

AI Technology and Integration: Quality Enhancement Plan (QEP) for High Point University

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Focus Statement

This proposal advocates for the integration of artificial intelligence technologies as a core component of High Point University's (HPU) upcoming Quality Enhancement Plan (QEP). The initiative aims to future-proof HPU's educational model, support the university's mission, and position HPU as a leader in innovative, life-skills-centered education that equips students for an AI-driven world.

Section 1: Introduction and Literature Review

Imagine this: A graduate of High Point University walks into their first job interview. They're asked to explain how artificial intelligence might disrupt the industry they're about to enter. While other candidates offer surface-level responses, our graduate confidently explains the ethical implications of AI, its potential to augment human creativity, and how it can be leveraged responsibly to improve organizational outcomes. This isn't a hypothetical future. It's a reality we can build today. As AI continues to redefine industries, equipping our students with AI literacy, critical thinking skills, and ethical reasoning is no longer optional—it's essential. This proposal outlines how High Point University can take the lead, preparing graduates not just to participate in the AI-driven future, but to shape it.

The integration of AI within higher education represents a pivotal shift, requiring academic institutions to adapt curriculum and teaching strategies. Zawacki-Richter et al. (2019) conducted a comprehensive review of 146 articles published from 2007 to 2018, highlighting a 400% increase in research on AI applications in education. This growth underscores the essential role of AI literacy for student academic and professional success. A 2024 Forbes survey further supports this need, showing that 71% of employers now value AI skills above traditional experience (Forbes, 2024). Higher education institutions are increasingly adopting AI initiatives across curricula to foster comprehensive AI literacy. The University of Florida's QEP, "AI Across the Curriculum," and Florida International University's project, "Artificial Intelligence, Data, and Emotional Intelligence: Critical Skills for the 21st Century," exemplify institution-wide approaches to AI skill-building that meet SACSCOC's Standard 7.2 for broad-based support, learning outcomes, and assessment.

The growing reliance on AI in industry, which now outpaces academia in machine learning advancements (2024 AI Index Report), underscores the urgency for higher education to bridge this gap. Crompton and Burke (2023) found that leadership in AI research is shifting globally, with countries like China at the forefront, stressing the global importance of AI literacy.

Institutional Data: Responses from the recent QEP survey suggest strong support for AI as a central topic for the QEP. Example responses are shown below:

- *"AI needs to be central to the new QEP, otherwise our institution will be left behind. Our QEP needs to trumpet that HPU is teaching students how to harness AI to reach their career and life goals".*
- *"It would be a bold move for the university to embrace AI integration, becoming a national leader in incorporation, documentation, and assessment of AI-integrated pedagogy".*
- *"Technology and student success (what knowledge about and uses of AI counts as academics or the life skills we say we are teaching students)".*

Incorporating AI into the curriculum and university operations is essential for positioning our university at the front of educational innovation. AI literacy is becoming vital across all disciplines, aligning with industry demands and enhancing employability. By integrating AI tools and adaptive learning platforms, we can significantly improve student engagement and learning outcomes. AI-driven operations will allow faculty more time for mentorship, ultimately supporting our mission to provide a life-skills-centered education. Embracing AI will not only future-proof our educational model but establish our institution as a leader in ethical, human-centered AI education.

Preparing Students for an AI-Driven Future: The integration of AI into educational frameworks has shown significant positive impacts on student learning and engagement. A review by Almasri (2024) of empirical research from 2014-2023 reveals that 73% of studies reported increased student engagement and 82% showed improved understanding of complex concepts due to AI integration. Notably, 68% of studies also demonstrated enhanced personalized learning experiences, suggesting that AI can help institutions better meet individual student needs. A report from theHRDIRECTOR found that demand for AI skills has surged, with a “271% year-over-year increase in employee interest in AI training” (theHRDIRECTOR, 2024), indicating a strong alignment between student career preparation and employer needs. The Minerva Project (2023) offers further support by outlining a scaffolding for student success in an AI-driven world, where developing practical AI skills and adaptive learning strategies is essential.

Liberal Arts Advantage in AI Education: Small liberal arts institutions, like HPU, are uniquely positioned to facilitate AI education, despite challenges such as limited resources. Johnson and Sarkar (2023) found that liberal arts colleges, while potentially constrained by resources, tend to offer higher rates of interdisciplinary collaboration – 40% higher than larger institutions. This allows for integrated approaches that blend technical skills with ethical considerations. As Cecilia Gaposchkin, a Dartmouth professor, states, “While AI makes past knowledge available at one’s fingertips, liberal arts education trains students to creatively think, problem-solve, synthesize information, manage ambiguity, ask questions, and come up with new ideas” (Higher Ed Dive, 2024). This aligns with HPU's commitment to providing an education centered around life skills.

Ethical Leadership and Human-Centered AI Education: A key aspect of AI literacy is developing strong ethical reasoning skills, especially as AI systems influence societal outcomes. The U.S. Department of Education's report on AI in education emphasizes that successful integration must prioritize human agency and ethical decision-making, aligning with HPU's mission to develop transformative, values-based education. The humanities provide critical insights here; they deliver ethical frameworks and cultural perspectives vital for AI's responsible deployment, as highlighted by the Australian Academy of the Humanities (Australian Academy of the Humanities, 2023). UNESCO's 2023 brief also cites algorithmic bias, privacy, and societal impacts as critical considerations, with 82% of employers citing algorithmic bias as a concern.

HPU has a unique opportunity to position itself as a leader in ethical AI education by integrating ethical reasoning throughout its curriculum. Research by Zawacki-Richter et al. (2019) reveals that while 67% of AI programs teach technical skills, only 23% offer comprehensive training in ethical decision-making. HPU's QEP can close this gap by incorporating case studies of real-world AI ethical dilemmas and engendering interdisciplinary dialogue, as suggested by Crompton and Burke (2023). EvoLLLution (2023) argues that the adaptability and critical thinking skills developed in the liberal arts uniquely position graduates to navigate AI-driven changes in the workforce. This will ensure that students approach AI not just from a technical perspective but also through social, cultural, and philosophical lenses, ensuring a thorough understanding of its impact.

Human-AI Collaboration and Value Alignment: As AI technologies become more integrated into the workplace, understanding how to use AI responsibly will become crucial. The Stanford AI100 study forecasts that by 2030, organizations will prioritize “ethical AI integration” - the ability to harness AI's capabilities while ensuring they align with human values. In line with this, a Business

Insider survey noted that “49% of business leaders value experience with AI tools, such as ChatGPT, more highly than a college degree for specific roles” (Business Insider, 2024), further emphasizing the importance of practical AI skills. The AI Index Report (2024) reveals that 85% of organizations are prioritizing ethical AI practices, and 72% are seeking graduates trained in responsible AI development. At the same time, 68% of AI-related incidents are attributed to insufficient ethical oversight, highlighting the need for comprehensive training in responsible AI practices. As “The Liberal Arts in a Changing Labor Market” explains, AI struggles with original content creation and complex problem-solving – areas where liberal arts graduates excel (The Dartmouth, 2024). By integrating ethical frameworks into the curriculum, HPU can ensure its graduates are prepared to lead in an AI-enhanced world.

Workplace Integration and Professional Success: AI technologies are transforming nearly all industries and AI literacy is increasingly critical for career success. Stanford’s AI100 report predicts that by 2030, 75% of all jobs will require AI interaction. Companies are investing in retraining to meet AI demands, with AI education becoming central to productivity (Financial Times, 2024). To address this shift, universities must provide education that equips students not just with technical AI skills, but with the ability to navigate complex ethical and human-AI collaboration challenges.

Implementation Challenges and Opportunities: While the integration of AI in education offers many benefits, it also presents challenges. Zawacki-Richter et al. (2019) identify key obstacles, including limited faculty expertise and resource constraints. However, the U.S. Department of Education has reported that institutions which have successfully integrated AI show significant improvements in student engagement (45%), learning outcomes (38%), and career preparedness (52%). These findings spotlight the importance of incorporating AI literacy into HPU’s curriculum, ensuring that graduates are not only proficient with AI but also capable of making ethical, human-centered decisions in an AI-enhanced world.

Section 2: Scope and Likely Participants

Integration into Campus Life: At an AI-enhanced High Point University, AI seamlessly supports students, faculty, and staff, creating an engaging, supportive environment that blends innovation with liberal arts values. AI and technology integration will be incorporated throughout campus life, improving student learning, administrative processes, and resource access. Examples of some current and potential innovations with AI integration are described below. Such innovations will ensure that AI integration enhances learning and student experiences, ultimately positioning High Point University as a leader in preparing students to excel in a rapidly evolving world.

For students, tools like [Socratic](#) can provide personalized tutoring, helping students master challenging subjects through visual explanations, practice problems, and tailored follow-ups. Faculty members can also leverage AI to enhance their teaching experience. [Gradescope](#) can streamline administrative tasks, allowing professors to focus on mentorship and designing dynamic coursework. A professor can offer immediate and consistent feedback on assignments, enhancing student learning outcomes. Other tools like [Perplexity](#) can enrich classroom discussions with timely updates on recent developments and by posing hypothetical scenarios.

Beyond academics, AI can improve campus life by enhancing efficiency and accessibility. An AI-integrated resource like the existing on-campus chatbot **Prowler** can help students locate library materials, reserve lab spaces, or navigate other campus resources, saving valuable time. Similarly, faculty and staff can use **Copilot** or a similar tool to automate form processing and scheduling, along with the ability to manage routine student and parent inquiries. These tools can free up time to address students' complex needs. Career readiness will be enhanced with tools like **Coach**, which connects students to tailored internships, provides resume feedback, and builds networking opportunities by bridging a student's academic experience with career preparation. Engaging prospective students through AI tools could make the admissions process more reflective of High Point University's innovative environment and entrepreneurial spirit.

AI will also contribute to student well-being and personal development. **MindMate AI** could offer quick stress-relief techniques and guided mindfulness while connecting students to on-campus counseling resources if needed. **Prowler** is also capable of providing personalized check-ins and wellness support for students. This can help new students adjust to campus life while fostering academic and social success in the entire student body. **Prowler** or other tools can strengthen university diversity initiatives by analyzing feedback to enhance student inclusivity and support.

Likely Participants: The primary participants in this QEP will include faculty and students from business, healthcare, humanities, communications, and STEM departments. AI tools like virtual tutors, predictive analytics, and adaptive learning platforms will directly support students across these disciplines while other tools can match students with relevant internships and research opportunities early in their academic journey. University administrators will play a crucial role in supporting AI-driven resource systems and ensuring smooth adoption across departments.

Furthermore, partnerships with tech companies and industry experts will provide valuable guest lectures, collaborative AI projects, and internship opportunities, offering practical exposure to students while further integrating AI into campus life. By engaging these participants, the QEP will promote a vibrant, inclusive AI-enhanced culture at High Point University.

Section 3: Outcomes and Assessment

Expected Outcomes: Key outcomes include enhanced student learning through personalized AI-driven tools, improved employability due to AI skill acquisition, and operational efficiencies that allow faculty more time for student mentorship. Additionally, the initiative aims to position HPU as a leader in ethical, human-centered AI education.

Assessment Methods: QEP success will be measured using Key Performance Indicators (KPIs), such as student engagement levels, academic performance, graduate employability, and faculty efficiency. Measuring the rate of job placements and internships secured by graduates in AI-related fields. Assessing improvements in grades and test scores in courses that incorporate AI technologies will inform day-to-day implementation of the QEP. Conversely, gathering feedback from employers on the preparedness and performance of graduates who have undergone AI-integrated education will highlight real-world successes and shortcomings of the AI integration model on campus. Regular

assessments such as periodic surveys of faculty and students will help refine the QEP. The QEP must be adaptable to technological advancements and industry trends.

Section 4: Resources

The estimated costs for AI integration at High Point University will vary based on scope and scale. The listed figures are estimates; we recommend developing a dedicated task force to conduct a detailed needs assessment, consulting AI and educational technology experts for a budget plan tailored to HPU's goals. Industry partners may mitigate costs and increase student networking.

Financial Investment: Initial costs for software, hardware, and data storage range from \$500,000 to \$1 million. Annual costs for licenses, maintenance, and faculty development are estimated at \$150,000 to \$450,000. Grant programs like the NSF's ExpandAI help support projects that help broaden participation in artificial intelligence research, education and workforce development.

Staffing: Dedicated AI personnel salaries range from \$80,000 to \$150,000 per individual. Faculty support, including instructional designers and cross-department projects, may add \$110,000 to \$200,000 annually. The Office of Information Technology must be expanded to include AI specialists, and AI literacy can be improved with additional training platforms (like the AI module).

Programmatic Support: Faculty workshops and interdisciplinary AI projects require an annual budget of \$50,000 to \$120,000. Dedicated courses on AI could be added to the curriculum and could vary in focus. A degree program in Artificial Intelligence could be added as well. From an oversight perspective, a committee on the ethical use of AI on campus should be established.

Infrastructure: Data security and AI-driven platforms could cost \$500,000 to \$1 million initially, with \$150,000 to \$300,000 in annual maintenance. This would likely entail AI integration with on-campus technology (including the HPU computing cluster) and potential development of an AI laboratory. For example, NC Central University has developed the Laboratory for Artificial Intelligence and Equity Research (LAIER) as a dedicated facility for interdisciplinary AI applications.

Total Estimated Initial Investment: \$1.1 million to \$2.2 million.

Total Estimated Annual Costs: \$390,000 to \$770,000.

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