Artificial Intelligence Preparedness Checklist

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Artificial Intelligence (AI) tools and systems are significantly shaping the landscape of education, presenting both opportunities and challenges for institutions, faculty, students, and professional staff. 1EdTech's Emerging Digital Pedagogies Innovation Leadership Network (ILN) created this resource to help institutional leaders establish protocols, policies, and best practices for using AI in teaching and learning. Use this tool to develop responses and guide conversations at your organization.

ORGANIZATIONAL

CATEGORY	QUESTION	INSTITUTIONAL RESPONSE
Leadership and Advisory Groups Alignment between Teaching and Learning, and Productivity and Administrative Operations	**Has an institutional advisory group on AI, led by a senior member of the institutional leadership team (usually within a presidential or provostial portfolio) been established at your institution?** An institutional advisory group on AI in teaching and learning is seen as a strong asset for institutions. Such a group might be given a writ to identify areas in teaching and learning that require an institutional response or guidance, or inform the resources that will be allocated or created to aid faculty, programs and departments in better understanding this technology and options for how they may use AI in their teaching. While the focus of this Preparedness Checklist is on AI in teaching and learning, we acknowledge that AI may also impact general productivity and administrative operations in your institution. Does your institution have a separate group working on AI in those contexts, and is there a structure in place to ensure alignment between AI for teaching and learning and AI in productivity and administrative operations?	
Values Statement	**Has your institution considered or developed such a Values document in relation to AI?** If not, which role, or which body would be responsible for developing and maintaining such a document? As part of their response to AI, a number of institutions have developed a Values Statement to help guide policy development and decision making. These Values documents can include statements on ethics and equity, as well as establishing priorities, for example, around student success or academic freedom.	
Procurement Practices	**Has your institution developed any RFx (Request for Proposals/Information) or contract language that can address issues related to AI during procurements?** For example, does your institution include language that it must retain the right to turn AI features on or off, rather than leaving that to the discretion of vendors?	
Library and Textbook Acquisitions	**Have library, bookstore, and/or academic administration units at your institution been engaged in the AI conversation?** Are relevant staff checking updated license terms and contracts to ensure that the institution's rights are privileges are being protected? Are relevant units connected to overall governance structures being put in place? Increasingly, publishers are attempting to embed restrictions on how licensed content may be used with AI tools. This could include licensed content that is part of a institution's library/journals collection, or for course textbooks. Typically institutions have more than one unit involved in acquisitions, for example, a library, a bookstore, and/or a institution's academic administration (for example, a school may have a textbook Inclusive Accessive program).	
AI Upgrades to Existing Solutions	**Does your institution have a process for reviewing possible changes to products introducing AI elements?** Does your institution have existing master agreements that override any unfavorable changes to terms and conditions and/or privacy policies? Increasingly we are seeing companies trying to add AI components and functionality to their existing products. This can be accompanied by unilateral changes to a company's published terms and conditions and/or privacy policies, allowing themselves to leverage (or exploit) a institution's data to deliver those AI services in ways in which a institution may not have intended.	
Institutional Communications	**As part of any governance or oversight process being put in place at your institution, has a relevant communications plan or strategy been implemented?** Have appropriate communications staff been assigned relevant tasks, such as standardizing communiques and maintaining standardized websites? One challenge many institutions face is decentralization; a particular unit may be working on some aspect of this area, and may issue communications or publish guidance that has not been vetted by your governance process, and may be in conflict with centrally issued guidance. Does your institution have mechanisms in place to try and mitigate these potential risks?	
Student Voice	**Has your institution provided an opportunity for students to offer their insights and opinions on the use of AI in teaching and learning?**	
Cost	**Some AI applications may require a licensing or subscription fee. Has your institution established or updated any policies or guidelines on ancillary or similar fees for AI teaching tools? Has a separate budget been set aside?**	

Please contact 1edtech.org/form/contact-us for more info.

POLICY

CATEGORY	QUESTION	INSTITUTIONAL RESPONSE
Policies regarding "Mandatory" or "Required" Use Student Opt-out Policies	**Has your institution developed or updated an institutional policy regarding the use of 3rd-party tools by faculty where no contract or agreement is in place to protect PII or intellectual property?** In other words, can students refuse to use such tools, even if an instructor 'requires' them? Does your institutional policy address the scenario where a faculty member has uploaded student work (aka student IP) into such a 3rd-party tool, without the student's consent (for the purposes of trying to catch 'cheating' or otherwise)?	
Information Security and Privacy Assessment Practices Including policies and practices related to the use of institutional, instructor student data and content to train generative AI models	**Does your institution have standardized reviews or audits of vendor security and privacy policies and practices, especially for educational technologies?** If yes, have those review and audit protocols been examined to make sure that they can cover AI type tools? For example, many AI companies rely on input data to train their models and applications, and may have included in the Terms and Conditions non-revocable use of data and metadata generated by members of your institution community; does your review and audit procedures look for that, and attempt to mitigate any associated risks, or reject any such terms?	
Legal Oversight	**Have you involved your legal counsel in the development or review of any relevant policies?** Have you involved your legal counsel in the review of either RFx (Request for Proposals/Information) tender documents and/or contracts with suppliers (this might include legal counsel's review of Terms and Conditions, for example)?	
Research Ethics Protocols	**For faculty who may intend to conduct research on how they use AI tools within their courses, does your school have such guidelines, and have they been reviewed or updated to ensure that they are in line with new developments in AI technology?** Some institutions have mature Research Ethics guidelines related to quality assurance and quality improvement (QA/QI) studies, program evaluation activities, and performance reviews, or testing within normal educational requirements when used exclusively for assessment, management or improvement purposes. For faculty who may intend to conduct research on how they use AI tools within their courses, does your institution have such guidelines, and have they been reviewed or updated to ensure that they are in line with new developments in AI technology?	
Equity, Inclusiveness, Bias and Accessibility	**Does your institution have any formal structures or organizations in place that deal with issues of equity, inclusiveness, bias and/or accessibility?** If yes, have representatives from those bodies been included in your institutional conversations about AI in teaching and learning? Has your institution developed any formal language regarding equity, inclusivity, bias and/or accessibility that can be included in policies, guidance, RFx/tender calls, and/or contract and agreements, as it pertains to AI?	

PEDAGOGICAL

CATEGORY	QUESTION	INSTITUTIONAL RESPONSE
Adaptation of Assessment and Instructional Design	**How can approaches to instructional design and assessment be adapted to account for the now easy access to AI tools by students?** This particular topic is currently the most explored AI-related conversation, after academic integrity and detection, currently being discussed at most schools. It is not the intent of this checklist to propose or recommend specific approaches, as that would entail an entirely different kind of document and approach. However, institutions should be working towards developing resources and support for faculty and instructional designers, with a particular focus on assessment design and evaluation. As such, this item is directly related to the Faculty and Professional Staff literacy questions above, with the additional question of whether or not institutions have moved to begin assembling, documenting and sharing assessment approaches, with an emphasis on updated authentic assessment techniques.	
Adaptation to Academic Integrity	**Has your institution developed or updated an institutional academic integrity policy regarding the use of tools that (purport) to detect the use of AI in student work?** Does your institution have a mature escalation pathway for cases of academic integrity violations that may result from the use of AI tools?	
Recommended Syllabus Language	**Has your institution created sample statements for faculty to include in course syllabi and course assignments to help shape the message to students about what AI technology is, or is not, allowed?**	

LITERACY		
CATEGORY	**QUESTION**	**INSTITUTIONAL RESPONSE**
Citation Protocols	**Does your institution have any standardized protocols regarding citations?** Are those decisions left to the discretion of individual faculty (e.g. based on discipline of study, MLA, APA, etc.)? Has your institution initiated any faculty development and/or student information literacy training regarding proper citation of AI generated or AI assisted writing and research?	
Copyright Issues	**Does your institution have an office or unit that deals with copyright issues (training, advice, support, etc.)?** One of the biggest concerns around the use of AI tools, particularly Generative AI tools, is the inappropriate use of copyright protected materials, especially in Language Model training or prompt writing. In other words, the risk of individuals uploading content for which they do not have copyright clearance into AI tools (legal risks, reputational risks, etc.). These offices are often affiliated with library systems, but may be located elsewhere. If not, do you have another unit that has been identified to support issues around AI and copyright? If yes, has your existing copyright support office begun to develop guidelines, training, support, etc. in this domain? Is that unit's work aligned with other governance processes in place at your school?	
Institutional Communications	**As part of any governance or oversight process being put in place at your institution, has a relevant communications plan or strategy been implemented?** Have appropriate communications staff been assigned relevant tasks, such as standardizing communiques and maintaining standardized websites? One challenge many institutions face is decentralization; a particular unit may be working on some aspect of this area, and may issue communications or publish guidance that has not been vetted by your governance process, and may be in conflict with centrally issued guidance. Does your school have mechanisms in place to try and mitigate these potential risks?	
Student Literacy	**Has your institution developed or delivered any training programs or sessions for students related to their use of AI?** If not, would that be an institution-wide initiative, or, based on the culture of your school, would it be left to departments or even individual instructors? If left to departments or instructors, has your school provided guidance and or materials for them to use? We note that several institutions have begun to develop self-paced modules or courses for students, often delivered via an LMS. In some cases, these have been offered to other schools via Creative Commons licensing. Has your institution begun investigating the efficacy of this approach in your organizational context?	
Faculty/Librarian Literacy	**Has your institution created or delivered any faculty development sessions or materials related to the use of AI in teaching?** If not, who would be responsible within your institution for delivering this kind of faculty development (e.g. a teaching center, institutional librarians, etc.)?	
Professional Staff Literacy	**Has your institution created or delivered any professional development sessions or materials related to the use of AI?** If not, who would be responsible within your institution for delivering this kind of faculty development (e.g. a professional development center, institutional librarians, etc.)? The use of AI by professional staff may extend beyond the use of AI in teaching and learning and into corporate and productivity management, for example, through the use of productivity tools that are being enhanced with AI capabilities by vendors. Of particular concern is the inadvertent uploading of confidential information. Has your institution begun to develop policies and procedures for this context? (See section on copyright-related questions as well).	
Communities of Practice	**Does your institution foster and support the creation of communities of practice?** If yes, has your institution created such (a) community(ies) around the norms of behavior and best practices for using generative AI in teaching and learning? Has your institution designated an institutional facilitator role for such a CoP? Does your institution have a formal structure or process in place where CoP conversations can contribute to governance (see leadership category below), and visa versa?	
Career Services	**Does your institution offer any career services for either students/graduates, and/or existing professional staff?** If yes, have career services professionals been included in the conversations around AI. Are there structures or processes in place that ensure trends and issues seen by career services staff can contribute to governance conversations?	
Fostering Experimentation	**When it comes to fostering experimentation, has your institution set up any environments ("walled gardens") and supports for those who wish to experiment with AI, particularly in a teaching and learning context?** This could be for faculty (and staff), as well as for students. These environments might be for experimenting safely with Generative AI tools, as well as tools for those who may wish to try and develop or train their own language models and applications. If no, where in your institution's structure would this best be situated? While some readers of this checklist may feel there is an underlying sense of centralized control underlying the questions. That is not the intent. In particular, institutions will need to find a balance between protecting their community's (intellectual property, personal information, academic freedoms, etc.) while also fostering development and experimentation with AI.	