KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION
TASK FORCE ON AI, HIGHER EDUCATION AND THE WORKFORCE

November 16, 2026 – 10:00 a.m. ET (9:00 a.m. CT)
Virtual meeting – Livestreamed at: https://www.youtube.com/@KentuckyCPE/streams

I. **Call to Order**

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VII. **Adjournment**

MEETING MINUTES

To be reviewed for approval on November 16, 2026

Who: Kentucky Council on Postsecondary Education
Type: Task Force on AI, Higher Education and the Workforce
Date: October 12, 2026
Time: 9:00 a.m. ET (8:00 a.m. CT)
Location: Virtual meeting via ZOOM

CALL TO ORDER

The Task Force on AI, Higher Education and the Workforce met on Monday, October 12, 2026, at 9:00 a.m. ET. Travis Powell called the meeting to order, and the roll was identified from the virtual meeting attendee list. The meeting occurred via Zoom and was livestreamed to the CPE YouTube page.

ATTENDANCE

The following group members attended the meeting:

- Tabitha Berger - Kentucky Department of Education (KDE), Division of Student Transition and Careen Readiness
- Cody Bumgardner - CPE Kentucky Regional Optical Network (KRON)
- Alisher Burikhanov - Education and Labor Cabinet / Kentucky Workforce Innovation Board (KWIB)
- Mark Ciampa - Western Kentucky University (WKU)
- Beth Davisson - Kentucky Chamber / Kentucky Chamber Foundation
- Allison Fowler - Spalding University
- Jeff Guan - University of Louisville (UofL)
- Dr. Ryan Hall - Kentucky Community and Technical College System (KCTCS)
- Jordan Harris - Deloitte Consulting
- Ashley Ireland - Murray State University (MuSU)
- Sam Keathley - Kentucky Center for Statistics (KYSTATS)
- Anne Kenworthy - Spalding University
- Machica McClain - University of the Cumberlands
- Ian McClure - University of Kentucky (UK)
- Ben Maynard - Kentucky Department of Education (KDE), Office of Education Technology
- John Nelson - Morehead State University (MoSU)
- Brett Oliver - Baptist Healthcare System Inc.
- Rolf Provan - Luckett & Farley Architects and Engineers
- Xinxing Wu - Kentucky State University (KSU)
- Stephen Yungbluth - Northern Kentucky University (NKU)

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The following CPE staff members attended the meeting:

- Travis Powell - Executive Vice President & General Counsel
- Travis Muncie - Assistant Vice President for Data Research and Advanced Analytics

ACTION – ADOPTION OF 9/2/26 MEETING MEMO OF RECORD

The minutes of the July 31, 2026, meeting, were approved as proposed. The motion was made by Mark Ciampa and the second by Rolf Provan.

DISCUSSION OF REFINED PRIORITY IMPACT AREA DESCRIPTIONS

The group confirmed there were no additional comments on the refined priority impact areas of:

- AI Proficiency
- Student Success and Student Experience
- Workforce Alignment
- Shared Resources and Best Practices

AI PROFICIENCY: CONFIRM THE SCOPE

The task force reaffirmed that AI proficiency should focus on developing the ability of students, faculty, and staff to:

- Use AI effectively.
- Evaluate AI outputs critically.
- Apply human judgment.
- Use AI responsibly.
- Develop transferable competencies rather than platform-specific skills.
- Support competitiveness of Kentucky graduates.

DISCUSSION OF STRATEGIC GOALS FOR AI PROFICIENCY

The Task Force discussed strategic goals and deliverables for AI Proficiency. The five competency areas were identified as a structure for developing draft goals, as follows:

1. Understand AI principles – Students, faculty, and staff share a foundational understanding of what AI is, the main types of AI, and what AI can and cannot do.
2. Explore AI uses - Students, faculty, and staff can identify where AI adds value in their discipline or role, and where it does not, weighing quality, cost, and resources.
3. Direct AI effectively - People who choose to use AI can direct it to accomplish real tasks, with skills that transfer across tools and keep pace as AI moves from prompting to agentic workflows.
4. Evaluate AI outputs - All users, including those who choose not to use AI, can critically evaluate AI-generated content they create or encounter before relying on it or sharing it.
5. Use AI responsibly - Students, faculty, and staff use AI ethically and securely, keeping

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humans in the loop and accountable, protecting data and privacy, respecting integrity and attribution, and weighing costs and unintended harms.

NEXT STEPS

Mr. Powell and Mr. Muncie agreed to prepare draft goals for review before the next meeting. Task Force members will review and submit additional recommendations as needed. Draft goals will be distributed in advance of the next meeting for review and discussion with the goal to work toward adopting the AI proficiency goals and begin discussion of the second priority area.

ADJOURNMENT

The meeting adjourned at 9:58 a.m. ET.

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AI Proficiency: Revised Definition and Preliminary Goals

CPE staff drafted these preliminary goals from the October 12 discussion so the Task Force has something concrete to react to before its next meeting. They are advisory goals for CPE's work with institutions and partners, not mandates.

Revised Definition

The proposed definition adds "where appropriate" and moves critical evaluation of AI outputs into the definition itself, so it covers people who encounter AI-generated content as well as those who choose to use AI.

> **Proposed:** Develop AI proficiency among students, faculty, and staff so that, where appropriate, everyone can use AI tools effectively, critically, and responsibly in their field of study or work, and so that all users, whether or not they choose to use AI, can critically evaluate AI outputs, verify information, recognize limitations, and apply human judgment.

> **September wording:** Develop AI proficiency among students, faculty, and staff so that everyone can use AI tools effectively, critically, and responsibly in their field of study or work.

Change	Why, from the October 12 discussion
Added "where appropriate"	AI is not yet appropriate or well established in every discipline, and proficiency includes knowing when not to use it.
Moved critical evaluation of AI outputs into the definition	AI-generated content now appears in everyday tools, such as search summaries, so even non-users and reluctant users must be able to judge it.
Applied evaluation to "all users, whether or not they choose to use AI"	Some students, faculty, and staff object to using generative AI on principle; they still need to be discerning consumers of its output.

What This Area Covers

The scope list now names responsible use, knowing when not to use AI, and the K-12 foundation explicitly, and softens benchmarks so they do not become a single statewide standard.

Scope item	Status
Open to all disciplines, as appropriate; not limited to computer science or technical fields	Revised

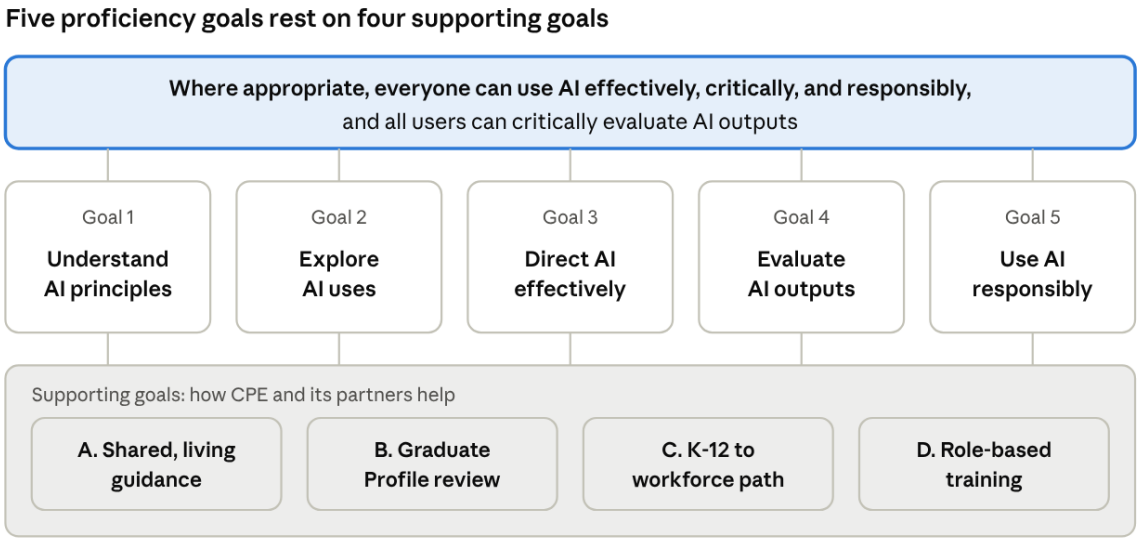
Scope item	Status
Using AI, where appropriate, to strengthen research, problem-solving, and workplace performance	Revised
Knowing when not to use AI, including whether its cost and resources are worth it for the task	New
Ethical and responsible use: privacy and data protection, bias, attribution, academic integrity, and unintended harms, with humans kept in the loop and accountable for outcomes	New
Transferable concepts and competencies rather than training on specific commercial platforms	Unchanged
Building on the AI standards and pathways students bring from K-12	New
Students, faculty, and staff, with depth and application that differ by role and discipline, built up across general education and the major	Revised
Indicators that show how Kentucky graduates compare with peers in other states, without a single statewide standard of mastery	Revised
Critically evaluating AI outputs	Moved into the definition

Principles Behind the Goals

Five principles from the October 12 discussion shape every goal below.

1. **Advisory, not mandates.** Goals direct CPE's work with campuses, employers, and partners; any future policy would be a separate decision.
2. **Room for each discipline.** Institutions and departments interpret proficiency for their fields and build it across general education and the major, not in one place or against one benchmark.
3. **Durable as AI changes.** Goals name concepts and competencies, not tools or techniques, so they hold as AI moves from prompting to agentic workflows.
4. **Respect for choice.** Proficiency includes the discernment to judge AI output and to decide not to use AI; students who object to AI use on principle remain part of the conversation.
5. **One continuous path.** Goals build on what students learn about AI in K-12 and connect to what employers expect in the workplace.

At a Glance



The definition sits on top, the five proficiency goals describe what people should be able to do, and the four supporting goals describe how CPE and its partners help.

Proficiency Goals

As the Task Force suggested, there is one goal for each of the five areas of the U.S. Department of Labor's AI Literacy Framework, which the definition already closely matches. Each goal shows what proficiency could look like for each group, then possible deliverables and measures of progress.

Goal 1: Understand AI Principles

Students, faculty, and staff share a foundational understanding of what AI is, the main types of AI and how they work, and what AI can and cannot do.

- **Students:** explain in plain terms how the AI they encounter works and why it can be confidently wrong, building on the K-12 AI standards many will arrive with.
- **Faculty:** understand AI's capabilities and limits in their discipline well enough to set clear expectations for its use.
- **Staff:** understand the AI built into the systems and enterprise tools they use every day.
- **Possible deliverables:** a shared, function-based vocabulary for AI (for example, rule-based, predictive, generative, and agentic) for use in Kentucky policies and guidance; a common "AI 101" foundation that institutions can adopt or adapt.
- **Measures of progress:** number of institutions using the shared vocabulary in their AI guidance; foundational learning available to students, faculty, and staff at each institution.

Goal 2: Explore AI Uses

Students, faculty, and staff can identify where AI adds value in their discipline or role, and where it does not, weighing quality, cost, and resources.

- **Students:** gain hands-on experience applying AI to discipline-relevant problems, from tackling complex challenges to improving the quality of their work.
- **Faculty:** identify where AI supports the learning goals of their discipline and where traditional approaches remain best.
- **Staff:** identify routine tasks where AI helps, and where it is not worth the cost or risk.
- **Possible deliverables:** discipline-level examples of appropriate and inappropriate uses, gathered from Kentucky faculty; experiential and work-based learning opportunities that use AI in context.
- **Measures of progress:** number of disciplines with documented examples; share of students reporting hands-on AI experience in their field.

Goal 3: Direct AI Effectively

People who choose to use AI can direct it to accomplish real tasks, with skills that transfer across tools and keep pace as AI moves from prompting to agentic workflows.

- **Students:** provide context, structure requests, and refine results to complete coursework, projects, and work-based learning.
- **Faculty:** model effective use in teaching and scholarship where appropriate for their discipline.
- **Staff:** use enterprise AI tools appropriately with institutional data, understanding what that use costs.
- **Possible deliverables:** tool-agnostic competency descriptions reviewed on a regular cycle; an “enterprise AI 101” covering cost, data handling, and approved tools, as preparation for the workplace.
- **Measures of progress:** competency descriptions reviewed on schedule; participation in enterprise AI training.

Goal 4: Evaluate AI Outputs

All users, including those who choose not to use AI, can critically evaluate AI-generated content they create or encounter before relying on it or sharing it.

- **Students:** verify facts against trusted sources, spot flawed logic and fabricated content, and never pass along AI output they have not reviewed.
- **Faculty:** hold students accountable for the quality of AI-assisted work, as employers will.
- **Staff:** review AI-assisted communications and work before sharing them with colleagues or students.
- **Possible deliverables:** a crosswalk connecting AI output evaluation to the Information Literacy skill in the Kentucky Graduate Profile; shared faculty resources on evaluating AI-assisted student work.
- **Measures of progress:** number of institutions incorporating AI output evaluation into information literacy outcomes; employer views of how well graduates review AI-assisted work.

Goal 5: Use AI Responsibly

Students, faculty, and staff use AI ethically and securely, keeping humans in the loop and accountable, protecting data and privacy, respecting integrity and attribution, and weighing costs and unintended harms.

- **Students:** follow course and institutional expectations, protect their own and others' data, and disclose AI use where required.
- **Faculty:** set clear expectations for AI use in their courses, including alternatives for students who object to AI use on principle.
- **Staff:** follow data protection rules and approved-tool protocols, and remain accountable for AI-assisted decisions.
- **Possible deliverables:** shared considerations for responsible use, consistent with the K-12 emphasis on keeping humans in the loop; example protocols for reviewing and approving AI tools.
- **Measures of progress:** number of institutions with published guidance that addresses responsible use; number of institutions with a tool review process.

Supporting Goals

Four supporting goals describe how CPE and its partners would help institutions reach the proficiency goals, using CPE's convening role rather than new requirements.

Supporting goal	Possible deliverable	Measure of progress
A. Shared, living guidance. Convene institutions to develop and regularly update statewide guidance and best practices (not policy) on AI in teaching and learning, research, and operations, including setting AI-use expectations, evaluating AI-assisted student work, and reviewing tools.	A Kentucky collection of AI guidance and best practices, drafted by a subgroup that includes institutions further along	Guidance published and updated at least annually; number of institutions contributing
B. AI proficiency in the Kentucky Graduate Profile. Explore whether and how AI proficiency fits within the existing 10 Essential Skills as a crosscutting element, for example within Information Literacy or Critical and Creative Thinking, rather than as an 11th skill.	A recommendation to CPE on whether and how to reflect AI proficiency in the Graduate Profile	Review completed and recommendation delivered
C. A continuous path from K-12 to the workforce. Build on KDE's high school AI standards, the AI pathway now piloted in Warren County and expected statewide in 2027-28, and the K-12 computer science and student technology standards.	A crosswalk of K-12 AI standards to these postsecondary goals, developed with KDE	Crosswalk completed and shared with institutions
D. Role-based professional learning. Offer shared training for faculty and staff, differentiated by role beyond a common foundation, drawing on modules institutions already offer.	A shared library of role-based training modules	Number of institutions and participants using the modules

Sources

- U.S. Department of Labor, AI Literacy Framework (Training and Employment Notice 07-25, February 13, 2026)
- Kentucky Graduate Profile, Council on Postsecondary Education
- CPE Task Force on AI meeting transcript and chat, October 12, 2026