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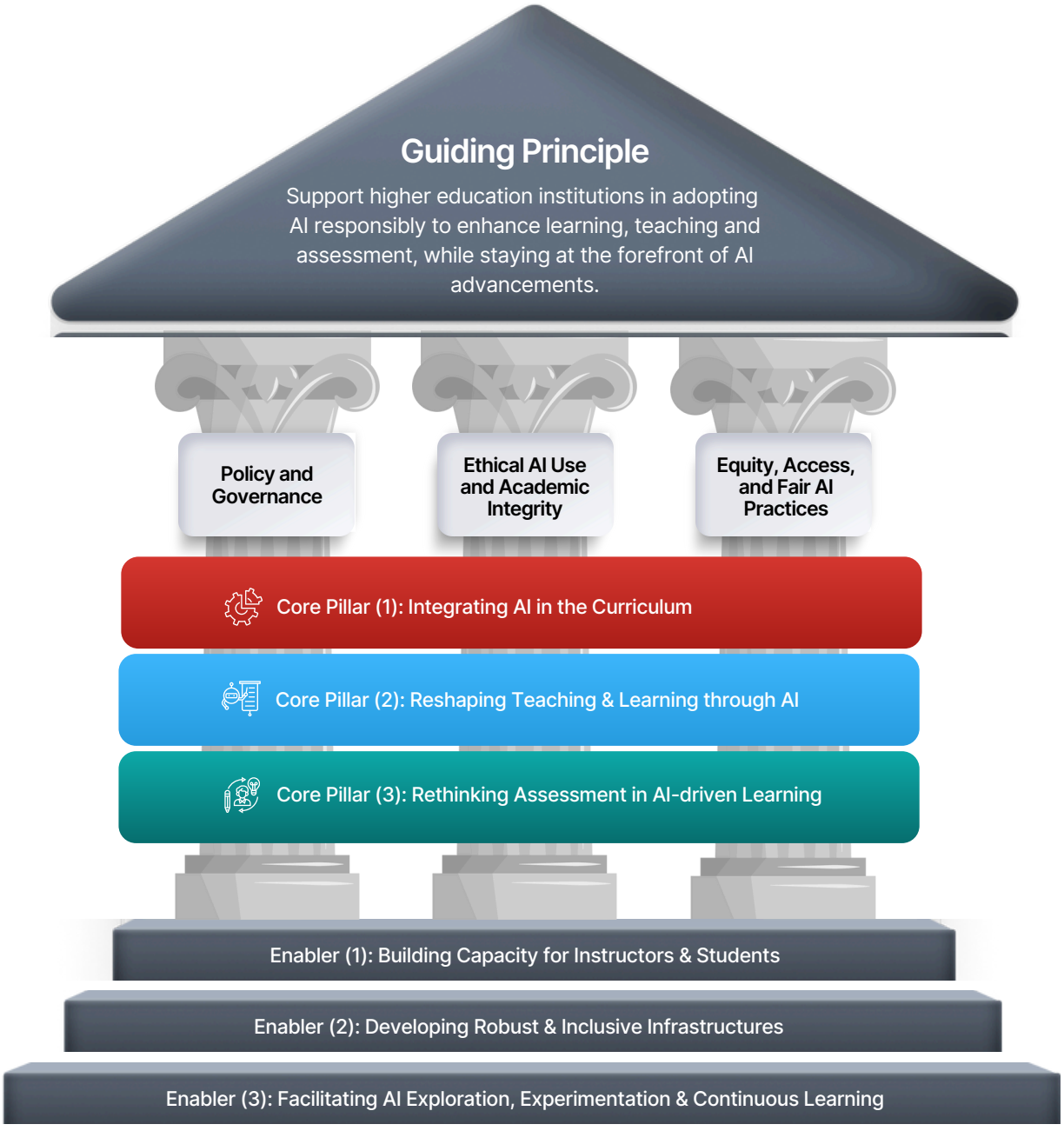
AI in Teaching and Learning Adoption Framework for Higher Education

Overview

The **AI in Teaching and Learning Adoption Framework for Higher Education is designed** to guide higher education institutions in the responsible and systematic integration of AI across curriculum, pedagogy, learning, and assessment. It emphasizes ethical use, strong governance, and the promotion of equity, access, and inclusion.

Serving as a **roadmap, self-assessment tool, and benchmarking resource for academic leaders and practitioners**, the framework helps institutions enhance learning experiences, build capacity among instructors and students, and develop robust AI-enabled infrastructure. It also supports institutions in quality assurance, evaluating their current AI adoption practices, identifying gaps, and aligning with emerging best practices.



At its core, the framework is grounded in guiding principles that ensure AI adoption is aligned with institutional strategic priorities and undertaken with clarity and purpose. Flowing from this foundation, **the core pillars** define the key domains where AI is embedded into academic practice, shaping curriculum, teaching methodologies, and assessment strategies and practices. These include:

- **Integrating AI in the Curriculum:** This core pillar is about ensuring that students are equipped with essential AI literacy and skills across disciplines. It promotes embedding AI-related content into various fields, encouraging interdisciplinary learning while maintaining ethical considerations and academic integrity. Institutions should foster personalized, AI-driven learning paths and leverage AI tools for content creation and curriculum enhancement. Effective policy frameworks must also be in place to regulate AI-generated content and intellectual property, ensuring responsible and fair use of AI in education.

- **Reshaping Teaching and Learning through AI:** This core pillar is about the potential of AI in transforming teaching and learning methodologies, enhancing instructors' effectiveness and student engagement. This pillar focuses on equipping instructors with AI-powered teaching tools, adaptive learning technologies, and real-time feedback systems to support diverse learning needs. Ensuring equity and access to AI-driven teaching innovations is essential, preventing disparities in learning experiences. Instructor development programs and governance structures must emphasize ethical AI use, ensuring that AI enhances rather than replaces the human elements of education.

- **Rethinking Assessment in AI-Driven Learning:** This core pillar requires institutions to rethink assessment strategies by integrating AI-driven methods while maintaining academic integrity. Institutions should develop adaptive assessments that utilize AI for personalized feedback and data-driven insights to enhance student learning. Additionally, designing AI-resistant assessments that prioritize authentic, performance-based evaluation can help reduce reliance on easily automated responses. To foster responsible AI use, institutions should embed AI literacy within assessment frameworks, ensuring students understand ethical AI engagement in academic work. Refining assessment rubrics and developing new metrics for evaluating AI-assisted learning outcomes are also key considerations. Furthermore, scaffolding large projects and aligning AI-enabled assessments with academic integrity principles can support a more ethical and transparent learning environment.

To support effective implementation, three **key enablers** provide the necessary capacity-building, infrastructure, and opportunities for experimentation and continuous learning.

- **Building Capacity for Instructors & Students:** This key enabler supports the three core pillars by guiding institutions to strategically equip and support instructors in adopting AI while ensuring students develop AI literacy and digital fluency. It focuses on preparing students to effectively use AI tools in learning and assessment, supporting instructors in integrating AI responsibly, and fostering continuous professional development to adapt to evolving AI technologies. Additionally, institutions should establish structured training programs and ongoing capacity-building initiatives, ensuring educators and students receive sustained support. Monitoring the implementation of AI training and measuring its impact on teaching efficiency, student engagement, and academic performance is essential to refining strategies and maximizing AI's potential in education.

- **Developing Robust & Inclusive Infrastructures:** This key enabler guides institutions in developing AI-ready technological infrastructure that aligns with their strategic priorities to support seamless and sustainable AI integration. It addresses the need for strategic planning, investment in reliable technology (such as cloud computing, high-performance computing, and AI-compatible hardware and software), and ensuring equitable access to AI-driven learning resources. Institutions should strengthen data security, privacy, and system interoperability to create a scalable and resilient AI environment. Additionally, ensuring the reliability and efficiency of AI technologies, alongside strong governance mechanisms, supports long-term sustainability and responsible AI adoption.

- **Facilitating AI Exploration, Experimentation & Continuous Learning:** This essential and key enabler for navigating the use of AI addresses the need to foster a culture of innovation and research in AI adoption. It focuses on creating spaces for AI experimentation, engaging with industry and policymakers to refine AI applications in education, establishing ethical guidelines for AI use, and ensuring institutions stay at the forefront of AI advancements through continuous learning and collaboration.

Underpinning all elements (core and enablers), **cross cutting themes** ensure that AI adoption is governed by clear policies, ethical considerations, and a commitment to equity and fairness. These interconnected components create a comprehensive framework that supports institutions in integrating AI in a sustainable, responsible, and impactful manner.

- **Policy and Governance:** This strategic theme that cuts across all core pillars and enablers guides institutions in establishing comprehensive AI policies and governance structures that align with institutional priorities and stakeholder expectations. It focuses on expanding AI use beyond teaching to enhance student support, streamline administration, and improve decision-making related to teaching and learning. Institutions should develop a cohesive AI strategy that ensures strategic resource allocation, balancing initial investments with long-term sustainability. Clear governance structures with defined roles are essential for policy enforcement, oversight, and compliance with accreditation, regulatory frameworks, and internal quality standards. Quality assurance and improvement mechanisms should be adopted to ensure continuous documentation, reporting and evaluation of AI integration, which will help assess its impact on learning, teaching, and institutional processes.
- **Ethical AI Use & Academic Integrity:** This theme ensures that AI applications in higher education uphold the highest standards of ethics, fairness, and transparency. Institutions should address bias, ensure accountability, and protect data privacy and security in AI-enabled education. Establishing comprehensive ethical guidelines will promote responsible AI use, ensuring that AI supports learning without compromising academic integrity. Additionally, institutions should develop structured policies to monitor and mitigate risks, safeguarding against unethical AI use in teaching, assessment, and administration.
- **Equity, Access, and Fair AI Practices:** This theme emphasizes the role of AI in promoting inclusive education while preventing the reinforcement of existing inequalities. Institutions should ensure that AI tools are designed to support diverse learning needs and comply with ethical and legal equity frameworks. Monitoring AI's impact on inclusion is essential to ensure fairness in learning outcomes and institutional decision-making. Institutions should actively evaluate AI-driven learning models for potential biases and establish mechanisms to ensure AI contributes to equitable access rather than deepening disparities.

These strategic themes provide a guiding framework to ensure AI integration in higher education is ethical, inclusive, well-governed, and aligned with institutional priorities while supporting the core pillars and enablers.

Why Use this Framework?

Strategic AI Integration: Guides institutions in transitioning from ad-hoc AI adoption to a structured, strategic approach in line with emerging developments.

Ethical & Responsible AI Use: Provides a foundation for AI governance, data privacy, bias mitigation, and ethical implementation.

Instructor & Student Engagement: Supports capacity-building initiatives to ensure teaching staff and students effectively engage with AI tools.

Scalability, Sustainability & Adaptability: Ensures AI investments remain sustainable, scalable, and responsive to ongoing technological advancements.

Measurement of Impact & Continuous Improvement: Enables institutions to assess AI's effectiveness, measure its impact on learning and teaching, and refine strategies based on data-driven insights.

Enhanced Learning & Teaching: Supports AI-driven teaching innovations, transition to personalized learning, and assessment strategies that improve educational outcomes.

The Detailed Rubric

The AI Adoption Framework for Higher Education is supported by a detailed rubric that provides a structured mechanism for institutions to assess their AI integration maturity. Each element within the framework is broken down into key dimensions, against which institutions can evaluate their progress.

The rubric operates on an AI maturity scale with three levels:

Exemplary (Fully Integrated): AI is systematically implemented across the institution as part of a well-articulated strategy, aligned with best practices and institutional goals, ensuring ethical, scalable, and impactful use. (Score: 3)

Developing (Partially Integrated): Some AI initiatives are in place, but implementation is inconsistent or not fully aligned with strategic goals. (Score: 2)

Needs Improvement (Not Integrated): AI adoption is minimal or unstructured, with significant gaps in strategy, planning, governance, and execution. (Score: 1)

Each dimension under every framework element includes specific criteria that institutions should assess themselves against. These criteria cover areas such as curriculum integration, instructor and student capacity-building, AI-enabled assessment, governance structures, infrastructure readiness, and responsible AI use.

Purpose of the Rubric

This tool is designed to help institutions:

- Conduct a structured self-assessment of their readiness and maturity in adopting AI in teaching and learning.
- Identify strengths, gaps, and opportunities across core, enabling, and strategic areas.
- Benchmark their current AI maturity level and monitor progress over time.
- Develop targeted quality assurance and improvement plans for responsible and scalable AI adoption.
- Ensure continuous alignment with evolving AI advancements and institutional priorities.
- Support strategic planning, prioritization, and benchmarking.

1. Rubric for Core Themes for AI Integration in Higher Education

1.1 Integrating AI in the Curriculum

Criteria	Exemplary (Fully Integrated)	Developing (Partially Integrated)	Needs Improvement (Not Integrated)	Score
Embedding discipline-relevant AI tools and applications across the curriculum	AI tools and applications are embedded into the core curriculum of each discipline, tailored to the specific methods and practices of the field. This goes beyond generic AI literacy courses and ensures that students engage with AI in meaningful, context-specific ways.	Some programs integrate AI content or tools, but integration is inconsistent or lacks clear contextual relevance to disciplinary practices. There is overreliance on general AI courses without program-level adaptation.	AI is only taught in standalone general or technical courses with no integration into the core curriculum of other disciplines.	
Promoting cross-disciplinary collaboration in AI education	AI is taught in ways that bring together knowledge and methods from different fields. Joint programs, shared courses, and collaboration between instructors across disciplines are well established.	Some cross-disciplinary efforts exist, mostly in technical areas like STEM. Collaboration with non-technical disciplines is limited or informal.	AI is taught only within technical departments, with no collaboration or integration across disciplines.	
Embedding AI literacy and digital fluency within curriculum	AI literacy and digital fluency are integrated within degree programs via required courses, discipline-specific applications, certifications, and applied learning (e.g., AI labs, projects). Students progressively build capabilities aligned with academic and professional needs.	AI literacy initiatives exist, but they are optional or restricted to specific student groups and not part of a structured curriculum.	Students are not provided with AI literacy training, leaving them unprepared for AI-driven education and work environments.	

Criteria	Exemplary (Fully Integrated)	Developing (Partially Integrated)	Needs Improvement (Not Integrated)	Score
Designing AI-enabled personalized learning paths (Focuses on the design of the learning journey itself — i.e., how the curriculum is structured using AI to allow different students to follow personalized paths based on interests, skills, or progression.)	AI-driven personalized learning paths dynamically adjust to students' progress and needs.	Some AI-based personalization is used, but learning paths are not fully adaptive.	Personalized learning paths are not utilized, and instruction remains one-size-fits-all.	
Utilizing AI in an ethical and responsible manner for effective content creation and curriculum enhancement	AI is used ethically and effectively to generate high-quality, adaptive learning content, enhancing both curriculum design and instructional quality.	AI is used occasionally for content creation, with limited curriculum impact and minimal attention to ethical or responsible use.	AI is not used for content creation, and all course materials are developed traditionally.	
Using appropriate AI tools to enhance learning outcomes and ensuring constructive alignment	AI tools are carefully selected and used to align with learning outcomes, ensuring constructive alignment across course design.	AI tools are used, but constructive alignment and selection of appropriate tools remain inconsistent.	No structured approach to AI tool selection and use; tools are used randomly without alignment to learning outcomes or a clear purpose.	
Establishing curriculum-related policies on AI use and intellectual property (IP) of AI-generated content	Institutional policies clearly define AI use in curriculum development, including ethical considerations and ownership/IP of AI-generated course materials.	Some discussions exist about AI policies in curriculum, but no formal institutional policies on AI use and intellectual property have been established.	No policies exist regarding AI use in curriculum development, nor on ownership or ethical considerations for AI-generated content.	

Total Score

1.2 Reshaping Teaching and Learning through AI

Criteria	Exemplary (Fully Integrated)	Developing (Partially Integrated)	Needs Improvement (Not Integrated)	Score
Developing instructor competencies in AI-powered teaching methodologies	Instructors receive continuous training on AI applications in teaching and incorporate AI into lesson planning and pedagogy.	Instructor training on AI in teaching exists, but participation is optional and not widespread.	No instructor training exists on AI-powered teaching methodologies.	
Using AI-powered tools to personalize learning experiences (How AI is used during instruction to tailor the learning experience for students in real-time (i.e. tutoring systems, feedback tools, adaptive quizzes).	AI tools are seamlessly integrated into teaching to personalize learning, adapting content, pace, and support in real time based on individual student needs, performance, and engagement.	Some AI-powered personalization is used, but implementation is inconsistent across courses.	AI tools are not used to personalize learning, and teaching methods remain one-size-fits-all.	
Enhancing instructors' roles through AI-assisted instructional design	Instructors actively use AI-assisted tools to design and enhance instruction, tailoring strategies to diverse learning needs.	Instructors use some AI-based tools, but instructional design remains primarily traditional.	Instructors have little to no exposure to AI-assisted instructional design tools or practices.	
Using AI to enhance instructor effectiveness while preserving human elements of teaching	AI tools are strategically used to complement and enhance teaching without diminishing human interaction and pedagogical judgment.	AI is used to automate some teaching functions, but without clear strategies to retain human-led instruction.	Overreliance on AI in teaching diminishes human engagement and pedagogical value	
Leveraging AI for student engagement, tutoring, and support	AI-powered tools support students through chatbots, adaptive tutoring systems, and real-time feedback mechanisms.	Limited AI tools are used for student engagement, primarily as experimental pilots.	AI is not used for student engagement or support.	

Criteria	Exemplary (Fully Integrated)	Developing (Partially Integrated)	Needs Improvement (Not Integrated)	Score
Ensuring ethical and responsible AI use in teaching	AI tools are implemented with clear institutional ethical guidelines that address transparency, fairness, and student data privacy. Instructors are trained in responsible AI use, and practices are aligned with institutional values and ethical expectations.	Ethical AI use is promoted and some guidelines exist, but instructor training and practical implementation are inconsistent or lack clarity.	There are no clear ethical guidelines or training for AI use in teaching, resulting in unregulated practices and potential risks to fairness and privacy.	
Integrating AI-driven analytics for real-time teaching adjustments	Real-time AI-driven analytics inform teaching decisions, allowing instructors to adjust instruction dynamically based on student progress.	AI analytics are used sporadically but do not systematically inform instructional adjustments.	Teaching adjustments are based solely on traditional assessment methods without AI-driven insights.	
Integrating AI with emerging technologies for enhanced learning	AI is strategically integrated with emerging technologies to create interactive, immersive, or data-enhanced learning experiences. This includes applications in simulation, intelligent environments, or real-time learner feedback.	AI is occasionally used alongside emerging technologies, but implementations are limited, isolated, or still at the pilot stage.	AI is not integrated with emerging technologies, and enhanced learning opportunities are not explored.	
Aligning AI tools with teaching strategies, learning activities, and intended learning outcomes	AI tools are purposefully selected and aligned with teaching strategies, learning activities, and intended learning outcomes.	AI tools are used without a clear connection to teaching strategies or intended learning outcomes.	AI tools are selected without considering their alignment with teaching strategies or learning outcomes.	

Criteria	Exemplary (Fully Integrated)	Developing (Partially Integrated)	Needs Improvement (Not Integrated)	Score
Teaching students to critically evaluate AI and its outputs	AI literacy is embedded into teaching practices, enabling students to critically assess AI's potential, limitations, and ethical implications.	Some AI literacy components are introduced in courses, but students do not receive structured training on evaluating AI critically.	AI literacy is not incorporated into teaching, and students lack exposure to AI evaluation and ethical considerations.	

Total Score

1.3 Rethinking Assessment in AI-Driven Learning

Criteria	Exemplary (Fully Integrated)	Developing (Partially Integrated)	Needs Improvement (Not Integrated)	Score
Using AI for adaptive assessments	AI-driven assessments dynamically adjust to student progress, providing personalized difficulty levels and real-time insights.	Some adaptive assessments use AI, but implementation remains limited to specific courses or disciplines.	Assessments are traditional, with no AI-driven adaptivity or personalization.	
Aligning AI-enabled assessment with international standards and best practices	Assessment practices are regularly reviewed and aligned with internationally recognized frameworks and best practices in AI, digital pedagogy, and assessment integrity. External benchmarks inform continuous improvement.	Some reference is made to international guidelines, but alignment is informal or limited to selected courses or units.	Assessment practices are developed in isolation, with no reference to international standards or evolving global best practices.	
Enhancing feedback mechanisms with AI	AI enhances feedback by offering timely, individualized, and actionable responses that support deeper learning.	AI-based feedback is used in some cases but lacks consistency or meaningful personalization.	Feedback is manually provided without AI assistance, making it time-consuming and inconsistent.	
Developing meaningful metrics for AI-assisted learning outcomes	New AI-informed assessment metrics are developed that focus on higher-order thinking, such as critical reasoning, creativity, and problem-solving, rather than rote memorization.	Some AI-informed metrics are introduced, but traditional grading remains the dominant practice.	No new metrics have been developed to evaluate AI-assisted learning outcomes.	

Criteria	Exemplary (Fully Integrated)	Developing (Partially Integrated)	Needs Improvement (Not Integrated)	Score
Using AI to align assessment with learning outcomes and improve instructional strategies	AI tools are systematically used to map assessment tasks to intended learning outcomes, providing real-time insights into student performance that inform instructional adjustments. Data from AI-enabled assessments actively shapes teaching strategies and curriculum refinement.	AI is used to support some alignment between assessments and learning outcomes, but its influence on instructional strategies is limited or inconsistent across courses.	No meaningful use of AI exists to align assessments with learning outcomes or to inform instructional practices. Teaching remains disconnected from assessment data.	
Redesigning assessments to be AI-resistant	Assessments are redesigned to be AI-resistant by focusing on process-oriented tasks and requiring human judgment.	Some efforts are made to redesign assessments, but AI-resistant strategies are not widely applied.	Assessments remain vulnerable to AI-generated responses, with no strategies to counteract them.	
Focusing on authentic and performance-based assessments	Authentic and performance-based assessments, such as case studies, portfolios, and simulations, are prioritized.	Authentic assessments are encouraged but not yet standard practice across programs.	Traditional assessments dominate, with minimal use of authentic or performance-based tasks.	
Scaffolding large projects and assessments with AI	AI is used to scaffold large projects and assessments, guiding students through milestones and formative evaluations.	AI is used to support project-based learning, but its integration for scaffolding remains inconsistent.	No scaffolding exists for large projects or assessments, leaving students without structured AI-supported guidance.	
Reviewing and refining rubrics for AI-integrated assessment	Rubrics are regularly reviewed and refined to account for AI-influenced learning and assessment strategies.	Rubrics include basic AI considerations but are not systematically updated.	Rubrics do not account for AI's influence on learning and assessment.	

Criteria	Exemplary (Fully Integrated)	Developing (Partially Integrated)	Needs Improvement (Not Integrated)	Score
Ensuring AI-enabled assessment aligns with academic integrity	Institutional policies and AI detection tools ensure assessments maintain academic integrity and prevent unethical AI use.	AI-integrity policies exist but are inconsistently applied across assessments and courses.	No institutional policies or tools exist to ensure AI-enabled assessments align with academic integrity.	
Embedding AI literacy into assessment design and student evaluation	Assessments include tasks that explicitly measure students' understanding of AI use, limitations, and ethical engagement in academic work.	AI literacy appears in some assessments but lacks clear structure or alignment with learning outcomes.	AI literacy is not assessed in student work.	
Aligning AI-enabled assessment design with academic integrity principles	AI-supported assessments are designed with safeguards to uphold academic integrity, such as process-based tasks and originality verification.	Some academic integrity considerations are present but inconsistently applied in AI-enabled assessments.	AI-enabled assessments are used without mechanisms to ensure academic integrity.	

Total Score

2. Rubric for Enablers of AI Integration in Higher Education

2.1 Building Capacity for Instructors & Students

Criteria	Exemplary (Fully Integrated)	Developing (Partially Integrated)	Needs Improvement (Not Integrated)	Score
Training instructors in AI pedagogy, ethical use, and instructional strategies, with monitoring and impact assessment measures	Instructors receive structured, ongoing training in AI pedagogy, ethics, and instructional strategies through hands-on workshops and case studies. The institution monitors AI integration in teaching and evaluates its impact.	Some instructor training in AI pedagogy and ethics is available, but it is optional, lacks structured implementation, or is limited to a few departments.	No formal Instructor training exists for AI pedagogy, ethical considerations, or instructional strategies.	
Assessing entry-level AI literacy and providing foundational support	Institutions assess students' AI literacy levels upon entry and offer structured, tailored support programs to bridge gaps. These are embedded in orientation, foundation years, or early general education.	Some AI literacy training is offered (e.g., workshops or modules), but there is no systematic assessment of students' baseline knowledge or tailoring of content.	No institutional effort exists to assess or support students' AI literacy. Opportunities to build foundational AI knowledge are limited or optional.	
Equipping students with new skills to use AI effectively and adapt to AI-driven teaching, learning, and assessment methods	Students engage in real-world AI applications through industry collaborations, AI-assisted research projects, and AI-driven simulations for problem-solving.	Students have access to some AI tools but receive minimal guidance on their effective and ethical use.	There is no structured approach to equipping students with AI-related skills or supporting adaptation to AI-driven learning.	

Criteria	Exemplary (Fully Integrated)	Developing (Partially Integrated)	Needs Improvement (Not Integrated)	Score
Promoting continuous AI skill development among both instructors and students through structured learning opportunities, institutional support, and a culture of adaptability	Lifelong learning in AI is embedded in the institutional culture for both instructors and students, supported by AI-focused modules, micro-credentials, mentorship programs, and clear pathways for continuous upskilling.	Some AI-related lifelong learning initiatives (e.g., webinars, short courses) are available to instructors and/or students, but they are not embedded into institutional strategy or consistently supported.	Structured opportunities for AI skill development are lacking for both instructors and students, with no institutional focus on lifelong learning in AI.	
Providing instructor and student support for AI adoption	Dedicated AI help desks, peer mentoring programs, and AI learning hubs provide instructors and students with hands-on support for AI integration.	Basic AI support is available through IT services, but there is no dedicated AI support structure for instructors and students.	No AI-specific support services exist for instructors or students, making AI integration difficult without institutional guidance.	
Establishing an instructor community of practice to share best practices in AI-enhanced teaching	An instructor community of practice is established, facilitating ongoing peer learning, AI best practice sharing, and collaborative AI-enhanced teaching innovation.	Some informal instructor discussions on AI-enhanced teaching occur, but no formalized community of practice is established to support peer learning.	No instructor network or structured peer-sharing mechanism exists to promote AI best practices in teaching and learning.	
Monitoring and evaluating the impact of AI training on students and institutional effectiveness	The institution systematically monitors and evaluates the impact of AI-related training on student learning, engagement, and academic performance. Insights are used to refine programs and inform institutional strategies.	Some monitoring of student engagement or outcomes exists, but it is informal or not linked to broader institutional strategies	No mechanisms are in place to evaluate the effectiveness of AI training on students or institutional performance.	
Total Score				

2.2 Developing Robust & Inclusive Infrastructure

Criteria	Exemplary (Fully Integrated)	Developing Partially Integrated)	Needs Improvement (Not Integrated)	Score
Investing in AI-ready ICT infrastructure and digital ecosystems	Strategic investments are made in AI-ready ICT infrastructure (e.g., robust LMS, cloud computing, storage, networks, computing power), aligned with institutional goals for teaching, learning, and research. Planning is guided by stakeholder consultation, ensuring that digital ecosystems are scalable, sustainable, and responsive to faculty and student needs.	ICT infrastructure investments support some AI initiatives, but planning is fragmented or lacks active stakeholder engagement, resulting in partial alignment with institutional objectives.	No strategic investment in ICT infrastructure to support AI exists. Digital systems are outdated or fragmented, and stakeholders are not involved in infrastructure-related decisions.	
Ensuring equitable access to AI tools and resources	AI tools and resources are equitably available to all students and instructors, with targeted initiatives to support underserved groups and mitigate digital divides.	Some AI tools are available, but disparities in access remain across-departments or student populations.	Access to AI tools and resources is limited, creating inequities in AI-driven education.	
Strengthening cybersecurity and data privacy measures	Comprehensive cybersecurity policies and robust data privacy measures are implemented, with regular audits and instructor/student training on AI data security.	Basic cybersecurity and data privacy policies exist, but enforcement is inconsistent, and awareness training is limited.	Cybersecurity and data privacy are not prioritized, leaving AI implementations vulnerable to risks.	
Providing AI governance structures to oversee implementation and compliance	An AI governance structure is in place to oversee ethical AI adoption, compliance with regulations, and continuous improvement.	Some AI governance efforts exist, but they are informal or lack institution-wide enforcement.	No AI governance structure exists, leading to uncoordinated AI adoption without compliance or oversight.	

Criteria	Exemplary (Fully Integrated)	Developing (Partially Integrated)	Needs Improvement (Not Integrated)	Score
Developing AI integration guidelines for sustainable ICT infrastructure	Institutional guidelines support sustainable AI integration by outlining clear policies for ICT procurement, upgrades, interoperability, and lifecycle maintenance. These guidelines ensure long-term alignment between infrastructure and AI strategy.	AI integration is considered in infrastructure planning, but guidelines for sustainability (e.g., updates, interoperability, maintenance) are inconsistent or incomplete.	No clear policies or guidelines exist for AI integration, leading to reactive, fragmented infrastructure investments and poor sustainability.	
Ensuring interoperability and scalability of AI systems across institutional platforms	AI systems are designed for interoperability and scalability, allowing seamless integration across LMS, cloud platforms, and digital ecosystems.	AI systems are partially interoperable, but integration across different platforms remains a challenge.	AI systems are siloed, preventing seamless integration and scalability across institutional platforms.	
Implementing comprehensive data management strategies	A robust data management strategy ensures secure, ethical, and efficient handling of AI-generated and institutional data. Policies cover data governance, storage, sharing, and compliance with national and international regulations.	Some data management policies exist, but they are not fully integrated into AI infrastructure planning or compliance frameworks.	No clear data management policies exist, leading to risks in data security, ethical handling, and regulatory compliance.	
Total Score				

2.3 Facilitating AI Exploration, Experimentation & Continuous Learning

Criteria	Exemplary (Fully Integrated)	Developing (Partially Integrated)	Needs Improvement (Not Integrated)	Score
Staying continuously updated on AI advancements & best practices	Institutional strategies ensure continuous monitoring of AI advancements, with instructors and students regularly engaging in AI-focused professional development, workshops, and conferences.	Some instructors and students engage in AI-related training, but there is no structured institutional approach to staying updated on AI advancements.	No institutional efforts exist to keep instructors and students updated on AI advancements and best practices.	
Providing spaces for institutions to test and refine AI applications – supporting experimentation and innovation	Dedicated AI labs, innovation hubs, and sandbox environments are available for instructors and students to experiment, test, and refine AI applications in teaching and research.	Some AI experimentation opportunities exist, but they are informal or limited to select departments and lack institutional support.	There are no structured spaces or initiatives for experimenting with AI in teaching, learning, or research.	
Partnering with industry and policymakers for AI advancements and innovation	Strategic partnerships with industry leaders, policymakers, and AI organizations drive collaborative projects, knowledge exchange, and policy alignment for AI adoption in education.	Industry collaborations occur sporadically but are not embedded in a long-term strategy for AI development in higher education.	No partnerships exist with industry or policymakers for AI-driven innovation and knowledge exchange.	
Encouraging research on AI's impact in higher education	AI-related research is actively supported through funding, institutional initiatives, and dedicated research centers exploring AI's pedagogical and operational impacts.	Some research on AI in education is conducted, but there are limited institutional incentives, funding, or designated AI research programs.	AI's impact on higher education is not researched, and there is no institutional effort to explore its pedagogical implications.	

Criteria	Exemplary (Fully Integrated)	Developing (Partially Integrated)	Needs Improvement (Not Integrated)	Score
Creating ethical AI experimentation guidelines	Institutional policies and ethical frameworks guide AI experimentation, ensuring responsible AI trials, bias mitigation, transparency, and accountability.	Some ethical AI guidelines exist, but they are not widely implemented or consistently followed in AI experimentation.	No ethical guidelines exist for AI experimentation, leading to risks in bias, transparency, and responsible AI use.	
Total Score				

3. Rubric for Cross-Cutting Themes for AI Integration in Higher Education

3.1 Policy and Governance

Criteria	Exemplary (Fully Integrated)	Developing (Partially Integrated)	Needs Improvement (Not Integrated)	Score
Exploring the potential of AI beyond teaching and learning	AI applications extend beyond teaching and learning to optimize administrative processes, research, and institutional decision-making. AI is also integrated into student support services, such as AI-powered chatbots, virtual advising, and automated feedback systems.	AI is explored beyond teaching and learning, but adoption in institutional processes remains limited.	AI is not considered beyond teaching and learning, with minimal exploration of its broader institutional applications.	
Gathering stakeholder input: Engaging instructors, staff, and students in AI decision-making	A structured process is in place to actively engage instructors, staff, and students in AI decision-making, ensuring their needs, concerns, and expectations shape AI policies and implementations.	Stakeholder input is considered in AI decision-making, but engagement is informal or inconsistent across departments and initiatives.	There is no formal mechanism to involve stakeholders in AI policy or decision-making, leading to a lack of transparency and buy-in.	
Defining institutional strategies for AI implementation	A well-defined institutional AI strategy aligns AI adoption with educational goals, research priorities, and digital transformation initiatives.	AI strategies are discussed but not fully integrated into institutional planning and decision-making.	AI strategies are not defined, leaving AI adoption unstructured and reactive.	

Criteria	Exemplary (Fully Integrated)	Developing (Partially Integrated)	Needs Improvement (Not Integrated)	Score
Identifying and mitigating risks associated with AI implementation	A comprehensive risk management framework is established, proactively identifying and mitigating AI-related risks such as data privacy concerns, algorithmic bias, cybersecurity threats, and ethical implications. Risk assessments are conducted regularly, with clear mitigation strategies in place.	AI risks are recognized, but risk management practices are inconsistent or reactive. Limited mechanisms exist to assess and address risks across different AI applications.	AI risks are not systematically assessed, leading to potential ethical, security, and compliance challenges without a structured response.	
Allocating resources - considering both initial costs and long-term sustainability	Resource allocation for AI integration is planned strategically, balancing initial investments with long-term sustainability and institutional priorities.	AI funding is available, but long-term sustainability planning is inconsistent across departments.	No dedicated funding or strategic planning exists for AI resource allocation, leading to ad-hoc investments.	
Defining institutional structures and governance for AI implementation	Institutional AI governance structures are clearly defined, with dedicated committees overseeing AI policy enforcement, data governance, and risk management. These structures explicitly include key stakeholders such as instructors, students, and employers to ensure participatory governance.	Institutional AI governance structures exist but are still evolving, with limited stakeholder engagement and unclear mechanisms for participatory decision-making.	Institutional AI governance is non-existent, leading to fragmented AI implementation without accountability or stakeholder inclusion.	
Establishing policies and guidelines for responsible AI use with clear objectives and in line with the institution's mission	Comprehensive AI policies and guidelines are established, clearly outlining objectives aligned with the institution's mission. These cover ethical AI use, transparency, bias mitigation, and accountability.	Some AI policies and guidelines exist but lack comprehensive coverage of ethical considerations and responsible use.	No formal AI policies or guidelines exist, leading to unregulated and inconsistent AI usage.	

Criteria	Exemplary (Fully Integrated)	Developing (Partially Integrated)	Needs Improvement (Not Integrated)	Score
Aligning AI adoption with accreditation, regulatory frameworks, and internal quality systems	AI adoption aligns with internal quality assurance processes, accreditation requirements, and regulatory frameworks, ensuring compliance with national and international standards and supporting continuous quality improvement.	AI adoption partially aligns with accreditation and regulatory frameworks, but internal QA integration is limited or fragmented.	AI adoption is misaligned with accreditation and regulatory requirements, and lacks connection to internal QA processes, posing risks to compliance and institutional credibility.	
Regularly documenting, monitoring and assessing the impact of AI integration on teaching, learning outcomes, and administrative processes	AI integration impact is regularly assessed through structured evaluations, including effectiveness on learning outcomes, operational efficiency, and compliance.	AI integration impact is evaluated in select areas, but systematic institution-wide assessment mechanisms are not in place.	AI impact assessment is absent, making it difficult to track its effectiveness and institutional benefits.	
Establishing policies and guidelines for responsible AI use aligned with the institution's mission and community values	Comprehensive AI policies and guidelines are established, clearly outlining objectives aligned with the institution's mission and **reflecting community values.** These cover ethical AI use, transparency, bias mitigation, and accountability, and are informed by both internal priorities and broader societal standards.	Some AI policies and guidelines exist but lack comprehensive coverage of ethical considerations or **engagement with community perspectives.**	No formal AI policies or guidelines exist, leading to unregulated and inconsistent AI usage, with no attention to institutional values or community alignment.	
Total Score				

3.2 Ethics & Responsible AI Use

Criteria	Exemplary (Fully Integrated)	Developing (Partially Integrated)	Needs Improvement (Not Integrated)	Score
Addressing bias, transparency, and accountability in AI applications	Regular audits of AI systems to identify and mitigate bias are applied, while ensuring transparency in decision-making and accountability in AI use across educational contexts.	Some bias mitigation and transparency measures are applied, but with inconsistent enforcement and evolving accountability structures.	Overlooking bias, with no formal transparency or accountability mechanisms in place.	
Upholding data privacy and security in AI-enabled education	Robust protocols are implemented to uphold data privacy and security, including encryption, secure storage, and compliance with institutional, national, and international regulations.	Basic privacy and security measures are applied but are not consistently enforced or regularly updated to address evolving AI risks.	Minimal or no privacy and security protocols are applied, exposing AI systems to breaches and misuse.	
Enforcing ethical AI policies and procedures in teaching, learning, and beyond	Clear ethical AI policies and procedures are actively enforced across teaching, learning, and institutional contexts, supported by regular training, monitoring, and transparent reporting mechanisms.	Some policies and procedures are applied but lack consistency or institution-wide enforcement.	No ethical AI policies or procedures are in place to guide responsible AI use in academic settings.	
Ensuring institutional enforcement of AI academic integrity	Clear institutional policies are applied to prevent AI misuse (e.g., plagiarism, contract cheating, unacknowledged AI authorship), supported by awareness, tools, and enforcement mechanisms.	Some policies are applied inconsistently, with limited coordination or proactive support for enforcement.	No institutional policies or support mechanisms are applied to manage AI-related academic misconduct.	

Criteria	Exemplary (Fully Integrated)	Developing (Partially Integrated)	Needs Improvement (Not Integrated)	Score
Accountability and responsibility in AI-assisted decisions	Defined accountability structures are applied with human oversight in AI-assisted decisions, and decision chains are clearly documented.	Some accountability mechanisms are applied but lack consistent implementation or clarity.	No clear lines of responsibility or oversight are applied in AI-supported academic or institutional decisions.	
Ethical awareness and literacy among faculty and students	Ongoing training and awareness efforts are applied to promote ethical AI use among faculty and students, embedded in programs and curricula.	Some awareness and training efforts are applied, but reach and consistency vary across departments.	No structured training or awareness activities are applied to build understanding of AI ethics.	
Respecting human dignity and autonomy in AI application	AI systems are applied in ways that uphold human dignity and autonomy, ensuring informed consent and the right to opt out of AI-driven decisions.	Some attention is applied to autonomy and dignity, but transparency or user control remains limited.	No consideration is applied to protecting dignity or autonomy in AI-driven academic systems.	
Safeguarding against AI-facilitated academic misconduct	Preventive strategies and tools are applied to detect and mitigate AI misuse, with clear awareness and guidance for acceptable practices.	Reactive approaches are primarily applied, with unclear or inconsistently enforced guidance.	No tools or preventive measures are applied to address AI misuse in academic contexts.	
Total Score				

3.3 Equity, Access & Fair AI Practices

Criteria	Exemplary (Fully Integrated)	Developing (Partially Integrated)	Needs Improvement (Not Integrated)	Score
Applying AI tools to support diverse learning needs	AI tools are designed and implemented with inclusivity at the core, offering multilingual access, adaptive features, and accommodations for students with disabilities. Institutional policies ensure inclusive design is regularly reviewed and updated.	Some accessibility features are included, but implementation is inconsistent and not guided by comprehensive institutional policies.	AI tools overlook diverse learning needs, creating access barriers for students with disabilities, language diversity, or varied learning preferences.	
Promoting fairness and inclusion in AI-assisted learning	AI-assisted learning models are designed to promote fairness and actively prevent discrimination, marginalization, or exclusion across learner populations.	Some attention is given to fairness and inclusion, but policies or frameworks are incomplete or inconsistently applied.	AI-assisted learning does not address fairness or inclusion, risking reinforcement of existing disparities.	
Preventing AI from reinforcing educational inequalities	Regular audits are conducted to detect and mitigate bias in AI systems, with active engagement of underrepresented groups in identifying risks and informing solutions.	Some audits or feedback loops exist, but bias detection is inconsistent and stakeholder engagement is limited.	No efforts are made to assess or address how AI systems may reinforce inequalities.	
Ensuring compliance with legal and ethical standards for equity	AI systems fully comply with national and institutional standards for fairness and inclusion, and are subject to regular compliance checks.	Some attention is given to standards compliance, but enforcement is partial or reactive.	AI tools are deployed without ensuring alignment with applicable ethical or legal standards.	

Criteria	Exemplary (Fully Integrated)	Developing (Partially Integrated)	Needs Improvement (Not Integrated)	Score
Evaluating AI's impact on equity and inclusion	AI systems are continuously evaluated using clear equity-focused metrics. Data insights inform inclusive design and institutional decision-making.	Limited or ad hoc evaluations are conducted, with few mechanisms for translating findings into practice.	No evaluations are conducted to understand the equity impacts of AI deployment.	
Adapting AI systems based on inclusion and fairness audits	Findings from equity audits are systematically used to refine AI design and policies. Institutional strategies are responsive and improvement-oriented.	Some revisions are made based on audit findings, but changes are not systematic or consistent across units.	No review mechanisms are in place to adapt AI systems based on audit results.	
Ensuring accessibility of AI-driven decisions and outputs	AI decisions are explainable and interpretable, allowing students, instructors, and administrators to understand AI-driven recommendations and assessments.	Some efforts are made to ensure AI explainability, but there is no institutional standard for interpretability in AI-assisted decision-making.	AI systems operate as 'black boxes,' with no efforts to make AI decisions understandable to students or instructors.	
Total Score				

Rubric Interpretation Guide

How to Compute Scores

Each criterion has 3 levels:

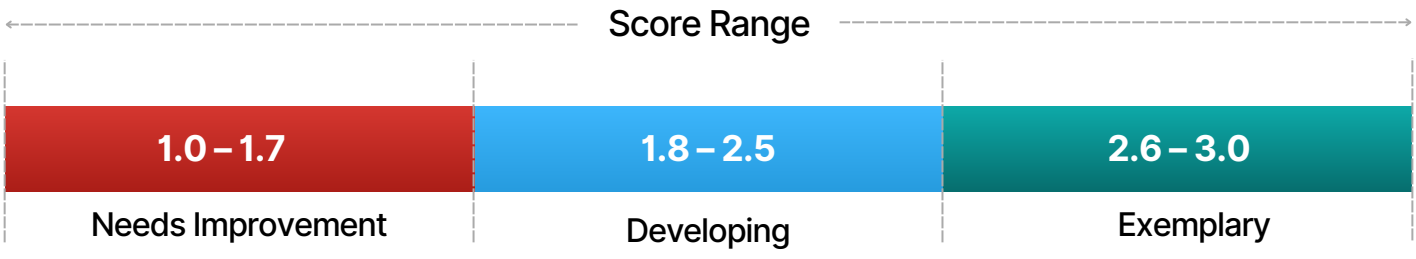
- **Exemplary = 3**
- **Developing = 2**
- **Needs Improvement = 1**

Steps to Compute Scores:

1. Score each criterion individually using the 1–3 scale.
2. Add the scores across all criteria in a domain (e.g., 1.1 has 7 criteria → max score = 21).
3. Divide the total score by the number of criteria to get an average score per domain (e.g., 18/7 = 2.57).
4. Use the Rubric Interpretation Guide to classify:
    - 2.6 – 3.0 → Exemplary
    - 1.8 – 2.5 → Developing
    - 1.0 – 1.7 → Needs Improvement

Note: In the future, the group may consider a weighted scoring system (e.g., giving more weight to certain aspects), but your current model is already rigorous and intuitive.

How to Interpret the Results



1.0 – 1.7	1.8 – 2.5	2.6 – 3.0
ACTIONABLE MEANING	ACTIONABLE MEANING	ACTIONABLE MEANING
Foundational work is minimal. Requires prioritization and clear planning.	Moderate maturity with good foundational work; needs targeted improvements.	Strong institutional performance; this area can be used as a model for other HEIs

Integrated Analysis & Reflection Steps

1. Review the Radar Chart – Identify Imbalances and Gaps

Use the radar chart to scan for underdeveloped areas.

Reflection Prompts:

- Which dimensions have the widest gaps or lowest scores?
- Do these areas surprise us, or confirm existing concerns?

2. Highlight Strengths – Identify 2.6+ Areas for Replication

Celebrate strong-performing areas as potential models.

Reflection Prompts:

- What factors contributed to our high performance in these areas?
- How can we share or scale these practices across other units?

3. Identify Priority Areas – Focus on Those Under 2.0

These are areas needing immediate attention.

Reflection Prompts:

- What specific challenges are holding us back in these dimensions?
- What support, resources, or changes are needed to improve?

4. Look Across Themes – Assess Systemic Blockers

Analyze cross-cutting issues (e.g., policy, ethics, infrastructure).

Reflection Prompts:

- Are there common barriers (like unclear governance or lack of training)?
- Are our AI efforts aligned with our institutional values and strategy?

5. Document Qualitative Insights – Review Comment Patterns

Leverage the comments/evidence section for real insight.

Reflection Prompts:

- What recurring themes are emerging in our notes and comments?
- How do these reflections inform our next steps or roadmap?

Strategic Planning Prompt

Based on this analysis and reflection, what 2–3 priority actions should we focus on in the next 6-12 months?

Using the Results Strategically

Use Case	How to Apply the Results
Internal Benchmarking	Compare departments; use high performers to guide others.
Strategic Planning	Inform AI strategies, infrastructure, and training priorities.
Progress Monitoring	Re-assess yearly and track score changes.
Stakeholder Engagement	Use visuals to engage leadership, faculty, and students.

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