CAMPUS AI READINESS PARTNERSHIP
From campus conversation to semester-long learning.

AI for Job Security Foundation

Ensuring PEOPLE stay at the center of the future workforce.

THE PEOPLE WHO WILL SHAPE AI ARE ALREADY ON YOUR CAMPUS.

Leigh Felton
President, AI for Job Security Foundation

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AI is reshaping the workforce your students are about to enter.

Institutional Partnership & Engagement Overview

READY TO PARTICIPATE	READY TO TEACH	READY TO LEAD
STUDENTS	**INSTRUCTORS**	**ACADEMIC LEADERS**

Each offering designed for the specific needs of your audiences.

CAMPUS AI READINESS PARTNERSHIP

Not another generic AI series on how to "prompt" better.

A practical learning intervention for students, faculty, career centers, institutes, and leadership.

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Let's equip them to lead it.

AI readiness for students, faculty and academic leaders

Educational institutions should not be watching the AI future happen.

They should be preparing the people who will question it, build with it, govern it and decide what it becomes.

READY TO PARTICIPATE

STUDENTS

Understand what AI changes about work and professional value. Learn to question outputs, preserve human judgment, use AI responsibly and move from adapting to creating.

READY TO TEACH

INSTRUCTORS

Build enough understanding to represent AI confidently in the classroom. Explore student use, assessment, disciplinary implications, boundaries and what learning must remain distinctly human.

READY TO LEAD

ACADEMIC LEADERS

Create conditions for responsible adoption without forcing false certainty. Clarify expectations, support faculty experimentation, align governance and decide where institutional authority belongs.

ONE CAMPUS. MULTIPLE AUDIENCES. COMPLETE READINESS

Guest lecture / executive conversation • Interactive sessions • Hands-on workshops • Multi-day intensive • Tailored series • Higher-Education focused

Not "how to use AI." How to understand it, question it, work with it and lead responsibly in its presence.

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WHO THIS IS FOR

Every office has a different place to start.

Budgets and responsibility sit in different parts of the institution. So does the right first engagement.

Provost & Academic Affairs

START WITH

Administrator sessions or full-day

Guidance, governance, and where institutional authority belongs.

Teaching & Learning Center

START WITH

Instructor sessions

Faculty fluency on teaching, assessment, and student use in their own disciplines.

Deans & Departments

START WITH

Semester course

A credit-bearing or special-topics course built on enterprise-ready AI Curriculum.

Career Services

START WITH

Guest lecture

Current AI-and-work content students can use now.

Student Affairs

START WITH

Guest lecture or interactive sessions

Practice deciding what to do with AI, not only permission to use it.

AI Institutes & Task Forces

START WITH

Multi-day intensive or campus residency

Cross-audience work on the institution's own scenarios and decisions.

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THE CHOICE

AI is already in the environment. Ignoring it does not remove it.

Treating AI only as a hindrance, shortcut, or integrity problem leaves faculty and students less prepared to make consequential choices about it.

Pretend it is not here

Students encounter AI elsewhere, without the benefit of disciplinary context, faculty guidance, or institutional expectations.

Treat it only as a tool

Students may learn prompts and features without learning judgment, limits, responsibility, or when not to use it.

Prepare them to lead

Students and faculty learn to examine AI critically, apply it deliberately, and participate in shaping how it enters their fields.

The goal is not adoption for adoption's sake. It is informed participation.

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AI FOR JOB SECURITY FOUNDATION
Where **Humanity** is the *anchor*, **AI** is the *tool*, and **Innovation** is the *outcome*.

501(C)(3) NONPROFIT ORGANIZATION EQUIPPING THE FUTURE WORKFORCE

That is where AI for Job Security Foundation comes in.

We bring current enterprise experience into your institution without asking you to redesign a degree program first. For institutions ready to go deeper, Leigh Felton can also serve as adjunct faculty for credit-bearing courseware.

CURRENT

What organizations are actually doing with AI now.

TRANSLATED

What those changes mean for people, work, learning, and leadership.

APPLIED

A way to interrogate the implications in the institution's own context.

We work to support institutional AI adoption that is unique to the unique audiences on the campus.

Helping all leaders (current and future) understand their role in the future workforce.
Equipping people to embrace, understand, AND control AI.

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WAYS TO BRING THIS TO CAMPUS

Start with an engagement, then build toward a course.

Each option can stand alone as professional development or lead to a credit-bearing course on your campus.

GUEST LECTURE	**45min-90min**	Tailored to specific audiences and campus needs (virtual or onsite)
INSTRUCTOR SESSION	**4x 1-Hour Sessions**	Teaching, assessment, student use, boundaries, disciplinary implications
ADMINISTRATOR SESSION	**4x 1-Hour Sessions**	Support, guidance, governance, authority, institutional decision-making
COORDINATED FULL-DAY	**Instructors & Administrators Only**	Shared opening + separate sessions + synthesis (works best for onsite delivery)
TWO-DAY INTENSIVE	**Campus cohort onsite**	Select group across each audience. Deeper application, scenarios, and institution-specific work (virtual or onsite)
CAMPUS RESIDENCY	**5 days onsite**	Faculty + administrators + students + leadership (will work with the institution to structure)
SEMESTER COURSE ADJUNCT FACULTY	**One academic term**	Credit-bearing or special-topics course built on enterprise informed curriculum. Taught by Leigh Felton as adjunct faculty, designed with the host department.

Format and scope can be tailored to the institution. Pricing is quoted to the selected engagement design.

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WHAT YOUR CAMPUS KEEPS

Every format leaves something behind.

A one-off talk fades. The work that holds is structured, reusable, and tied to decisions the campus is already making.

Guest lecture	Shared language and the core questions the audience keeps using after the room clears.
Instructor sessions	Language and decision questions faculty apply in their own classrooms and disciplines.
Administrator sessions	A decision frame: what is being decided, who has authority, who is affected, where it is controlled, who is accountable.
Full-day, intensive, or residency	Work applied to a campus-specific scenario, ending in a reusable artifact, decision frame, or next-step design.
Semester course	Each learner completes an independent governance case file on an unlabeled case.

EVERY ENGAGEMENT INCLUDES

- Offer sheet and event-ready copy for your listings
- Slide deck and facilitator guide
- A local case study built around your campus
- Virtual or in person, with the same content either way

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TRACK RECORD

Where this work is already happening.

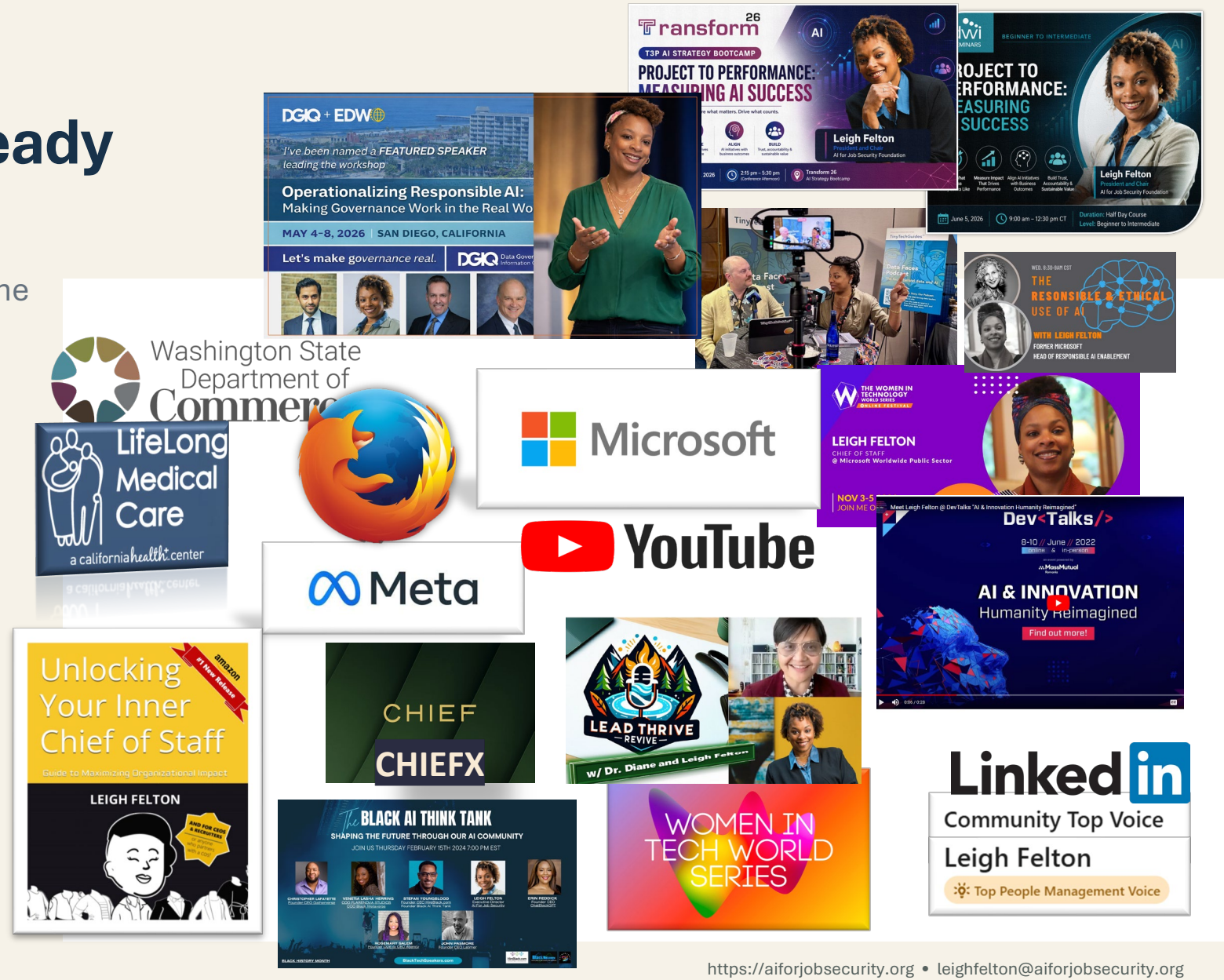
On campus, on industry stages, and inside the institutions where the approach was built.

BUILT INSIDE

FORTUNE 100 · Responsible AI Trainer

REGULATED INDUSTRIES · Strategy & Operations

PUBLIC SECTOR · Workforce Development & Competitiveness



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About the Founder

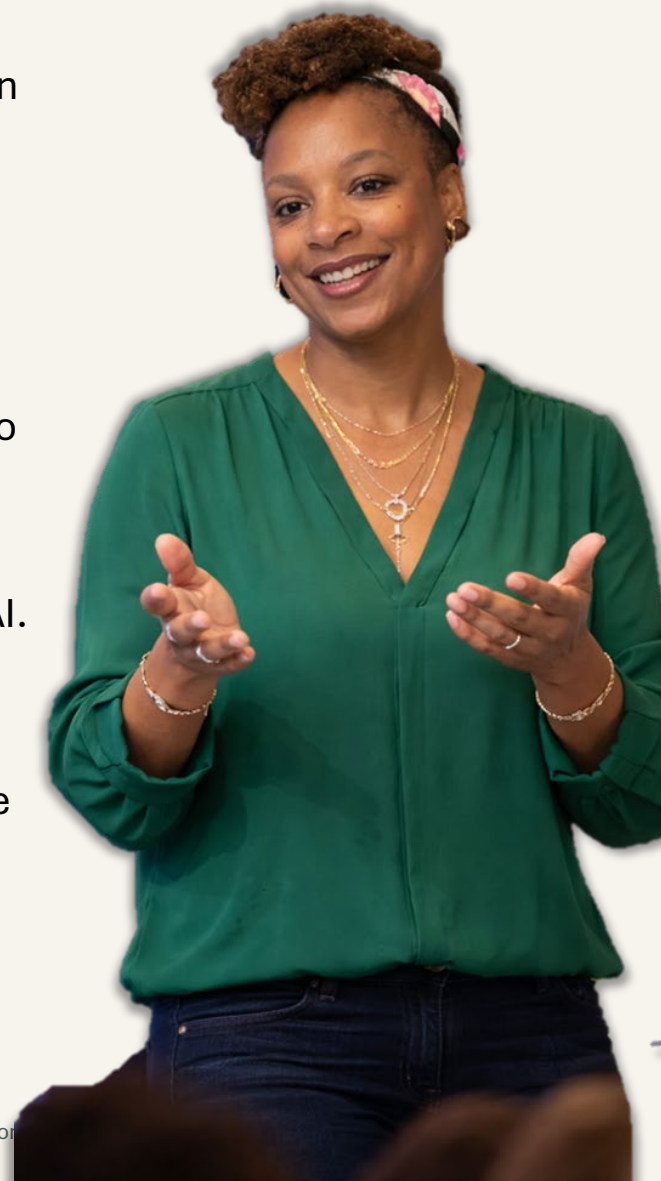
Leigh Felton is President and Chair of the AI for Job Security Foundation, a 501(c)(3) nonprofit organization focused on centering people at the future of work. She is an industry influencer in the fields of AI Readiness and Governance. Leigh is the former Head of Responsible AI Enablement & Implementation at Microsoft Corporation.

At Microsoft, Leigh led the inaugural Ethics in AI program, almost 11 years ago, where she managed the enterprise-wide implementation of Responsible AI across engineering, legal, compliance, HR, and executive teams. She co-created the Responsible AI Champs model, which embeds responsible AI practice inside the teams doing the work rather than leaving it to a central office. That model has since been replicated across industries.

Her career has run through the institutions where AI decisions land, and she provides real frameworks, methodologies, and tools in the hands of real people who will lead in the era of AI.

Leigh is the author of the *I Could've Been CEO Yesterday* series on AI adoption and governance. She is a recognized keynote speaker, Masterclass instructor, and industry leader in the fields of AI deployment, adoption and governance. She is the creator of the Co-Adaptive Anthropotechnical Environments (CAAE) framework, which helps people and institutions better understand and adopt AI and advanced technologies with confidence.

The Campus AI Readiness Partnership brings the approach she built inside Fortune 100 organizations, to your campus.



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This is not anti-AI.

It is pro-AI-strategy.

If AI is powerful enough to act on behalf of the organization, ***leadership has to be strong enough to govern the action*.**



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WHERE TO START

The first step is a 30-minute scoping call.

Every engagement begins with what is actually changing on your campus, not a pitch about AI in general.

1 Scoping call

30 MINUTES

Your audiences, the AI guidance already in place, your term calendar, and which office holds the budget.

2 Recommendation

AFTER THE CALL

A recommended engagement design matched to your goals, with a flat quote.

3 Scheduling

YOUR CALENDAR

Dates set around your academic calendar, virtual or on campus.

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One campus. Different Conversations.

We help people understand how to remain capable participants as AI becomes part of the environment in which work and learning happen.

THE DISTINCTION

We are not teaching people to chase AI.

NOT THE POINT

- Use the newest tool
- Memorize prompts
- Predict the next product

THE POINT

- Understand what is changing
- Protect judgment and agency
- Recognize where authority and accountability move

AI + EDUCATION + WORK READINESS + INSTITUTIONAL PREPARATION

Where it all comes together, to answer the questions they're asking right now.

READY TO PARTICIPATE **STUDENTS**	What does the future job market look like with AI?
READY TO TEACH **INSTRUCTORS**	What does learning now require to keep students job-ready?
READY TO LEAD **ACADEMIC LEADERS**	What must the institution adopt, govern, and protect?

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SUPPORTING YOUR PEOPLE'S UNIQUE NEEDS

Students, Instructors, and Administrators are carrying different kinds of responsibility and authority.

A shared foundation matters. But classroom concepts and decisions along with institutional concepts and decisions should be specific to the audience that needs it.

READY TO LEARN • STUDENTS

What problem am I actually solving? What did the system assume? What do I know that it does not? What am I responsible for verifying? What should remain human? What could I build that did not exist before?

READY TO TEACH • INSTRUCTORS

How do I represent AI accurately in my classroom? What changes in learning and assessment? Where should students use it, question it, disclose it, or put it away? What remains mine to teach and theirs to learn?

READY TO LEAD • ADMINISTRATORS

How do we create conditions where faculty can teach, experiment, and set boundaries without guessing? What belongs in guidance, governance, support, communication, and institutional decision-making?

Same environment. Different responsibilities. Different session design.

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STUDENTS

Students need more than permission to use AI. They need practice deciding what to do with it.

The campus can become a place where students learn to work with AI without surrendering the thinking that makes their contribution valuable.

1 NAME THE LEARNING

What must the student understand, practice, or demonstrate?

2 LOCATE THE AI

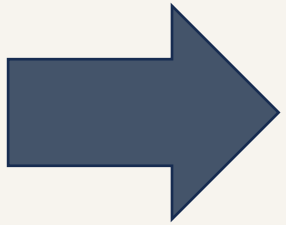
Where could AI support, distort, replace, or reveal that learning?

3 SET THE BOUNDARY

What is allowed, required, disclosed, checked, or off-limits?

4 EXPLAIN WHY

Give students the reasoning, not only the rule.



NOT JUST JOB-READY

READY TO SHAPE THE JOB

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INSTRUCTORS

Represent AI without surrendering the classroom.

The goal is not to turn instructors into technologists. It is to give them enough fluency to make and explain choices within their own disciplines.

TEACHING
Where can AI deepen learning, and where can it bypass the learning itself?

ASSESSMENT
What are you actually trying to assess: output, process, reasoning, mastery, or something else?

STUDENT USE
What uses are permitted, expected, disclosed, challenged, or prohibited, and why?

FACULTY USE
Where can AI support preparation or feedback without quietly changing academic responsibility?

DISCIPLINE
What changes when AI enters this field, and what expertise becomes more important rather than less?

AUTHORITY
How do you keep the instructor, not the system, responsible for educational judgment?

Participants leave with language and decision questions they can use in their own classrooms.

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ACADEMIC LEADERS

Administrators should not have to become AI evangelists to prepare students for an AI-shaped world.

They need room to examine what AI changes inside their own disciplines, what it does not change, and what students now need from them.

What changes?

Tasks, workflows, research practices, assessment, professional expectations, and the speed at which some work can be done.

What must remain?

Disciplinary expertise, context, accountability, human judgment, standards, and the ability to challenge a system.

What do we plan for now?

How to use AI without outsourcing thinking, how to verify, how to recognize limits, and how to innovate responsibly.

WHAT IS BEING DECIDED? → **WHO HAS AUTHORITY?** → **WHO IS AFFECTED?** → **WHERE IS IT CONTROLLED?** WHO IS ACCOUNTABLE?

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CURRICULUM PARTNERSHIP

For campuses building AI-readiness curriculum.

We work with your faculty on curriculum you are ready to launch or already planning.

Find where it fits

Where AI readiness belongs across your programs, departments, and existing requirements.

Shape the content

Input on how the material is adapted to your disciplines, students, and institutional context.

Test it before launch

Review of cases, assignments, and assessments against what students need to be able to do.

Be recognized

Named as an AI for Job Security Foundation campus partner, if your institution chooses.

Contact us to make sure your time and resources go to what matters most to your faculty and students.

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ABOUT THE FOUNDATION

Mission, Vision, Values

MISSION

AI for Job Security Foundation ensures artificial intelligence strengthens human potential rather than replaces it, through education, tools, and programs that help individuals, institutions, and organizations adopt AI responsibly, equitably, and with confidence.

VISION

A future where technology amplifies human creativity and judgment, where innovation advances alongside humanity, not ahead of it.

VALUES

1

The future cannot be built on the limits of the past.

2

Systems must represent the people they serve.

3

Technology should amplify your brilliance, not replace it.

4

AI advances humanity only when humans advance in parallel.

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Current enterprise AI experience translated for students, faculty, career services, and institutional leaders.

The organizations that lead in the AI era will **not be the ones that deploy the most agents**.

They will be the ones that **know** where authority sits when the agent acts, who is carrying the cost of that change, and whether the organization has the **authority** to intervene before quiet failures become **normal operations**.



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LET'S TALK

Let's talk about where to start.

Every engagement begins with a conversation about what's actually changing inside your organization, and helping you responsibly bring AI to your campus in the areas and with the audiences that need it most.

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Schedule a call or request more information through email. We look forward to hearing from you and preparing your staff and students to lead in this era of AI.

Please reach out directly for pricing and more information on specific options.

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