COMPLETE COLLEGE AMERICA

Building AI-Capable Institutions: Implementation Tools for Higher Education

COMPLETE COLLEGE AMERICA

The barriers to college completion are complex and intertwined. No one educator, department, institution, or state can solve them. Without a simultaneous and intersectional approach, those barriers will continue to rob all of us—educators, advocates, and students alike—of the life-changing benefits of a complete college journey.

Complete College America (CCA) builds movements for scaled change and transforms institutions. Since its founding in 2009, CCA has paired bold, innovative thinking with practical actions that colleges and policymakers can implement across every level of higher education. CCA's work centers on researching and testing education reforms, providing coaching and support, and advocating for change. Across these areas, CCA uses data to identify barriers and design successful strategies; aligns policy, perspective, and practice so complex systems operate effectively; connects experts to amplify their insights; and builds shared accountability. The organization is at the center of the broad CCA Alliance, which is driving change that works for every leader, every campus, and every system.

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Real-World Innovation in AI Implementation

As artificial intelligence reshapes many aspects of our society and workforce, many colleges and universities have focused on developing technical AI programs within computer science departments. But preparing students and faculty for an AI-enabled future requires more than technical training—it demands a broader approach to AI literacy and innovation across disciplines.

This playbook shows how three student-success-oriented, pioneering universities are successfully implementing institution-wide AI initiatives that go beyond traditional computer science programs to directly benefit all students and faculty.

Through detailed case studies of the University of Louisiana System, University of Massachusetts Lowell, and Arizona State University, we explore how these institutions are:

- Creating scalable AI literacy programs that prepare students for an AI-enabled workforce
- Empowering faculty to thoughtfully integrate AI into their courses through targeted grant programs
- Building institutional capacity for AI innovation while ensuring ethical implementation

Rather than theoretical frameworks, this playbook provides an inside look at the specific strategies, challenges, and lessons learned from institutions actively doing this work. Each case study includes concrete tools, templates, and resources that other institutions can adapt to their own contexts.

The examples highlighted here demonstrate that successful AI implementation doesn't require massive budgets or complete institutional transformation. Instead, these institutions show how targeted initiatives - from microcredentials to faculty mini-grants to innovation challenges - can create meaningful impact while addressing critical concerns around equity, ethics, and academic integrity.

Most importantly, this playbook is designed as a practical toolkit for action. Following each case study are ready-to-use resources developed and tested by these institutions. The toolkit includes six essential templates:

- AI Literacy Microcredential Brainstorming Guide
- AI Literacy Reading List
- AI Mini-Grant Proposal Form
- Faculty Fellow Job Description Template
- AI Innovation Challenge Announcement Template
- Innovation Challenge Submission Evaluation Rubric

These tools are designed to help institutions move from inspiration to implementation, whether launching an AI literacy program, creating a faculty grant initiative, or developing an innovation challenge. These resources, in addition to several existing resources from Complete College America, provide policymakers and practitioners with actionable tools to implement AI for student success on campus. [Visit CompleteCollege.org/AI-resources](CompleteCollege.org/AI-resources) to see more of what CCA has to offer for AI for student success.

University of Louisiana System: AI Literacy Microcredential Program

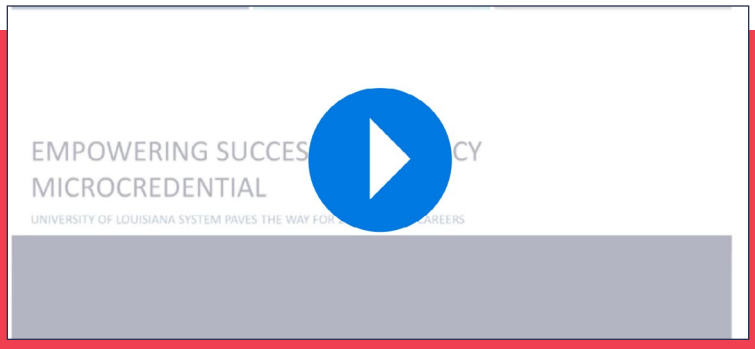
LOCATION:
Louisiana

STUDENT POPULATION:
>82,000 students as of Fall 2024[1]

INSTITUTION TYPE:
System of nine member institutions

THE CHALLENGE

The University of Louisiana (UL) recognized the need to equip students with practical AI skills to prepare them for the evolving workforce. Responding to their own institutional needs and insights, as well as broader industry trends, UL sought to address the lack of AI literacy among students outside of computer science programs while also supporting faculty and staff in integrating AI into their work. Additionally, UL saw this initiative as an opportunity to attract students and build enrollment by offering a cutting-edge, relevant program that prepares students for an AI-driven workforce, enriching their educational experience and enhancing the university's appeal to prospective students.



For an in-depth overview of how this microcredential was developed, check out our webinar on YouTube.

APPROACH

In response to these challenges, UL launched the AI Literacy Microcredential program, designed to provide foundational AI knowledge to all students within the University of Louisiana System. University of New Orleans (UNO) was the lead partner in this initiative, collaborating with educators across the system to design the course. This program, offered for free to students and UL System employees, is self-paced and can be completed in approximately 16 hours. The course offers a tool-agnostic curriculum, focusing on broad AI concepts rather than specific tools, ensuring the content remains relevant as AI technology evolves. It emphasizes ethics-first principles and includes topics like digital literacy, data privacy, and the future of AI, along with a final project that results in a badge students can share on platforms like LinkedIn. This initiative was funded by a small grant through the Louisiana Board of Regents, which provided faculty stipends to support the development of the program.

1 Enrollment figures shared by research contacts at the University of Louisiana System Office in Fall of 2024.

TIMELINE

SPRING 2023: Faculty-led professional development and program design.

SUMMER 2024: Pilot phase of the microcredential program, developed by a cross-institutional team.

FALL 2024: System-wide rollout across UL institutions, incorporating feedback from the pilot phase.

OUTCOMES

WIDE ACCESSIBILITY: The program is free for all UL students, ensuring there are no financial barriers to participation.

WORKFORCE ALIGNMENT: Students gain skills that are directly applicable to AI-driven industries, giving them a competitive edge in the job market.

FLEXIBLE LEARNING: The self-paced format makes it ideal for adult learners and non-traditional students, allowing them to balance education with other commitments.

LESSONS LEARNED:

ETHICS-FIRST APPROACH: The emphasis on ethics at the beginning of the course ensures students are aware of the implications of AI before using it.

SCALABILITY: The program's flexible, modular design makes it easy to scale across the entire UL System.

COLLABORATION ACROSS INSTITUTIONS: The success of the cross-institutional team, led by UNO, in building and launching the program highlighted the importance of collaboration within the UL System.

Complete College Photo Library ▪ Allison Shelley

TIPS FOR GETTING STARTED:

LEVERAGE EXISTING FACULTY EXPERTISE: Build on the model by utilizing faculty members already versed in digital literacy or AI tools to design and lead AI literacy courses tailored to their student body. This minimizes the need for external funding and uses internal resources to maximize impact.

START WITH LOW-COST, HIGH-IMPACT MICROCREDENTIALS: Consider developing self-paced, low-cost programs that focus on AI basics and ethics and are accessible to all students. Schools could also partner with local businesses or organizations to offer relevant badges or certifications, helping students build skills that align with workforce demands.

CREATE CROSS-DEPARTMENTAL AI TASK FORCES: Form task forces with faculty from different departments (e.g., humanities, STEM, business) to develop a comprehensive, interdisciplinary AI curriculum that can be shared across the institution, ensuring broad engagement.

Check out the toolkit at the end of this brief for templates and resources related to this practice:

- **AI Literacy Microcredential Brainstorming Guide**
- **AI Literacy Reading List**

University of Massachusetts Lowell (UML): Empowering Faculty for Innovative Teaching

LOCATION:
Lowell, Massachusetts (Large Suburb)

STUDENT POPULATION:
12,389 Undergraduates in Fall 2022[2]

INSTITUTION TYPE:
Public, 4-year institution

THE CHALLENGE

UMass Lowell (UML) recognized the need to prepare students for the growing demands of AI literacy across all disciplines while also addressing faculty concerns about integrating AI into their curricula. Many faculty members were hesitant to adopt AI, fearing its potential impact on traditional teaching methods and academic integrity. However, the rapid advancement of AI and its increasing relevance to the workforce necessitated a shift in educational practices to ensure that students were equipped with essential AI competencies.

Want more details on how the UML Mini-Grant program works?
Check out our case study here.

APPROACH

In response, UML launched the AI Faculty Mini-Grant Program in Spring 2024. Led by Vice Provost for Academic Affairs Julie Nash, the program aimed to encourage faculty across the university to experiment with integrating AI into their courses. The initiative offered $1,000 mini-grants to 35 faculty members representing all five colleges within UML, allowing them to incorporate at least one element of generative AI into their curricula. Additionally, each grant included $500 to support faculty-student collaboration, ensuring that students played an active role in the AI experimentation process. The mini-grants were designed to be flexible, with faculty incorporating AI in various ways, from single-class activities to fully integrated course elements. Faculty were not required to submit detailed proposals, which encouraged participation from those less familiar with AI tools.

2 Enrollment figures shared by research contacts at the University of Louisiana System Office in Fall of 2024.

TIMELINE

SPRING 2024: Launch of the AI Faculty Mini-Grant Program, with 35 faculty members awarded mini-grants.

ONGOING: Faculty participated in workshops, shared resources via a Microsoft Teams site, and received mentorship throughout the semester.

OUTCOMES

ENHANCED FACULTY INNOVATION: Faculty from all five colleges, plus the Honors College, actively participated, creating a community of educators dedicated to exploring AI's potential.

STUDENT ENGAGEMENT: By involving students directly in AI-related projects, the program fostered collaboration and deeper engagement with the subject matter, both in STEM fields, humanities, social sciences, and the arts.

ONGOING SUPPORT: Faculty grant recipients received structured support through workshops, a shared collaboration site, and mentoring from a Faculty Fellow, who received a $3,000 stipend.

LESSONS LEARNED

ADAPTING AI FOR DIFFERENT CLASS SIZES: Faculty noted that AI activities were more effective in smaller classes where students could engage in group discussions. Adjustments were made for larger classes to ensure meaningful interaction with AI tools.

TIMING AI ACTIVITIES: Faculty found that AI-based activities were more effective when introduced later in the semester once students had a solid grasp of course content.

MANAGING LOGISTICS: Administering the mini-grant program required significant time and resources for the senior administrator tasked with launching the initiative. Going forward, the administrator will look for time-saving efficiencies and delegate some tasks to the faculty fellow or other teammates.

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TIPS FOR GETTING STARTED

UTILIZE INTERNAL MENTORSHIP AND RESOURCES: Leverage internal resources by establishing faculty mentorship programs where more experienced educators guide those less familiar with AI, reducing reliance on external experts.

FOSTER FACULTY COLLABORATION:

- Create cross-departmental faculty innovation labs where teachers can collaborate on how to integrate AI tools into diverse disciplines, providing opportunities for knowledge sharing and curriculum co-development.
- Create a dedicated listserv focused on pedagogy for interested faculty. Such platforms provide a space for faculty to share experiences, ask questions, and discuss innovative teaching practices, making them invaluable for those navigating new initiatives, such as integrating AI into their courses. Having a supportive community of colleagues readily accessible encourages experimentation and helps educators build confidence in adopting new approaches.

PROMOTE ONGOING FACULTY TRAINING: Provide continuous, incremental professional development for faculty to build on initial AI knowledge, expanding their expertise and encouraging experimentation throughout the academic year.

Check out the toolkit at the end of this brief for templates and resources related to this practice:

- **AI Mini-Grant Proposal Form**
- **Template Job Description: Faculty Fellow**

Arizona State University (ASU): AI Innovation Challenge Grant Program

LOCATION:
Tempe, Arizona (City: Midsize)

ONLINE STUDENT POPULATION:
46,679 Undergraduates as of Fall 2022[3]

ON-CAMPUS STUDENT POPULATION:
65,492 undergraduates as of Fall 2022[4]

INSTITUTION TYPE:
Public, 4-year institution

THE CHALLENGE:

Since the launch of generative AI into the mainstream, ASU has embraced the challenge of transforming its educational model to remain at the forefront in an increasingly AI-driven world. While many institutions were hesitant to fully embrace AI, viewing it as an additional burden, ASU aimed to position AI as an integral part of their strategic goals. The university needed a structured approach that would enable faculty, staff, and students to experiment with AI while ensuring equitable access across departments with varying levels of resources.

APPROACH:

In response, ASU launched the AI Innovation Challenge to encourage faculty and staff to propose AI-driven projects that could reshape teaching, learning, and research. ASU's challenge was open to all stakeholders within the institution, including administrative and operational staff. Participants were required to submit use cases detailing how they intended to use AI. Selected projects received access to ChatGPT Edu licenses for four months to pilot their ideas. The program provided a secure environment for users to experiment with AI, while ASU's technology team offered guidance on feasibility and project refinement. This challenge allowed ASU to collect a wide range of use cases and identify patterns in AI applications, from curriculum development to student support services.

3 IPEDS, Institutional profile for Arizona State Digital Immersion. Retrieved January 2025.

4 IPEDS, Institutional profile for Arizona State Campus Immersion. Retrieved January 2025.

TIMELINE:

FALL 2024: Launch of the AI Innovation Challenge Grant Program, open to all faculty, staff, and student researchers.

SPRING 2025: Participants will receive ChatGPT Edu licenses from Dec. 23, 2024 - May 16, 2025, to implement their AI-driven projects.

OUTCOMES:

IMPROVED AI LITERACY AND USE CASE DEVELOPMENT: The challenge helped faculty and staff refine their understanding of AI, leading to more sophisticated proposals in subsequent rounds.

EQUITY IN AI ACCESS: By offering ChatGPT Edu licenses through the challenge, ASU ensured that departments with fewer resources could participate in AI-driven innovation, creating more equitable access to AI resources.

DATA-INFORMED DECISION-MAKING: Insights from the various proposals helped the university identify priority areas for investment, such as instructional design and student support services.

SCALABILITY AND CUSTOM SOLUTIONS: The challenge enabled ASU to identify successful AI projects that could be scaled, and solutions such as My AI Builder were developed to customize AI tools for specific needs within the university.

LESSONS LEARNED:

BE FLEXIBLE AND OPEN TO ITERATION: ASU found that the quality of proposals improved as participants became more familiar with AI's capabilities and limitations. Institutions should be open to evolving challenge criteria and providing ongoing support to participants.

BALANCE EQUITY AND SCALABILITY: While offering enterprise licenses to a large number of users can be costly, ASU's approach ensured that AI resources were distributed equitably across the institution.

INVEST IN AI LITERACY: Providing participants with guidance on how to use AI effectively was critical in ensuring that proposals were both feasible and impactful.

USE DATA TO DRIVE AI STRATEGY: Collecting and analyzing data from AI projects helped ASU refine its AI strategy and identify areas where AI can have the greatest impact.

TIPS FOR GETTING STARTED:

EXPAND ACCESS TO NON-ACADEMIC STAFF: Build upon ASU's success by making AI programs accessible to non-academic staff across all levels of the university, ensuring that AI benefits extend beyond just faculty and students.

CREATE AI USE CASE REPOSITORIES: Develop centralized repositories where institutions can share successful AI projects and use cases across departments, enabling faster and more widespread adoption.

FOSTER INSTITUTIONAL COLLABORATION: Create formal cross-departmental committees to review AI projects and share insights across campus, ensuring institutional strategies align with AI-driven educational goals and vice versa.

Check out the toolkit at the end of this brief for templates and resources related to this practice:

- **Template: AI Innovation Challenge Announcement**
- **Template: Innovation Challenge Submission Evaluation Rubric**

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Toolkit

AI LITERACY BRAINSTORMING TOOL

Goal Setting

GUIDING QUESTIONS

- **Why do we want to create an AI Literacy component for our curriculum?**
- **When do we want to offer this type of learning opportunity? ***
  **Keep in mind where the institution is in the academic calendar and how long it typically takes to develop new content.*
- **At what scale do we want this curriculum to be available?**
  - Will we begin with a pilot and then launch to a larger scale?
  - What modality will it be offered?
  - Will it be available to students at a specific stage in their learning journey or on-demand?

NOTES:

Team Structure

GUIDING QUESTIONS

- **Who do we want involved in designing our AI Literacy offerings?**
  - What size teams typically are successful at our institution?
  - What kind of capacity do we have for this work right now?
  - Do we have representation from a variety of stakeholder groups in this work?*

    **Note: Consider including students in the design process for a learning and professional development opportunity and to ensure the learner perspective is captured upfront.*

NOTES:

Costs

GUIDING QUESTIONS

- Are there available grants or resources we can allocate to developing this type of offering?
  - Consider local grants, workforce partnerships, current budget.
- Will students be expected to pay for the learning opportunity, or will it be included? Free? Integrated into existing coursework?

NOTES:

Content

GUIDING QUESTIONS

- Given our institution's goals, student body, and mission, what is most important for us to focus on?
  - Examples might include ethics, creativity, critical thinking, environmental impact, technical applications, business use cases, etc.

NOTES:

Tools and Tech

GUIDING QUESTIONS

- What tools and platforms will be needed to develop and deliver this AI Literacy content?
- Are there partnerships with tech companies, open educational resources, or other platforms that can be leveraged for content or tools?

NOTES:

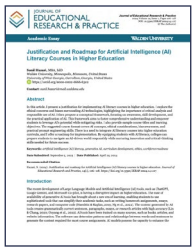
Scalability & Sustainability

GUIDING QUESTIONS

- AI tools are changing quickly. How will we maintain and update the curriculum to ensure relevancy as AI technologies evolve?
- What steps can we take to embed this program into institutional structures (e.g., academic programs, general education requirements) for long-term sustainability?

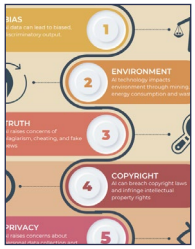
NOTES:

AI LITERACY READING LIST



Hazari, S. (2024, April 29). Justification and Roadmap for Artificial Intelligence (AI) Literacy Courses in Higher Education. Journal of Higher Education Research and Practice, 14(1), 106-118. https://files.eric.ed.gov/fulltext/EJ1430426.pdf

This article provides a comprehensive justification for AI education in higher education, including key ethical considerations and practical applications. Hazari's proposed framework emphasizes awareness, skill development, and hands-on application of AI tools, offering actionable steps to integrate these elements into curriculum design. Additionally, it highlights the importance of preparing students not only to use AI responsibly but also to navigate its societal implications.

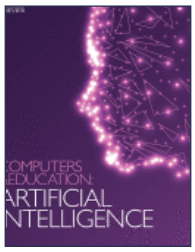


Furze, L. (2024). Teaching AI Ethics. https://leonfurze.com/wp-content/uploads/2023/01/leonfurze_com_aiethics.pdf

This infographic from Leon Furze provided the framework for the ethics section in the microcredential program at UNO. It outlines key ethical concerns related to AI, such as bias, privacy, and datafication. By using this visual as a basis, the program emphasizes critical issues like AI's impact on labor, truth, and environmental concerns, guiding students to build informed and practical ethical guidelines.

Kassorla, M., Georgieva, M., Papini, A. (2024). AI literacy in teaching and learning: A durable framework for higher education. EDUCAUSE. https://www.educause.edu/content/2024/ai-literacy-in-teaching-and-learning/executive-summary

This report provides a different framework for AI Literacy in Teaching and Learning (ALTL) tailored to higher education. It outlines actionable competencies and outcomes for students, faculty, and staff, focusing on technical understanding, evaluative skills, practical application, and ethical considerations. By addressing issues such as bias, privacy, and data security, the framework offers a structured approach for institutions to integrate AI literacy into curricula, policies, and training programs, ensuring communities are prepared to engage ethically and effectively with AI technologies.



Southworth, J., Migliaccio, K., Glover, J., Glover, J., Reed, D., McCarty, C., Brendemuhl, J., Thomas, A. (2023). Developing a model for AI across the curriculum: Transforming the higher education landscape via innovation in AI literacy. Computers and education: Artificial Intelligence, 4(2023). https://www.sciencedirect.com/science/article/pii/S2666920X23000061?via%3Dihub/

This article provides an alternate approach to a microcredential: it describes a specific model developed at the University of Florida (UF) for integrating AI literacy across the curriculum rather than in a standalone microcredential program. By embedding AI concepts into a variety of disciplines, UF's model fosters interdisciplinary engagement and ensures that all students, regardless of their major, develop essential AI competencies for the 21st-century workforce.

AI PROMPT

New resources about AI literacy in higher education are being developed and published all the time. Consider using this prompt for Perplexity, ChatGPT, or any other AI tool to find new reading materials that might be useful:

"I am learning about and considering developing an AI literacy component at my institution, ***{insert name of institution here}***. My role is ***{insert your role here}***. I am especially interested in ***{insert any special considerations here, e.g., are you at a community college? Research university?}***

I want to make sure I'm up to date on the latest reading and research around AI literacy in higher education. Help me source articles on AI literacy in higher education from a variety of sources and literature types. Be sure to provide the link to the source, a description of the source, and why it might be helpful or informative for me to read."

AI MINI-GRANT PROPOSAL FORM

Faculty Information

NAME: _____

TITLE/POSITION: _____

DEPARTMENT/COLLEGE: _____

EMAIL ADDRESS: _____ PHONE: _____

COURSE TITLE: _____ COURSE CODE: _____

SEMESTER(S) OFFERED: _____

Describe your project idea:

Please include a brief overview of how you plan to integrate AI into your course.

What specific learning goals or outcomes do you hope to achieve with this project?

(e.g., enhance critical thinking, improve technical skills, foster ethical awareness, etc.)

AI MINI-GRANT PROPOSAL FORM

How do you plan to assess the impact of AI integration in your course?

(e.g., surveys, comparative assignments, student reflections, learning outcomes)

Will you include student input in the design or implementation of your AI integration?

If yes, describe how students will contribute to the project.

Describe any support or resources you anticipate needing to successfully implement this project.

(e.g., technical training, mentoring, access to specific tools.)

TEMPLATE JOB DESCRIPTION

FACULTY FELLOW FOR AI MINI-GRANT PROGRAM

Job Title: Faculty Fellow – AI Mini-Grant Program Manager

Position Type: Part-Time Faculty Role (Release Time or Stipend-Based)

Reports To: {TBD}

Position Duration: Academic Year Appointment (with the possibility of renewal based on program needs and performance)

Position Overview

The Faculty Fellow for the AI Mini-Grant Program will lead and manage an innovative initiative designed to support faculty in integrating AI into their courses. This role focuses on fostering cross-disciplinary collaboration, providing strategic guidance, and ensuring the success of the mini-grant recipients. The Faculty Fellow will serve as a central point of contact for the program, helping to build institutional capacity for AI literacy and integration in higher education.

Key Responsibilities

Program Management:

- Oversee the planning, implementation, and evaluation of the AI Mini-Grant Program.
- Develop and refine application materials, guidelines, and timelines for the program.
- Lead the selection process in collaboration with the program review committee.
- Track program progress and ensure all grant activities are aligned with institutional goals.

Faculty Support:

- Provide mentorship and support to mini-grant recipients as they design and implement AI-related projects.
- Facilitate professional development workshops and training sessions on AI tools, pedagogy, and ethics.
- Curate and share resources, such as reading materials, best practices, and examples of AI integration.

Communication and Collaboration:

- Foster a collaborative learning environment through regular check-ins, forums, or discussion platforms (e.g., Teams).
- Serve as a liaison between faculty participants and the university administration.
- Partner with institutional units such as instructional design, IT, and the library to support program success.

Evaluation and Reporting:

- Develop assessment tools to evaluate the effectiveness of mini-grant projects.
- Analyze and document outcomes, challenges, and best practices from the program.
- Prepare and present reports to institutional leadership and stakeholders, highlighting program impact and opportunities for scaling.

TEMPLATE JOB DESCRIPTION

FACULTY FELLOW FOR AI MINI-GRANT PROGRAM

Qualifications

Required:

- Current full-time faculty member at the institution.
- Demonstrated interest or experience in AI, educational technology, or innovative pedagogy.
- Strong organizational and project management skills.
- Excellent communication and collaboration abilities across diverse disciplines.

Preferred:

- Experience in curriculum development or instructional design.
- Familiarity with AI tools and their applications in teaching and learning.
- Prior experience leading faculty development or grant-funded programs.

Compensation

- Stipend or release time equivalent to [insert estimated hours/workload].

How to Apply

- Submit a CV, a letter of interest detailing relevant experience and your vision for managing the AI Mini-Grant Program, and a brief statement on your approach to faculty mentorship and innovation.
- Application deadline: [Insert Date].
- Send applications to: [Insert Contact Email or Portal].

TEMPLATE

AI INNOVATION CHALLENGE ANNOUNCEMENT

Calling all faculty, staff, and student researchers!

[Institution Name] is thrilled to announce the launch of the AI Innovation Challenge— a groundbreaking initiative designed to explore innovative uses of AI in teaching, research, and institutional operations. This challenge is an opportunity for the [Institution Name] community to reimagine the future of education and work through the integration of cutting-edge AI technologies.

Key Responsibilities

Proposal Submission Period: [Insert Start Date] - [Insert End Date]

Project Implementation Timeline: [Insert Timeline for Projects]

Eligibility: Open to all [Institution Name] faculty, staff, and student researchers

We encourage participation from diverse disciplines and perspectives, with a focus on innovation, ethical AI use, and societal impact.

Challenge Goals

NOTE: Be sure to customize these based on your institution's goals.

The [Institution Name] AI Innovation Challenge aims to:

Foster Creativity: Generate inventive solutions to academic and administrative challenges.

Promote Engagement: Enhance learning, teaching, and research through AI-driven customization and accessibility.

Ensure Ethical AI Use: Uphold transparency and ethical standards in all applications.

Champion Inclusion: Value diverse perspectives and amplify underrepresented voices.

Drive Efficiency: Minimize redundancy in processes and tasks.

Support Well-being: Promote institutional and individual well-being through practical AI innovations.

TEMPLATE

AI INNOVATION CHALLENGE ANNOUNCEMENT

Project Categories

NOTE: These are sample categories based on ASU's innovation challenge. Be sure to update these based on your institution's goals and focus area.

Submit your proposal under one of these focus areas:

Teaching and Learning
Develop AI-driven tools and strategies to enrich classroom experiences and enhance student engagement.

Use-Inspired Research
Advance research projects with clear societal, environmental, or industrial impact through the innovative use of AI.

The Future of Work
Design AI applications that improve productivity, well-being, and efficiency in institutional operations.

Participation Highlights *(Customize for your institution)*

- **Participation Pool Size:** [Insert size, e.g., up to 50 projects will be funded].
- **Funding and Resources:** Awardees will receive [Insert Details, e.g., AI tool]
- **Collaboration Opportunities:** Proposals encouraging interdisciplinary or cross-departmental collaboration are highly encouraged.

Proposal Requirements

- **Clear Vision:** Outline your project goals, implementation plan, and expected outcomes.
- **Assessment Plan:** Describe how success will be measured.
- **Collaboration Opportunities:** Proposals encouraging interdisciplinary or cross-departmental collaboration are highly encouraged.

Important Dates

- **Proposal Submission Opens:** [Insert Date]
- **Proposal Submission Deadline:** [Insert Date]
- **Orientation for Awardees:** [Insert Date]
- **Project Launch:** [Insert Date]

Get Started

Visit [Insert Website or Form Link] to learn more and submit your proposal. For additional questions, contact [Insert Contact Info or Slack Channel].

TEMPLATE

INNOVATION CHALLENGE SUBMISSION EVALUATION RUBRIC

CRITERION	DESCRIPTION	SCORE	NOTES
Alignment with Goals	Does the proposal align with the challenge goals (creativity, engagement, ethics, inclusion, efficiency, well-being)?	○ ○ ○ ○ ○	
Innovation and Originality	Does the proposal present unique and creative ideas not previously explored?	○ ○ ○ ○ ○	
Clarity and Feasibility	Is the proposal clearly written, with a realistic and actionable implementation plan?	○ ○ ○ ○ ○	
Impact Potential	Does the proposal demonstrate potential for significant impact on students, faculty, or institutional operations?	○ ○ ○ ○ ○	
Ethical and Societal Impact	Does the proposal address ethical considerations and societal implications of AI use?	○ ○ ○ ○ ○	
Interdisciplinary Collaboration	Does the proposal encourage collaboration across disciplines, departments, or functional areas?	○ ○ ○ ○ ○	
Assessment Plan	Are there clear and measurable success metrics and a feasible plan for evaluating outcomes?	○ ○ ○ ○ ○	
Scalability and Sustainability	Does the proposal show potential for scalability or long-term benefits beyond the initial implementation?	○ ○ ○ ○ ○	

NOTE: These categories are aligned with the criteria outlined in the Announcement Template. Be sure to customize based on the criteria you prioritize at your institution.

Scoring Criteria:

5 – Exemplary
Fully addresses the criterion with exceptional clarity, innovation, and potential for impact.

4 – Strong
Addresses the criterion well, with minor areas for improvement.

3 – Satisfactory
Adequately meets the criterion but lacks some depth or clarity

2 – Limited
Partially addresses the criterion but has significant gaps or weaknesses

1 – Insufficient
Does not adequately address the criterion or is poorly developed.

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