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University of Minnesota Presidential AI Task Force Report

AI in Education Work Group

August 18, 2025

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Background and Charge

The rapid evolution of Artificial Intelligence (AI) is significantly changing the landscape of higher education, with the potential to impact all University functions. In response to the growing interest and needs expressed by the University community, the AI Task Force was charged with developing recommendations for policies and investments concerning the use of AI in education, research, and operations.

This report specifically addresses the relationship between AI in education. The work group recognizes that student support services and co-curricular experiences constitute a dimension of the learning experience not yet adequately addressed, and that these areas merit additional consideration as AI-related initiatives advance. Further, the work group strongly recommends that University stakeholders are invited to another round of listening sessions to offer feedback on specific recommendations and on the proposed implementation plans. Our preliminary feedback from students, faculty and staff was a critical step prior to the development of the work group recommendations, and a more robust conversation with stakeholders will be vital to ensure an inclusive strategy.

This document presents recommendations informed by stakeholder input and peer benchmarking, along with a preliminary implementation plan for the immediate next steps. The work of the task force was guided by the proposed University of Minnesota Guiding Principles for AI. Our priority is to balance the need for responsible, ethical practices and rapid innovation. These efforts will support our students' ability to apply AI effectively and critically within their academic work and chosen career trajectories while advancing our national reputation in AI research and education. This implementation plan outlines immediate next steps for recommendations not specifically addressed in reports from other work groups (research and operations). The investment proposal is structured to present a tiered approach, designed to inform strategic priorities across the institution and align with the next University strategic plan.

Through the creation of university-wide infrastructure and support, the proposed initiatives seek to create a culture that embraces AI with optimistic potential, intellectual skepticism and respect for the highest ethical principles. We are confident that with these strategic investments in education, coupled with centralized coordination serving all campuses, the UMN will not only adapt to the evolving landscape, but will also emerge as a national leader in integrating AI into higher education in ways that are ethical, effective, and transformative for our community and for higher education broadly. We are excited about the possibilities represented by AI and are well-positioned to embrace this unprecedented opportunity for learning, innovation, and service.

Summary of Recommendations

Governance and Guidance

1. Create a University-wide AI governance structure utilizing existing resources.

   The rapid integration of AI across University functions—ranging from administration and research to teaching—demands a flexible but centralized governance framework. This structure should utilize existing resources and address core areas, including ethics and compliance, access and demand, attention to environmental sustainability, as well as the framework for educational responsibilities and opportunities. *We recommend establishing a University-wide AI oversight structure that leverages existing governance structures and guidance outlined in the University Guiding Principles and amplified in the proposed University of Minnesota Guiding Principles for AI.*

2. Continue to collect regular input from broad populations of University stakeholders across disciplines and AI user populations to inform decision-making.

   Experiences and perspectives differ broadly on the use of GenAI across the University. To address the rapidly changing landscape and evolving use cases, the University needs to develop a plan for collecting stakeholder input, establishing a structure for sharing data, and responding to shifting expectations. *We recommend a broad-based needs assessment strategy for stakeholder groups (undergraduate students, graduate and professional students, faculty members, instructors, P&A staff, civil service, and bargaining units) to ascertain the rapidly changing needs of these specific populations.*

3. Promote faculty and student transparency by recommending AI syllabus statements, clarifying existing academic integrity guidance and developing attribution statements for AI use in academic work.

   University students and faculty have expressed the need for clarity and guidance as a significant priority in the considerations of AI use. Existing University policies provide the groundwork, but additional communication is required to support the ethical and appropriate use of these new tools. *We recommend the timely consideration of a required syllabus statement on the allowable use of AI within each course. Additionally, we recommend convening a cross-institutional team to examine University policies, create informational resources, and provide support and funding for additional faculty development.*

4. Facilitate a process for each administrative and academic unit to create roadmaps for revising policies and practices, considering the implications of GenAI while maintaining academic freedom.

    As the progress of GenAI and its innovations is local and particular, discipline-specific statements of values, policy recommendations, and best practices are urgently needed. Departments and colleges are uniquely positioned to develop action-oriented roadmaps that support effective and ethical use and development of GenAI by students, faculty, and staff, ensuring that innovative practices align with established disciplinary standards, recommended pedagogical practices, and existing University policies,while upholding academic freedom. *We recommend that each department, college, and academic and student-serving unit develop a comprehensive GenAI roadmap that clearly outlines policies, practices, and guidelines tailored to their specific disciplinary contexts. Areas of new development and innovative opportunities should also be identified in these plans.*

Access

5. Provide timely access to institutional tools that prioritize equitable access and data privacy, while promoting pedagogical effectiveness and student success.

    Faculty, staff, and students will benefit from equitable access to high-value tools to explore GenAI use in their scholarly, research, creative, and operational contexts. The University needs to provide an institutional tool/sandbox for faculty, staff, and students to explore and consider GenAI functionality and application to their administrative or disciplinary contexts. *We recommend timely access to University-wide, enterprise platforms that ensure equitable access and data privacy. Additionally, the University must accelerate consideration of new tools to support context-specific uses in education and student services.*

6. Establish decision-making processes that consider both the rapid pace of innovation and the necessity for legal and compliance review.

    The current University processes for legal and compliance review restrict innovation and access to cutting-edge AI tools, with significant delays and inconsistencies in the review and approval of GenAI tool use. Some units can access tools, while others are restricted from timely exploration. *We recommend that University leadership reconsider existing*

vetting and legal review processes to support the agile adoption of GenAI technologies while also maintaining reasonable ethical, legal and security standards.

7. Invigorate and promote a central, coordinated unit to support access to educational resources and programming related to AI.

Stakeholders across the University recognize that information regarding GenAI is available in a multitude of different places and formats, but currently, no hub exists for support that serves instructors, students, and staff. Ai.umn.edu is an existing resource for a broad audience, serving as the Data Science and Artificial Intelligence hub (DSAI) for researchers and external partners, and providing information from local schools and units. A coordinated approach will ensure resources are available to various stakeholder groups and redundancy is reduced. *We recommend coordinating University programming, leveraging available tools and unit-specific resources, offering self-paced online courses, providing toolkits, and implementing strategies for AI integration in education, thereby making these resources accessible across the University.*
Potential models include the University of Calgary CAIELI, Coastal Carolina AI Hub, and Washington University's Digital Intelligence & Innovation Accelerator.

Literacy

8. Provide fundamental AI literacy for students, instructors, and staff, utilizing appropriate incentives and accountability measures.

As AI technologies rapidly evolve, a significant digital skills gap persists among students, staff, and faculty. Establishing comprehensive AI literacy initiatives and professional development offerings is crucial to empowering the entire University community to use AI tools effectively and ethically in teaching, research, and administrative processes. *We recommend developing comprehensive AI literacy offerings tailored to the needs of students, staff, and faculty, covering topics from basic AI concepts and ethical uses to context-based applications.*
Resource: working draft of AI Literacy learning outcomes, references, and institutional models.

9. Coordinate and invest in a tiered approach to faculty and staff development opportunities across the continuum of users.

Across the University, instructors have a wide range of comfort and willingness (resistant, unaware/hesitant, curious/interested, engaged/innovative) to consider their own and their students' uses of GenAI. As students now expect to learn about and utilize the capabilities of GenAI, university educators and personnel need to learn about its

appropriate uses and applications to advance our learners' understanding and complement existing practices. *We recommend expanding existing faculty and staff development opportunities, instructor mentorship programs, scholarship of teaching and learning (SOTL) and communities of practice where experienced users can support beginners and share emerging trends, fostering an ecosystem of peer-to-peer learning.*

Curricular Innovation

10. Support and incentivize the incorporation of AI competency into teaching and learning within disciplines.

Undergraduate, graduate, and professional students expect their UMN education to prepare them for professional contributions in a new age of GenAI. The University needs to determine how we will prepare our students to use this new technology in ethical, effective, and innovative ways within specific disciplinary and professional contexts. *We recommend incentives to create responsive curricula that cultivate students' skills development within disciplinary contexts.*

11. Conduct broad workforce assessments to support the development of programs and resources to serve Minnesotans.

Industries are transforming, driven by the potential of rapidly evolving software and service delivery models. Employers have indicated a need to upskill their current employees in AI foundational skills to integrate and scale the adoption of AI-driven technologies and business process transformations. Training in applied AI could be structured in a tiered model, with foundational, advanced, and industry-specific focus areas. Engaging employers to provide input and feedback on industry-specific program content will encourage more active participation and impact. *We recommend that the University explore options to develop programs or credentials in a range of formats to address workforce demand.*

Implementation Planning

Early Wins (1 month)

EQUITABLE ACCESS TO ENTERPRISE TOOLS

1. No later than mid-August 2025, the University of Minnesota should provide all University students, faculty, and staff access to an enterprise AI tool that is secure (does not inform public models) and robust (allows for uploaded documents and image generation) for exploration. Equitable access will address concerns about inequities and increasing use of unapproved tools.

    - On July 15, all students, faculty and staff will have access to a robust enterprise tool, Google Gemini, that will enable exploration and use of GenAI within an environment that will not inform public LLM models. GEMS and NotebookLM access is also now available.

LITERACY

2. No later than mid-August 2025, foundational AI Literacy resources will be available (not required) to all UMN students on all campuses. An asynchronous AI Literacy learning experience is being developed for undergraduate and graduate students by the University Libraries, in consultation with a diverse group of stakeholders from across the student experience.
    - On August 18, a pilot of GenAI+U: A Student Learning Experience will be made available to students across UMN.

3. No later than mid-August 2025, an asynchronous AI literacy resource will be available to instructors on all campuses with related content, appropriate use of enterprise tools, academic integrity policies, and instructional considerations related to AI. This resource is being developed through a collaboration among ATSS, CEI, LATIS, WAC, the Libraries, and various academic technology partners within several colleges and campuses.
    - On August 18, 2025 GenAI+U: Instructor Resource will be made available to instructors across the University system.

4. No later than mid-August 2025, guidance regarding academic integrity and AI will be made available to University instructors and graduate students.
    - The University of Minnesota Academic Integrity Resource Guide is now available to instructors on teachingsupport.umn.edu.

INSTRUCTOR TRAINING

5. Starting in early August, multiple workshops will be offered for instructors to consider AI in their teaching across all campuses of the University of Minnesota. Topics include preparing syllabus statements and academic integrity, redesigning assignments, exploring available tools, and preparing course materials using AI. This programming is offered by a collaboration of ATSS, CEHD Academic Technology, CEI, CLA LATIS, Libraries, and the Writing Enriched Curriculum (WEC) program.
    - Details can be found under events at ai.umn.edu.

6. On October 24, 2025, the University of Minnesota will host an all campuses event, “Navigating the GenAI Landscape,” with sessions across education, research, operations and for those just getting started.
    - Details can be found on the forum website.

Critical Needs (2-6 months)

The AI in Education work group recommends the following as next steps:

INCREASE THE CAPACITY FOR ACADEMIC INTEGRITY SUPPORT

7. No later than early Spring 2026, hire additional staff within the Office of Community Standards to provide proactive collaborative support for students and instructors to understand and respond to academic integrity issues within the context of increasing use of AI in the educational context. No single expert will be well-positioned to address the complexity of GenAI related to academic integrity, legal, ethical, and procedural guidelines that govern its use, and appropriate faculty and student development support for promoting honest and innovative work, so we understand that significant investment may be necessary to upgrade the capacity of this vital area.

REFINE AND ENHANCE COORDINATED AI LITERACY APPROACH

8. No later than early Spring 26, charge a cross-institutional group with the articulation of revised learning outcomes, learning strategy, communication planning for a Universitywide AI Literacy Initiative with separate but coordinated tracks for undergraduate students, graduate students, non-teaching staff, instructional staff/faculty, and researchers. Appropriate incentives should be provided to encourage completion of this foundational knowledge acquisition.

9. No later than Summer 2026, incentivized AI Literacy offerings are available for all stakeholder groups addressing the fundamentals of ethical and appropriate AI uses.

COLLECT AND UTILIZE STAKEHOLDER FEEDBACK

10. No later than early Spring 2026, create mechanisms to collect student, faculty, and staff input on their uses of AI, development and training needs, and priorities for AI use in their University work. Use the results of these needs assessments to inform University direction around AI development, process development and training.

COORDINATE SCALED AI SUPPORT FOR STUDENTS, FACULTY AND STAFF

11. No later than early Spring 2026, convene a working group to (1) determine highest priority needs for support among students, faculty, staff across the University with academic, technical, research and administrative uses of AI tools, (2) propose short term and mid-term goals and organizational structure for a center or collective to provide support with sufficient flexibility to evolve in real time with rapid technological change, (3) determine who/how such support will be most effectively provided, leveraging existing structures whenever possible, (4) identify ways to promote a university culture of "tempering enthusiasm with skepticism."

CONSIDER AI USES FOR STUDENT SERVICES

12. No later than early Spring 2026, convene a cross-institutional group with representation from undergrad, grad and professional education units from all University campuses to consider the appropriate uses of AI technology within the context of advising, career services, orientation and student services: (1) identify integrations and additional considerations for AI in student services, (2) determine capacities of current enterprise systems (such as APLUS) to support AI integrations, (3) develop investment strategy based on existing pilot cases and strategically-aligned student success goals.

PROVIDE SUPPORT FOR GRADUATE AND PROFESSIONAL CURRICULAR CONSIDERATIONS

13. No later than early Spring 2026, the Graduate School and other collaborating professional education leadership coordinate/support the development of discipline-specific department/program-level AI road maps reflecting policy adjustments, curricular considerations and proposed investments to ensure graduates are prepared for the workforce. Particular attention may be needed to support uses within the health care component due to HIPAA compliance.

CONSIDER A RANGE OF APPROACHES FOR UNDERGRADUATE CURRICULAR INTEGRATION

14. No later than early Spring 2026, create a task force with representation from all University campuses, under the leadership of the Office of Undergraduate Education (OUE) to: (1) create a succinct and flexible set of criteria that must be satisfied for an undergraduate course to carry an AI designator for students seeking such courses, (2) explore the timing and implications for advising and integration of courses with this designator into course catalogues and (3) conceptualize an appropriate support and incentive structure for increased faculty engagement and curricular development. Departments may, at their discretion, opt to incorporate AI into their curriculum though creation of an AI Intensive course in their major. The Senate Committee on Educational Policy, Academic Freedom and Tenure Committee, and Student Academic Integrity Committee should be consulted as this work is carried out. It should be noted that we are not suggesting a new requirement for all curriculum to include AI components.

INVESTIGATE OPPORTUNITIES FOR WORKFORCE DEVELOPMENT

15. No later than early Spring 2026, convene a cross-institutional group (including CCAPS, DSAI and other colleges and units that offer non-credit programs for working professionals) to conceptualize a workforce development collaborative with articulated goals to support internal University and external Minnesota workforce and industry needs.

Expected Outcomes by Stakeholder Group Based on Investment Level

Investment Level	STUDENTS	FACULTY/INSTRUCTORS	STAFF
LEADING Institution with significant investment	Students at an AI-LEADING institution are innovators and leaders in AI use, equipped with advanced skills to critically evaluate, create, and ethically apply AI across academic, professional, and personal contexts, supported by extensive resources and immersive learning opportunities. ● **Critical Use**: Critical evaluation of tasks (professional and personal) to assess the utility and limitations of AI use in their planning and execution. ● **Documentation**: Clear knowledge and skills in documenting AI use in professional and personal contexts ● **Application:** Ability to develop custom AI tools to enhance productivity, decrease burnout, and leverage skill sets	Educators at an AI-LEADING institution are innovators in AI integration, guiding institutional practices and advancing the scholarship of teaching and research related to AI. ● **Awareness**: Deep expertise in AI developments; contributes to institutional or disciplinary conversations on AI strategy ● **Teaching**: Redesigns curricula to include AI fluency and critical engagement within disciplines; mentors colleagues on best practices ● **Research:** Conducts or collaborates on AI-related research; publishes on AI ethics, pedagogy, or technical innovations	Staff at an AI-LEADING institution will lead innovation and training efforts, champion AI adoption aligned with institutional goals, ensure ethical implementation. ● **Digital Fluency**: Expertly navigates and evaluates emerging AI tools; pilots or customizes solutions to meet unit needs ● **Workflow Optimization**: Designs or oversees AI-enabled systems for strategic improvements in service delivery or operational efficiency ● **Student Support:** Actively educates students and staff on responsible AI use; embeds AI literacy into advising, orientation, or support services ● **Data Use**: Interprets and acts on predictive analytics (e.g., student retention risk models); evaluates

	• **Academic and Career Support:** Access to individualized academic success counseling, career readiness resources, and a robust alumni network with personalized resources and recommendations • **Experiential Learning:** The ability to participate in cutting edge research, internships and service experiences that provides them professional contexts for generative AI utility including ethical use cases • **Adaptability**: The knowledge, skills, and attitudes required to be adaptable in the face of changing technological landscapes due to innovations that enable continued evolution and advancement in personal and professional lives	• **Ethics**: Leads efforts to develop policies and ethical frameworks for AI use at the department or university level • **Student Impact:** Equips students with advanced skills in AI evaluation, use, and creation; students leave well-prepared for AI-rich work environments	tools for bias, accuracy, and transparency • **Ethics & Risk Awareness**: Leads AI governance discussions; develops ethical frameworks or trainings for staff; ensures AI aligns with equity, privacy, and institutional mission
ADVANCED Institution with moderate investment	Students at an AI-ADVANCED institution are proficient and purposeful AI users, integrating multiple tools into their academic and professional work with guidance on ethical use and access to targeted experiential and career-readiness resources. • **Critical Use:** Critical evaluation of tasks (professional and personal)	Educators at an AI-ADVANCED institution will actively engage with AI tools and incorporate them meaningfully into teaching and research where appropriate. • **Awareness**: Understands key AI concepts (machine learning, large language models) and their	Staff at an AI-ADVANCED investment institution will: integrate AI tools into workflows with intention and contribute to discussions about AI's role in the university. • **Digital Fluency**: Proficient with AI-ADVANCED platforms (e.g., CRM tools with predictive analytics, content generation

	to assess the utility and limitations of generative AI use in their planning and execution ● **Documentation:** Clear knowledge of documenting GenAI use in professional and personal contexts ● **Application**: Ability to utilize numerous generative AI tools to enhance productivity and leverage skill sets ● **Academic and Career Support:** Access to some individualized resources in the areas of academic success, career readiness, and alumni networking ● **Experiential Learning:** The ability to participate in large GenAI projects that may or may not include research experiences with an emphasis on ethics and academic integrity. ● **Adaptability:** Knowledge required to adapt to technological advancements in their personal and professional lives	implications for their field. ● **Teaching**: Intentionally integrates critical use of AI tools into course design (e.g., assignments comparing AI- vs. human-generated work); fosters AI literacy among students. ● **Research**: Judiciously uses AI tools for literature reviews, data analysis, or hypothesis generation; explores methodological implications. ● **Ethics**: Applies discipline-specific guidelines on ethical AI use; provides students with clear expectations and usage boundaries. ● **Student Impact**: Prepares students to critically evaluate and responsibly use AI tools in academic and professional settings.	tools). ● **Workflow Optimization**: Uses AI for automating routine tasks, improving communications, or organizing information (e.g., intelligent search, drafting content). ● **Student Support**: Can provide guidance on appropriate AI use (e.g., how students can use AI for tutoring, career planning, or accessibility). ● **Data Use**: Confidently uses AI-powered dashboards and analytics to inform decisions, with awareness of limitations and bias. ● **Ethics & Risk Awareness**: Applies institutional policies regarding data use, privacy, and fairness; begins contributing to policy development in their unit.
AI-CRITICAL Institution with minimal	Students at an AI-CRITICAL institution have foundational AI skills and limited opportunities to apply them, using	Faculty at an AI-CRITICAL investment will: have a surface-level awareness of AI and	Staff at AI-CRITICAL institution will: begin to explore AI tools in a limited, experimental capacity with guidance

investment	common tools for basic tasks and relying on modest institutional support for ethical and effective use. ● **Critical Use:** ADVANCED evaluation of tasks (personal and professional) to assess the utility of generative AI use in their planning and execution ● **Documentation:** General knowledge of documenting GenAI use in professional and personal contexts ● **Application:** Ability to utilize common generative AI tools to enhance productivity and build upon their professional skill set ● **Academic and Career Support:** Access to limited individualized resources in one or two of the following areas: academic success, career readiness, and alumni engagement ● **Experiential Learning:** Modest ability to participate in GenAI projects with limited research experiences that emphasize ethical use of GenAI	take small steps toward understanding its relevance. ● **Awareness**: Familiar with basic AI concepts and high-profile tools; may have attended a workshop or webinar. ● **Teaching**: Acknowledges AI's existence in class discussions; may include a slide or reading on AI impacts in relevant disciplines but little critical engagement or support for pedagogical enhancements. ● **Research**: May use AI tools for basic tasks (e.g., transcription, citation formatting), but not strategically. ● **Ethics**: Recognizes potential issues but lacks clear guidelines or consistent policy for student use. ● **Student Impact**: May offer limited and potentially inconsistent guidance on AI tool usage.	from others. ● **Digital Fluency**: Recognizes AI tools like chatbots, automated transcription, or scheduling assistants, and may try them out. ● **Workflow Optimization**: Uses AI tools occasionally for basic efficiency (e.g., summarizing meeting notes, drafting emails). ● **Student Support**: Has a basic understanding of what AI is and how students may be using it but lacks confidence in discussing appropriate use. ● **Data Use**: May appropriately interpret AI-generated reports but may not always critically evaluate their accuracy or bias. ● **Ethics & Risk Awareness**: Knows of data privacy concerns but lacks the ability to identify or address risks in their area of responsibility.

	• **Adaptability:** Some ability to adapt to technological advancements in personal and professional lives		
NO Investment	Without any additional investment, students have minimal institutional support for AI use, relying on personal initiative and informal learning to explore basic tools with little guidance on effective or ethical application. • **Critical Use:** Limited evaluation of tasks (personal and professional) to assess the utility of generative AI use in their planning and execution • **Documentation:** Limited knowledge of documenting GenAI use in personal and professional contexts • **Application:** Basic ability to utilize common generative AI tools to enhance productivity or enhance their professional skill set • **Academic and Career Support:** No University supported access to individualized resources for academic success, career	Without any additional investment, faculty would have little incentive to engage with or learn about AI tools, technologies, or implications. • **Awareness**: Limited or no awareness of AI tools (e.g., ChatGPT, AI grading tools, image generators). • **Teaching**: Courses may not address AI or its implications, even when relevant. • **Research**: AI is not consistently used or considered in research processes or methodology. • **Ethics**: No coherent strategy to ensure understanding of the ethical, legal, or academic integrity issues surrounding AI. • **Student Impact**: Students may misuse AI without	Without any additional investment, staff will: not engage consistently with AI tools or concepts and maintain traditional workflows without consideration of AI. • **Digital Fluency**: No awareness or understanding of AI tools or platforms relevant to their role. • **Workflow Optimization**: Continues manual, repetitive tasks without exploring AI-assisted alternatives (e.g., data entry, scheduling). • **Student Support**: Unable to advise or respond to student questions about AI use. • **Data Use**: No knowledge of AI in data analysis or visualization; no ability to interpret or use AI-generated insights. • **Ethics & Risk Awareness**: No understanding of risks, privacy issues, or institutional policies related to AI.

	readiness, and alumni engagement ● **Experiential Learning:** Occasional ability to participate in GenAI projects with limited research experiences dependent on current funding trends and environments ● **Adaptability:** Limited ability to adapt to technological advancements in personal and professional lives	guidance; faculty are unprepared to address academic dishonesty involving AI.	

Big Ten Benchmarking Report, May 2025

This report presents a benchmark analysis of AI literacy, faculty development and curricular initiatives at universities within the Big Ten Conference, along with observations of standout models in higher education. The analysis examines the various strategies employed by these institutions to support students' AI literacy and the integration of AI on their campuses. By the time of submitting this report in August 2025 there has been a tremendous amount of development around AI initiatives within the Big Ten institutions. This report was out-of-date the day it was prepared. Google Gemini was used in the synthesis of provided links and resources from peer institutions.

Link to Big Ten Benchmarking Report, May 2025

UMN Stakeholder Analysis, April 2025

Between March-April 2025, members of the AI in Education work group met with various stakeholder groups across the University of Minnesota system. Feedback was collected from university governance committees, educational administrators, librarians, academic technologists, members of the AI Community of Practice, faculty,lecturers, and, perhaps most importantly, from undergraduate and graduate students.

The input collected during feedback sessions informed the development of the AI in Education recommendations, including the urgent need for syllabus policies and availability of an enterprise tool for all students, faculty and staff that allows for exploration within a secure environment.

Link to UMN AI in Education Stakeholder Analysis, April 2025

Membership of AI in Education Work Group

Caroline Hilk, Chair, Assistant Vice Provost for Faculty and Academic Affairs and Director, Center for Educational Innovation

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