:

- ***Criterion #1** - student success, staff productivity/efficiency, innovation in higher ed.*
- ***Criterion #2** – applicable to both campuses, can be broadly applicable across disciplines (and we can frame RFP to encourage this), sustainability (momentum can suggest an annual event across the system, but this must be "paid for"; it would not be self-sustaining in the financial sense)*
- ***Criterion #3** – innovation; we can promote the "think differently" approaches by opening the door to more innovators, and affording students to be leaders/teachers touches on HIP learning opportunities.*
- ***Criterion #4** – such an event is feasible in terms of being achievable within 6-12 months, we believe it can be actionable, and the budget impact is likely to be reasonable.*
- ***Criterion #5** – These can (indeed, must) be built into the RFP as explicit requirements.*

Preferred Recommendation

Preferred Recommendation

- We believe that a Promptathon can have a broader impact and touch on more of the pilot criteria in innovative ways.

Pilot Resources

Resource	Estimated Hours	Estimated Cost	Description and Notes
Event planner	Tentative guess is 40 hr	$800	Depends on how many (each campus plus finale, or a single system wide event).
Location	Varies by location	0-$2500	~$0 for virtual, a ½ day event in LSC would be in the range of $2500 without catering (based on F24 event we held in ballrooms). If this is staged at both campuses with a system "final", we do this 3x.
Platform for judging	Next to nothing for old school route; digital versions would require investment in app developer	0-$1500	(can be old school paper and pencil or a digital platform to score presentations).
Promptathon Prizes	-	$500 per winner	$2500 if we select 5 to move forward to steep below
Stipends to promptathon winners to build out workshops	flexible	$1000 here to incentivize	$5000



Research

Proposal 1: Connecting AI Research (CAIR)

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Situation



User Story 1:
A faculty member outside of STEM notices that more and more papers in their field are exploiting AI and wants to do the same but doesn't know where or how to begin.



User Story 2:
A faculty member familiar with AI seeks collaboration for analyzing new data types (3D data points, photographs) and needs to find colleagues with relevant expertise.

Background

CSU Fort Collins:
Researchers rely on informal networks. Multiple centers exist (DSRI, Computer Science, CIRA) but are largely disconnected. Department chairs often unaware of AI usage among faculty.

CSU Pueblo:
Limited AI expertise awareness. Department chairs surveyed unable to identify AI expertise on campus.

Assessment & Considerations

Option 1: CSU-Only Database

- Interactive database of CSU faculty AI users across campuses
- AI-powered data collection through Interfolio/Google Scholar
- Web-based interface for browsing expertise
- Automatic updates and maintenance system

Option 2: Multi-Institution Expansion

- Include UC Boulder and University of Wyoming
- Leverage shared computational resources
- Broader network of expertise
- May require alternative data collection methods

Recommendation

Implementation Strategy:

- Begin with **CSU-Only database (Option 1)**
- Build foundation with internal expertise first
- Establish maintenance processes and support structure
- Consider future expansion to partner institutions

Key Benefits:

- More manageable initial scope
- Faster implementation timeline
- Direct impact for CSU faculty
- Sustainable long-term solution

Pilot Resources

Personnel: $52,500

- 2 Graduate Students (CS): 800 hours total
- 3 Undergraduate Students (CS/DSC): 1200 hours total

Technology Requirements

- Access to Interfolio
- Access to Riviera computational resources – costs TBD

Research

Proposal 2: Scaling Resources as Needed (SCAN)

Slides generated by Claude.ai 3.5 sonnet

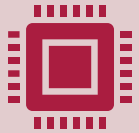
Situation: Use Stories



Administrative Tasks User
Researchers need access to labor-saving AI applications for email, graphics, spreadsheets, and reports. Requires paid software licenses and occasional API access for large files.



Data Analyst
Researchers need frequent access to single GPUs/small clusters for data cleaning and pilot analyses, plus occasional access to large GPU clusters for full studies.



Power Users
STEM/engineering researchers require dedicated machines for real-time processing, sensitive data, or specialized needs. Need university support for space, power, cooling, internet, and systems.

Background

Administrative Tasks Users
Currently using Microsoft license and individual AI subscriptions. Web interfaces have limitations for large files, and API access is complex.

Data Analysts
Fort Collins has CPU cluster (Alpine) and GPU clusters (Riviera, Dericho). Increasing scheduling delays. Pueblo researchers have theoretical access but low awareness.

Power Users
Multiple independent GPU clusters across campus with varying support levels. Need consistency for cybersecurity compliance. No known AI power users in Pueblo.

Assessment & Considerations

Option 1: AI Application Committee

- Document current AI subscriptions and costs
- Investigate site licenses availability
- Recommend university-wide licenses

Option 2: Small Working Group with Student Testers

- Create test scenarios for each user group
- Explore cloud, on-premises, and specialized configurations
- Develop decision matrix for researchers



Recommendation

Pursue a two-pronged approach:

- Implement Option 1 to extent possible with financial system information
- Progress quickly with Option 2 for immediate support, student learning opportunity, and concrete paths forward

Key Points:

- Pilot duration should not exceed 6 months
- Consider rapidly changing technologies
- Ensure compliance with university cybersecurity regulations

Pilot Resources

Personnel

- Research Student Hourly Employees: 1200 hours (3 students, 20 weeks) - $31,500
- Advisor/Supervisor: 5-10 hrs/week for 20 weeks - $10,000

Technology Resources (TBD)

- AI Tool API Access
- Cloud Storage and Compute
- Local Storage and Compute (DSRI)

Discussion / Q&A



Thank you!