

AI Literacy Framework for Higher Education



- Welcome: build a shared, adaptable AI literacy framework



- Across teaching, research, operations, and student life



- For leaders, faculty developers, librarians, and curriculum designers



- A coordinated guide—not one course, tool, or policy memo



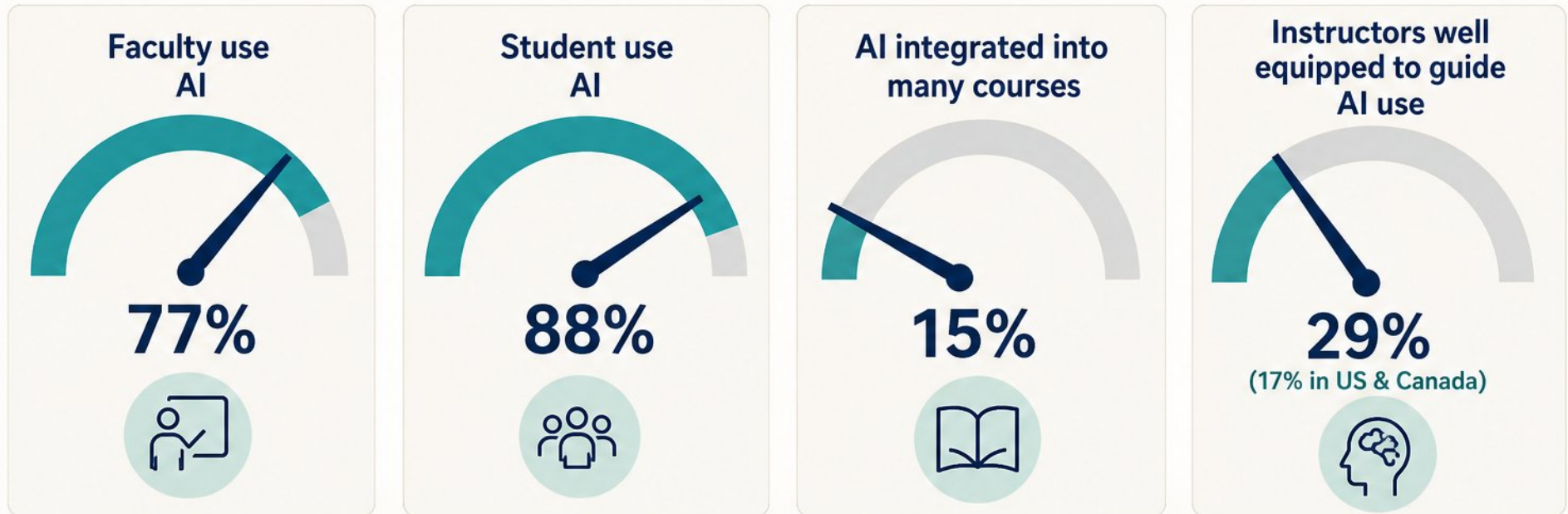
- Preview: definitions, competency domains, ethics, governance, implementation



- Success: shared vocabulary, mapped landscape, draft action agenda



Why AI Literacy Is an Institutional Imperative Now



- Adoption is mainstream but uneven: 77% of faculty and 88% of students use AI



- Only 15% of students say AI is integrated into many courses



- Just 29% believe instructors are well equipped to guide AI use (17% in US & Canada)



- 37% of students doubt their program is relevant for an AI-shaped future



- Accreditation now expects governed, ethical, transparent AI use

Defining AI Literacy and Its Boundaries



- **Working definition:**
understand how AI works,
evaluate outputs, use it
ethically and creatively



- **Distinct from tool use:**
literacy covers limits,
societal role, verification



- **Anchors:**
UNESCO (4 student /
5 teacher dimensions),
OECD-EU AILit (engage,
create, manage, shape)



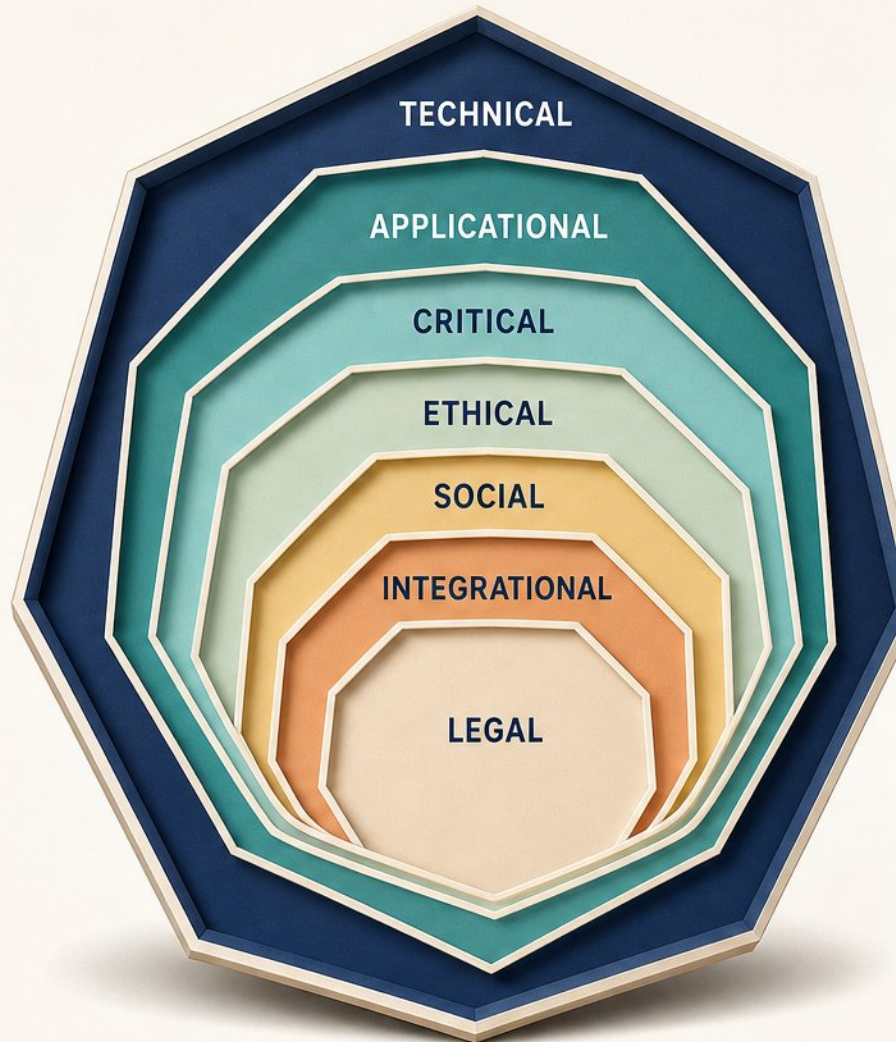
- **AI Literacy Heptagon:**
technical, applicational,
critical, ethical, social,
integrational, legal



- **Literacy vs. fluency:**
fluency adds strategic,
disciplinary, ethical
judgment



- **Boundaries:**
not AI engineering,
not tool endorsement,
not ethics-free productivity



FIELD GUIDE



SPECIMEN

AI Literacy Heptagon

DIMENSION

Seven interdependent
dimensions that together
define AI literacy.



CAUTION

Crossing the boundary
turns literacy into
something else.

Competency Domains for Higher Education

- Convergence on 4–6 recurring domains: understanding, skill, evaluation, ethics
- UNESCO teacher framework: five dimensions, 15 competencies
- Higher-ed models add governance, procurement, and review dimensions
- Role-differentiated expectations across faculty, students, and staff
- Map each domain to observable, assessable competency statements
- Prioritize two or three domains per program

	 UNDERSTANDING Conceptual knowledge and disciplinary comprehension	 SKILL Application of methods, tools, and practices	 EVALUATION Critical analysis and judgment of evidence and outcomes	 ETHICS Values, integrity, and responsible practice	 GOVERNANCE Policy, stewardship, and oversight	 PROCUREMENT Resource acquisition, vendor, and contract management	 REVIEW Continuous quality improvement and assessment
 FACULTY Design, teach, assess, and advance scholarship							
 STUDENTS Learn, apply, collaborate, and contribute							
 STAFF Enable operations, services, and compliance							
 ACADEMIC LEADERS Guide strategy, resources, and academic quality							
 EXTERNAL PARTNERS Collaborate and support mutual objectives							



High emphasis



Moderate emphasis



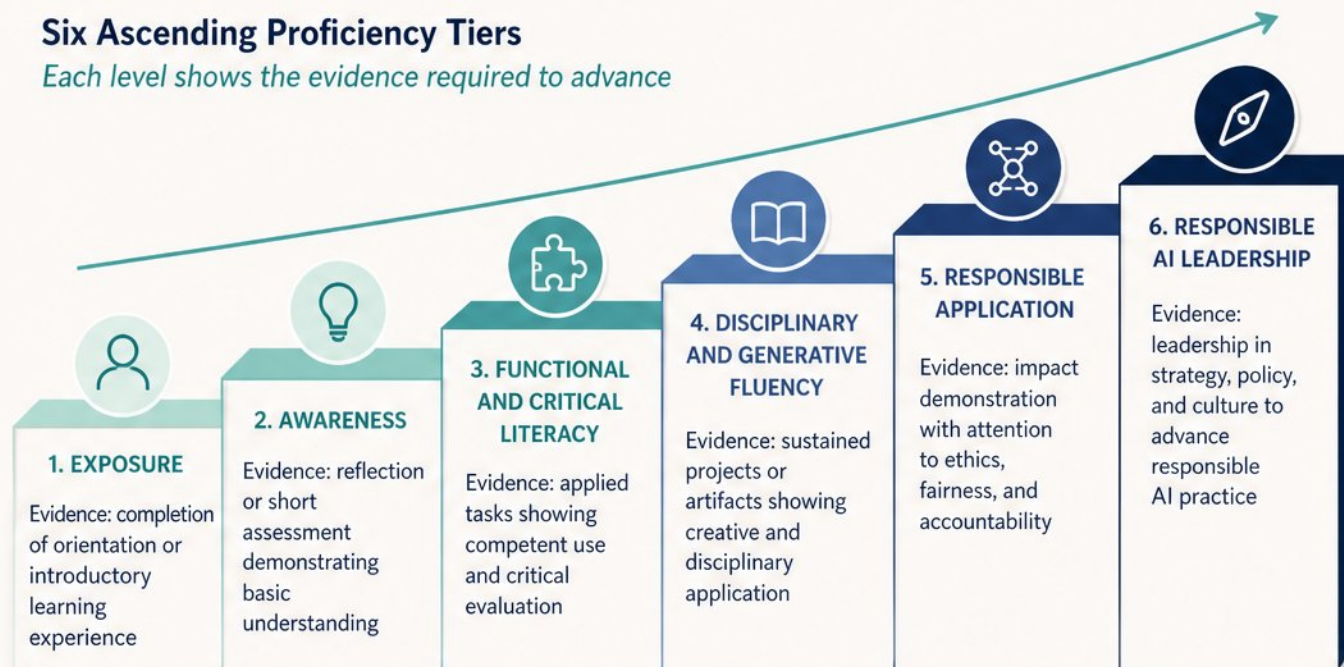
Lighter emphasis

Proficiency Levels and Progression Pathways

- UNESCO progression: Understand–Apply–Create for students; Acquire–Deepen–Create for teachers
- Higher-ed models add granularity: exposure → awareness → functional and critical literacy → disciplinary and generative fluency → responsible AI leadership
- Map levels to Bloom's revised taxonomy for curriculum committees and accreditors
- Generic baseline across core dimensions for all graduates; domain-specific extensions by field
- Use levels for professional development, micro-credentials, and promotion criteria
- **Caution:** document what evidence counts at each level

Six Ascending Proficiency Tiers

Each level shows the evidence required to advance



Recurring Motif: Layered Competency Grid (Domains × Proficiency Levels)

	EXPOSURE	AWARENESS	FUNCTIONAL AND CRITICAL LITERACY	DISCIPLINARY AND GENERATIVE FLUENCY	RESPONSIBLE APPLICATION	RESPONSIBLE AI LEADERSHIP
Knowledge and Understanding						
Skills and Application						
Ethics and Responsibility						
Communication and Collaboration						
Domain and Context						



CAUTION: DOCUMENT WHAT EVIDENCE COUNTS AT EACH LEVEL

Ethics, Equity, and Responsible Use



- **Shared principles:** accountability, transparency, human oversight, fairness, privacy, accessibility, safety



- **Faculty concerns:** plagiarism 92%, overreliance 88%, bias 79%, privacy 69%, unequal access 58%



- **Only 21% of faculty** feel very confident guiding classroom AI use



- **Protect data:** no PII or protected data in unapproved tools



- **Access gap:** about half of faculty and staff versus one in four students

FIELD GUIDE 01



Accountability

DIMENSION
Ongoing

CAUTION:
Avoid abdication of responsibility.

FIELD GUIDE 02



Transparency

DIMENSION
Clear

CAUTION:
Disclose AI use and limits.

FIELD GUIDE 03



Human Oversight

DIMENSION
Essential

CAUTION:
Maintain human in-the-loop.

FIELD GUIDE 04



Fairness

DIMENSION
Inclusive

CAUTION:
Guard against unfair outcomes.

FIELD GUIDE 05



Privacy

DIMENSION
Protected

CAUTION:
Protect data and identities.

FIELD GUIDE 06



Accessibility

DIMENSION
Usable

CAUTION:
Design for all learners.

FIELD GUIDE 07



Safety

DIMENSION
Secure

CAUTION:
Minimize harm and misuse.

FIELD GUIDE 04B

Bias

RISK SOURCE

- Historical biases in data and models can perpetuate stereotypes and exclusion.

MITIGATION

- Audit datasets, involve diverse perspectives, and monitor impacts over time.



FIELD GUIDE 04

Fairness

RISK SOURCE

- Biased data and algorithms can lead to unfair or disparate outcomes.

MITIGATION

- Use diverse data, test for bias, and apply inclusive design practices.



FIELD GUIDE 05

Privacy

RISK SOURCE

- Data shared with tools can expose personal or sensitive information.

MITIGATION

- Limit data shared, remove identifiers, and follow privacy best practices.



FIELD GUIDE 05B

Integrity

RISK SOURCE

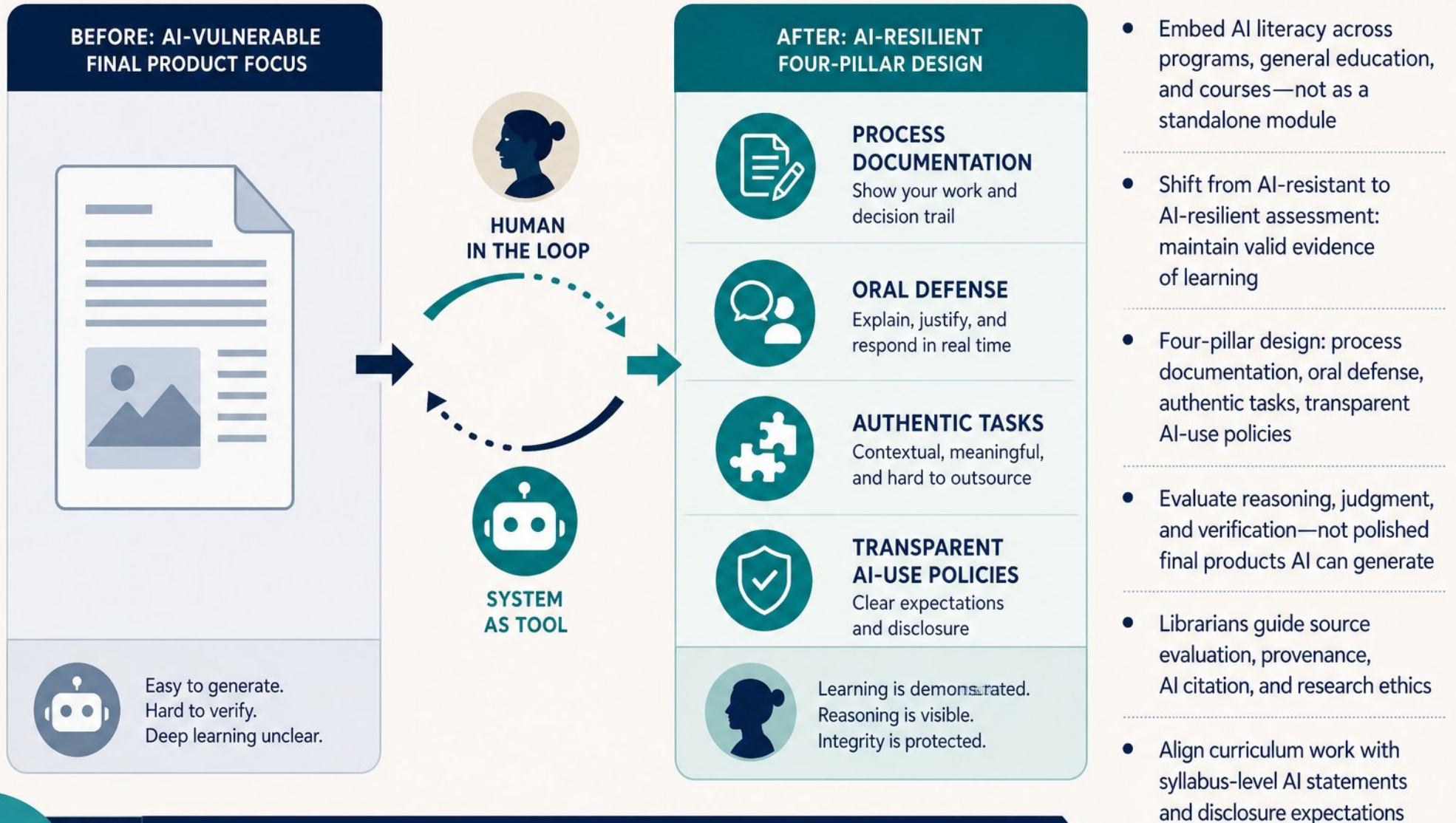
- Misuse or manipulation can undermine trust and academic integrity.

MITIGATION

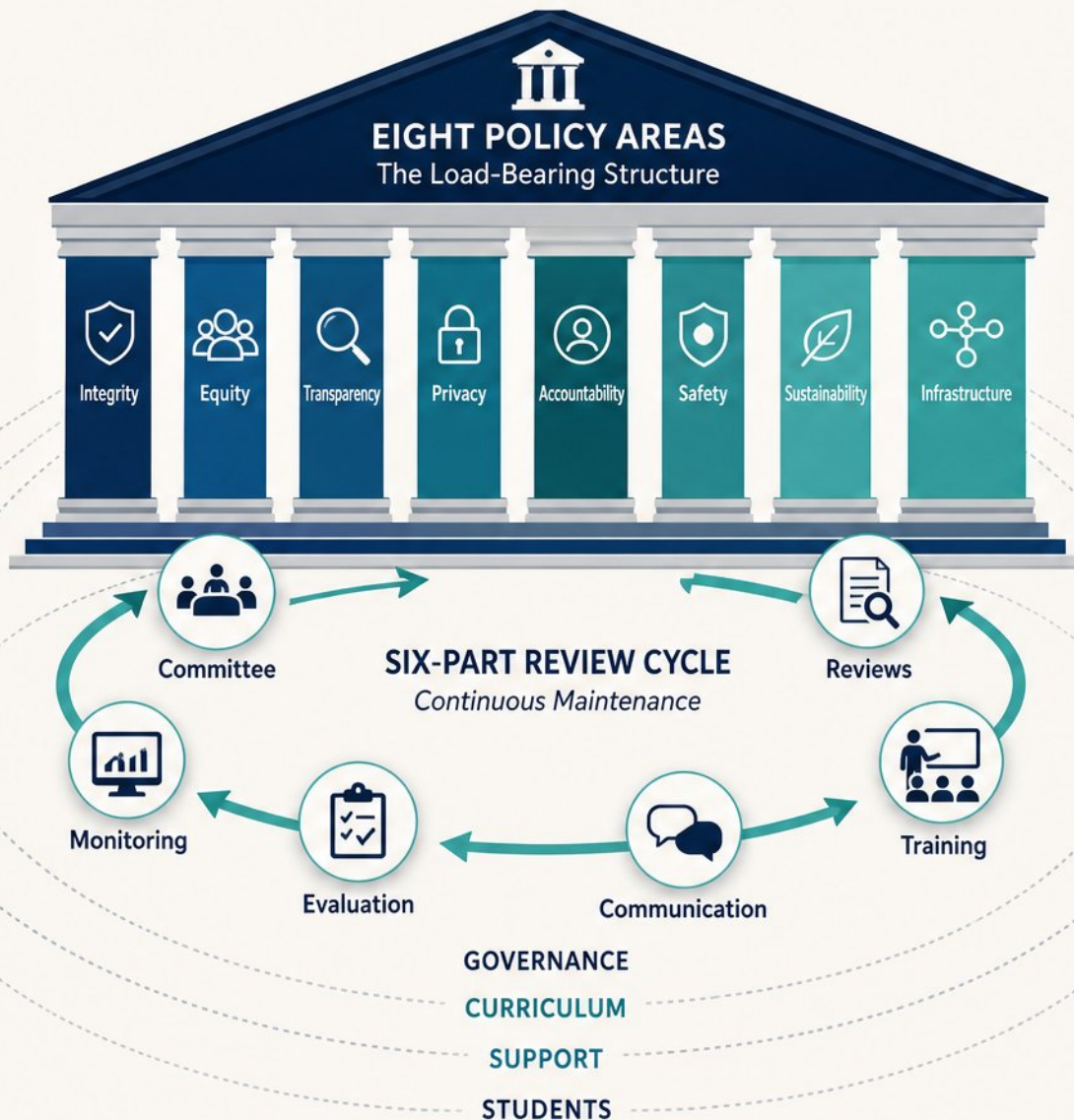
- Set clear expectations, educate users, and promote honest AI use.



Redesigning Curriculum and Assessment

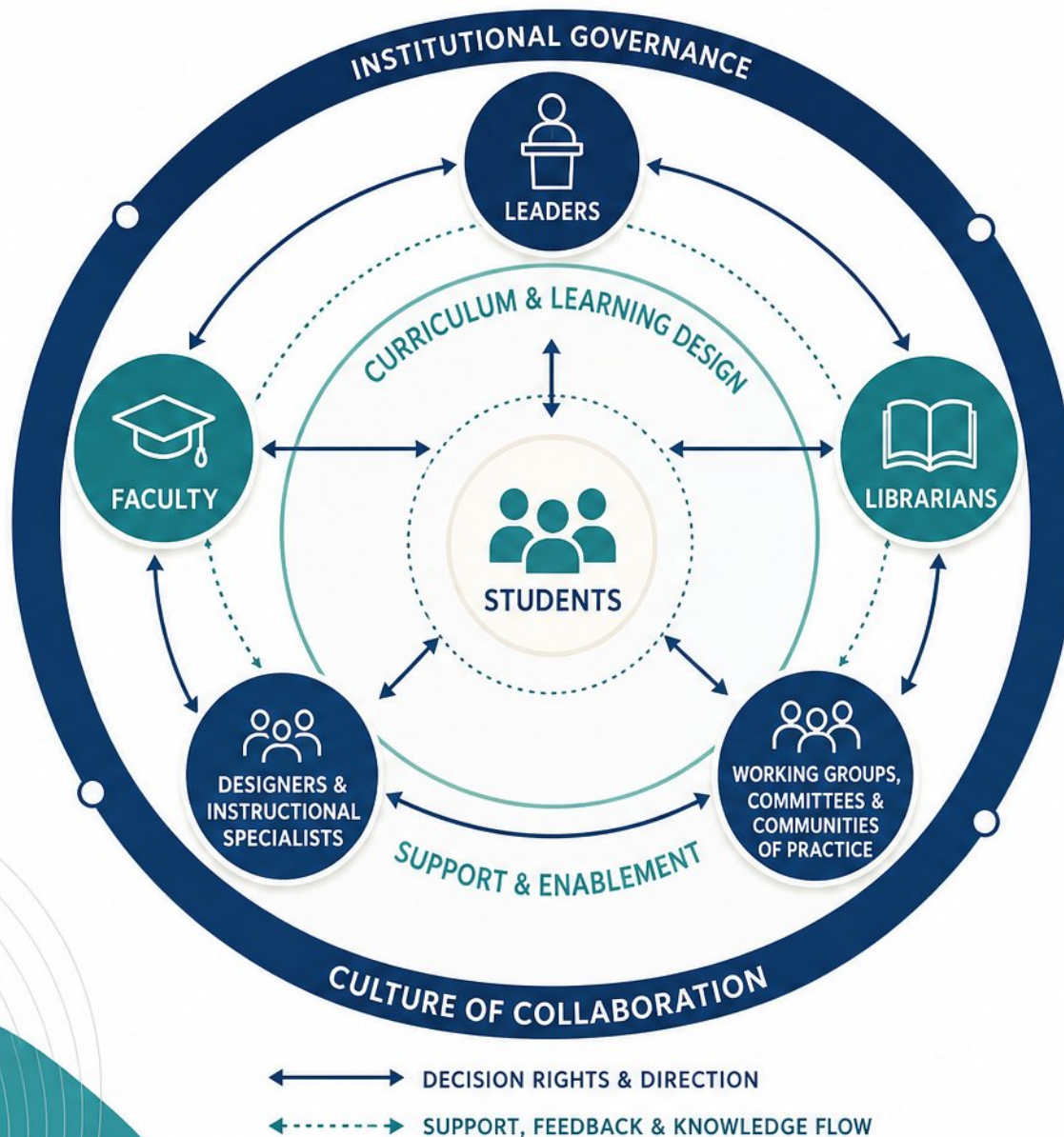


Governance, Policy, and Institutional Readiness



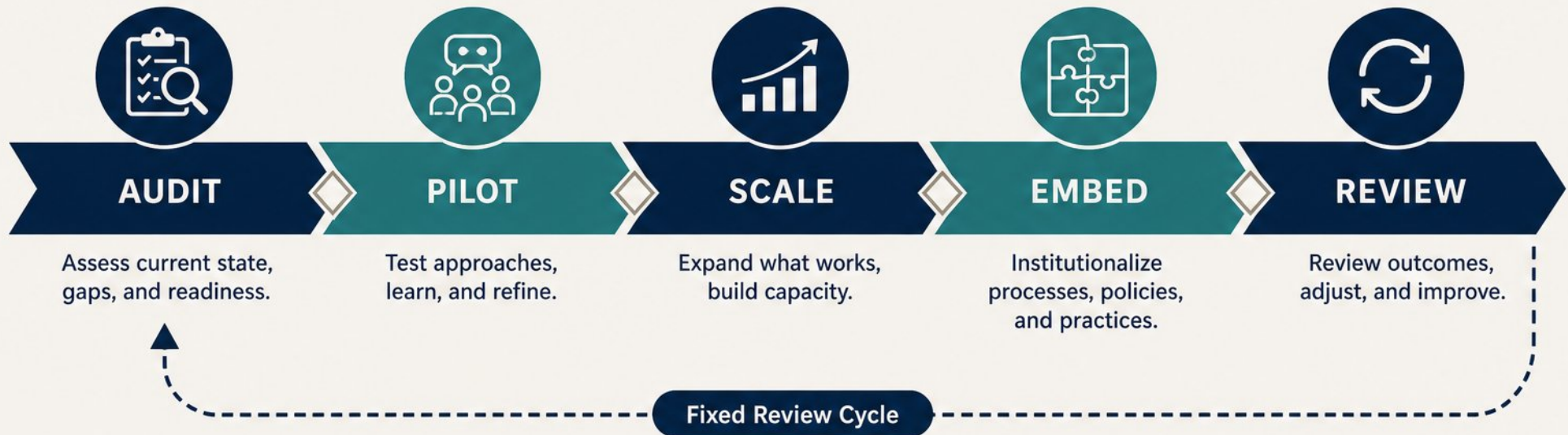
- 2026 Delphi framework: eight policy areas, from integrity to infrastructure
- **Six-part review cycle:** committee, reviews, training, communication, evaluation, monitoring
- **Georgia Tech 2026:** local AI contacts, tool register, annual review, eight ethical principles
- **Leading US universities:** syllabus rules, disclosure, privacy-first guardrails, detection skepticism
- EU AI Act, GDPR, FERPA, and accessibility law shape policy scope
- Avoid compliance-only responses; treat AI as a learning design problem

Roles, Collaboration, and Professional Development



- Leaders set direction; faculty design learning; librarians guide inquiry ethics
- Standing AI committees, task forces, and communities of practice with clear decision rights
- SUNY-style cross-campus CoPs: \$500 stipends, monthly sessions, artifact creation
- Peer-led, task-aligned support beats one-off tool demos
- Student partnership: co-design, peer education, transparency, feedback loops
- Sustain expertise: onboarding, continuing education, incentives, service recognition

Implementation Roadmap and Institutional Maturity



- Phased approach: audit, pilot, scale, embed, and review on a fixed cycle



- WCET tiers: foundational imperatives now, strategic enablers in 12–24 months, transformative opportunities after 24 months



- Track maturity dimensions: leadership commitment, policy clarity, curriculum integration, support capacity, assessment, culture



- Balance quick wins with structural change to prevent stranded pilots



- Resource dedicated staff, professional development, sanctioned tools, and evaluation capacity



- Avoid fragmentation, tool-first thinking, neglected faculty workload, and ownerless pilots

Assessing and Evaluating AI Literacy

MEASURING AI LITERACY THROUGH MULTIPLE INSTRUMENTS



SHORT KNOWLEDGE TEST

Assesses conceptual understanding and foundational knowledge of AI.



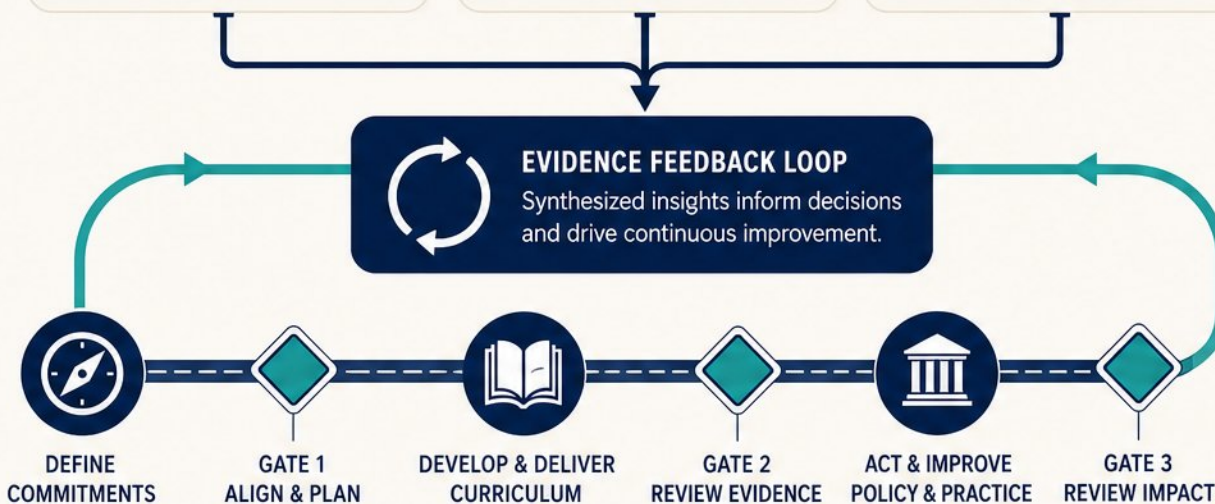
PERFORMANCE-BASED TASK

Evaluates the ability to apply AI concepts to realistic problems and scenarios.



MULTIDIMENSIONAL COMPETENCY SCALE

Captures knowledge, skills, dispositions, and ethical and responsible AI practices.

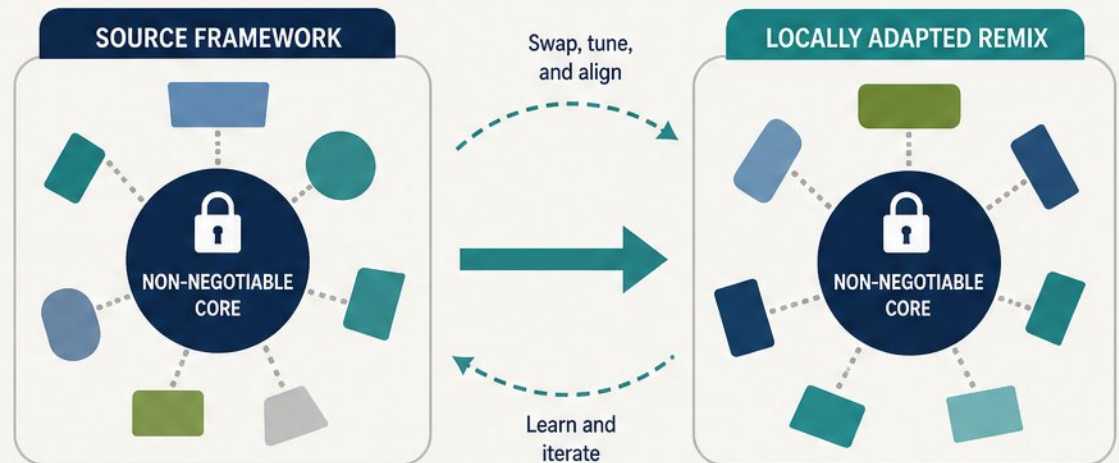


- Assess knowledge, skills, dispositions, and institutional progress—not just tool familiarity
- Use direct and indirect instruments: performance tests, portfolios, surveys, focus groups
- Validated tools exist: AILIT-S (under 5 minutes), GLAT, MAIL-CS
- Caution: self-reports overstate competence; don't conflate literacy with tool-use frequency
- Close the loop: feed results into curriculum revision, policy, and professional development
- For accreditation: report outcomes against commitments and review cycles

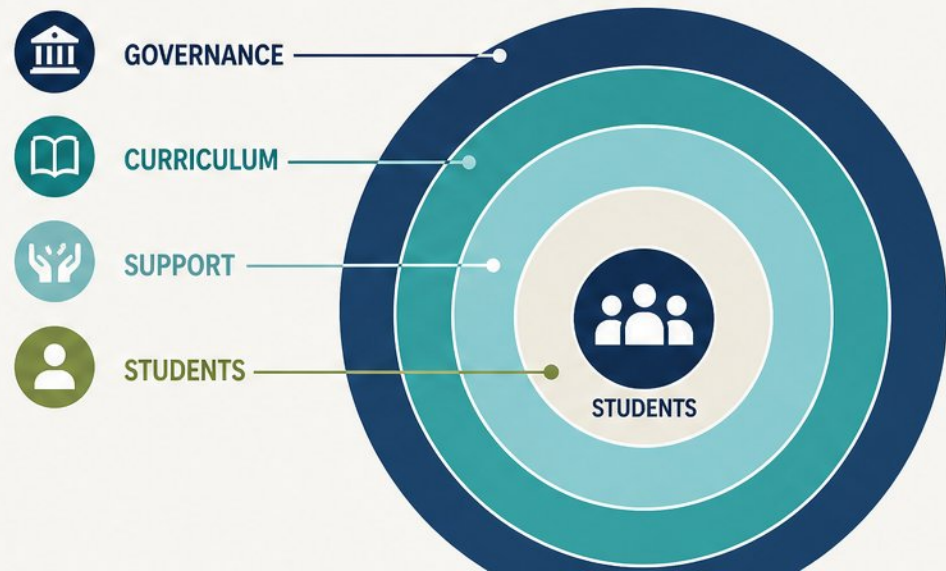
Adapting the Framework Locally

- Adaptation is values-driven: align to mission, culture, capacity, and students
- Four steps: sensemaking, context assessment, remixing, sustainability
- Separate non-negotiables—privacy, human oversight, equitable access—from discretion
- Use WCET's three domains—governance, operations, pedagogy—to coordinate units
- Remix openly licensed frameworks rather than building from scratch

External Framework Being Remixed for Local Mission



Institutional Orbit: Aligning the Whole



Action Planning Workshop

1



Audit: map current AI use across teaching, research, operations, and student support

2



Gaps: assess strengths against governance, operations, and pedagogy

3



Priorities: pick two or three foundational actions—task force, policy review, baseline training

4



Roles: assign accountability, a metric, and a review date

5



Commit: one next step and one owner before you leave

Owner: _____

Date: _____

LAYERED COMPETENCY GRID (DOMAINS × PROFICIENCY LEVELS)

DOMAINS	PROFICIENCY LEVELS			
 Teaching				
 Research				
 Operations				
 Student Support				

Key Takeaways and Resources

- ✓ AI literacy is an institutional capability, not an individual trait
- ✓ Curriculum, policy, professional development, and equitable access must work together
- ✓ Shared reference points: UNESCO frameworks, OECD/EU AILit, AI Literacy Heptagon
- ✓ Governance and literacy are inseparable: policies set guardrails, literacy makes them usable
- ✓ Redesign assessment rather than police it; AI detection tools are unreliable
- ✓ Next step: return to your AI working group with a shared vocabulary and draft action agenda



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