Higher Education Generative AI Readiness Assessment

Defining AI

For this assessment, we recommend using the definition of AI established by the EU Artificial Intelligence Act (Article 3): "'AI system' means a machine-based system that is designed to operate with varying levels of autonomy and that may exhibit adaptiveness after deployment, and that, for explicit or implicit objectives, infers, from the input it receives, how to generate outputs such as predictions, content, recommendations, or decisions that can influence physical or virtual environments." Note that this definition includes, but is not limited to, generative AI. You may also choose to use an alternative definition of AI that is more relevant for your institutional setting.

Response Options

There is no one-size-fits-all approach to AI readiness. This assessment is designed to serve all types of institutions. The following response options provide flexibility for you to interpret each item within the context of your institution's goals. Remember that you will use your responses to facilitate conversations with other team members at your institution, so feel free to take additional notes as you take the assessment.

- This is not one of our current or desired goals. Choose this response option if the described goal is not applicable to your institution for any reason (e.g., it is not a current priority).

- We have just gotten started on this. Choose this response option if your institution is in the earliest stages of working toward all or part of the described goal.

- We have made progress on this, but we're not fully there yet. Choose this response option if your institution has done some work toward all or part of the described goal.

- We have fully achieved this goal. Choose this response option if your institution has either fully completed the goal as described or has completed it to the extent that you want to.

Strategy

Strategy comprises elements such as strategic plan alignment, leadership, partnerships, and funding.

1. Our institution has a clear vision of how and why we want to implement AI.

2. Our institutional AI strategy includes our vision for the future of AI in higher education, broadly.

3. Our AI-related strategy and goals are aligned with our overall institutional strategy and goals.

4. Our institution has clear policies and guidelines for the use of AI.

5. Our institution participates in AI-related thought leadership through research.

6. Our institution participates in AI-related thought leadership through external community engagement.

7. Our budgets include sufficient funding for AI-related expenses (e.g., tools/licenses for all stakeholders, technology infrastructure, data management, training).

8. All stakeholders at our institution, including senior leaders, faculty, staff, and students, have opportunities to contribute to our AI strategy.

9. Stakeholders across the institution communicate with each other about AI-related strategy, goals, and use cases.

10. Stakeholders across the institution agree on our AI-related strategy, including how AI tools should be used and deployed.

Governance

Governance comprises elements related to both AI governance and data governance, including risk management, policies and guidelines, human oversight and intervention, data ethics, bias mitigation, procurement, and data privacy and security.

1. AI policies and guidelines are transparent and make a practical distinction between appropriate and inappropriate uses (i.e., guidelines go beyond theoretical issues).

2. AI policies and guidelines are aligned with relevant regulations (e.g., EU AI Act, U.S. Department of Education Artificial Intelligence and the Future of Teaching and Learning report, state/regional regulations).

3. AI policies and guidelines are relevant for all types of AI use, including research, daily operations, and teaching and learning.

4. AI noncompliance processes (e.g., grievances, consequences for misuse) are transparent (i.e., clearly described for end users).

5. All AI-related processes include human oversight and evaluation of AI outputs.

6. AI-related policies, guidelines, and processes are agile and flexible enough to adapt to the rapid pace of AI development.

7. An individual or group of individuals is responsible for institution-level AI-related decision-making.

8. Our institution has auditing processes in place to ensure compliance with policies and guidelines.

9. We consistently monitor AI-related trends to stay up-to-date and identify new opportunities and areas for consideration.

10. Our cybersecurity policies and guidelines are adequate to address AI-specific risks.

11. Our procurement processes include evaluating the impact of AI tools on the environment.

12. Data systems are streamlined and integrated across the institution so that data are ready to be used for AI tools.

Technology

Technology comprises elements such as technology infrastructure, product evaluation, research computing, and efforts to support efficiency.

1. Our institution has the right balance of third-party and homegrown AI tools to meet our needs.

2. We have sufficient integration capabilities to incorporate AI tools as needed.

3. We have sufficient technology infrastructure in place to support researchers' use of AI tools.

4. We have technology infrastructure to run AI models on-premise or as infrastructure as a service (IaaS).

5. Procurement processes, including policies and guidelines, include consideration of AI features and functionality (including post-contract additions of AI functionality).

6. Data privacy and security are encoded into AI contract terms.

7. Data sovereignty, including indigenous data sovereignty, is protected by AI data use agreements.

8. Stakeholders consistently adhere to AI-related procurement policies and guidelines.

Workforce

Workforce comprises technical expertise and readiness, professional development, formal creation and modification of job roles, collaborative teams, promotion and tenure, and HR policies.

1. Our institution has sufficient staffing and capacity to procure, evaluate, implement, and manage AI tools.

2. Our institution has resources (e.g., funding, leadership support) to hire new staff to accommodate AI-related work as needed.

3. Our institution has updated collective bargaining agreements to account for the impact of AI.

4. Our institution has updated promotion and tenure guidelines to account for the impact of AI.

5. AI-related job responsibilities are codified in job descriptions.

6. Our institution provides training to help faculty and staff develop AI literacy.

7. Staff have sufficient technical expertise to evaluate and use AI tools.

8. We have sufficient technical expertise to create AI tools (to the extent that we want to).

9. We have sufficient expertise to integrate AI tools into existing technology (to the extent that we want to).

10. We have a change management process in place to support faculty and staff transitioning to new technologies.

11. Faculty and staff use AI tools to improve efficiency.

12. Faculty and staff (including student workers) have equitable access to AI tools for work (i.e., access is not disproportionately limited by social, technological, or economic barriers).

13. AI tools are accessible for faculty and staff with disabilities.

Teaching and Learning

Teaching and learning comprises academic integrity, cross-cutting curriculum, AI fluency, student research opportunities, accessibility to applications and systems for users with disabilities, and AI-focused programs, courses, and certifications.

1. Faculty and staff use AI tools to enhance curriculum and learning outcomes.

2. Faculty and staff use AI tools to support multiple aspects of teaching and learning (e.g., communications, study materials, course creation, advising, career service).

3. Faculty have instructional design support for AI tools.

4. Faculty and academic staff provide students with clear policies for the acceptable use of AI in coursework, research, and extracurricular activities.

5. Students have opportunities to use approved AI tools for research.

6. Students have opportunities to engage in research about AI.

7. Faculty, staff, and students have equitable access to AI tools for teaching and learning (i.e., access is not disproportionately limited by social, technological, or economic barriers).

8. AI tools are accessible for students with disabilities.

9. Curriculum helps students develop AI literacy.

10. Curriculum prepares students for the AI-supported workforce.