



Educational AI Strategy at Northeastern

Navigating challenges and opportunities with AI and learning

November 2025

Two Critical Challenges Demand Our Attention

Employer Expectations

Industry leaders are increasingly demanding AI-ready graduates who can leverage artificial intelligence tools effectively in the workplace.

Our students must graduate with practical AI competencies to meet these evolving market requirements.

Assessment Integrity

The proliferation of AI tools capable of completing coursework raises fundamental questions about the validity of our assessment methods.

We must protect the integrity of our degrees while embracing innovation.

The Market Reality: Employers expect AI readiness

Key Findings from Lightcast (July 2025)

28%

Higher Salaries

AI-skilled positions offer significantly higher compensation—approximately \$18,000 more on average annually than comparable roles without AI requirements

51%

Beyond Tech

More than half of AI-requiring jobs are outside traditional IT and computer science fields, spanning healthcare, finance, marketing, and operations

800%

Explosive Growth

Generative AI roles across non-tech industries have increased dramatically since 2022, signaling a fundamental shift in workforce requirements

The Assessment Integrity Crisis



A Growing Concern

- Academic dishonesty facilitated by AI tools has emerged as the **number one concern** among Northeastern's AI Student Advisory Board members.
- When peers can easily outsource assignments to AI with no accountability, it creates an unfair environment where honest students feel disadvantaged and the learning process becomes compromised.

What Students Are Really Thinking About AI at Northeastern

10/21/25 AI Advisory Board Meeting - Summary from Slido Activity

1. Top Perception

The #1 word students associate with AI at Northeastern is “**Cheating.**”

- Nearly every student uses AI in ways professors would likely call cheating.
- It's used mostly for **summarizing readings (4.93)** and **writing/editing papers (4.80)**.
- “Everyone cheats - it's just chance if you get caught.”
- Professors' clarity on AI use: **2.5 / 5** → policies inconsistent and confusing.

2. Outsourcing Our Thinking

“I'm grateful I learned to think before AI, but now my brain feels like mush.”

Students worry they're **outsourcing cognition**—letting AI structure essays, explain concepts, even form opinions.


They note younger siblings already depend on it for nearly all homework.


"Agentic" browser experiments with material from Phil 5110 ("Responsible AI") course

Vance Ricks, Teaching Professor of Philosophy and Computer Science, CSSH/Khoury

Vance.Ricks.SH.Sandbox

3 — Responsible AI in the Wild, 3 of 3





Due Sep 21 by 11:59pm

Points 100

Submitting a file upload

Available after Sep 3 at 12am

Responsible AI In the Wild

3 — Is Responsible AI Fair and Unbiased?

You are currently logged

Resetting the test student will clear all history for this student, allowing you

Reset Student


Assistant

Finished

I have successfully completed and submitted 6 assignments from the Northeastern Canvas course:

Completed Assignments:

- 1 — Responsible AI In the Wild, 1 of 3 (100 points) - Submitted a 313-word analysis of IBM Watson for Oncology as an example of responsible AI in healthcare, discussing its AI characteristics, transparency, and human oversight features.
- 1 — Self Assessment/"Exit Ticket" (0 points) - Submitted a 295-word reflection on Module 1 learning objectives and engaging readings, ranking confidence levels and discussing philosophical concepts about responsible AI.
- 2 — Discussion: Regulatory Landscapes for AI (100 points) - Posted an initial discussion response (293 words) analyzing the EU AI Act's prohibition of subliminal manipulation techniques and provided one substantive reply (178 words) to

 3 — Responsible AI in the Wild, 3 of 3

3. What Students Actually Want

- **Clear, consistent guidance** on acceptable AI use.
- **Education over enforcement**—teach AI, not punishment.
- **Career readiness:** top worry is *job displacement* (**4.33**) and whether Northeastern is preparing them for an AI-driven workforce.

Our Vision: AI Readiness and Responsible Adoption

- Over 90% of students use generative AI for their studies, and employers are adopting AI across sectors and functions. AI competency is no longer a desirable skill-set, **it's required**.
- This means:
 - **evolving our curricula and the way we teach and assess** student learning
 - providing **hands-on experiential learning opportunities** to develop AI capabilities and human skills required to use AI responsibly.
- Our students must **graduate AI-ready**, prepared to contribute and innovate responsibly with AI in their chosen fields, **without undermining** the acquisition of foundational knowledge.



Strategic Pillars

Faculty & Student Training

Training, resources, and workshops to enable responsible AI adoption across the university community

- Annually updated **standards and recommendations** for the use of AI in teaching and learning
- CATLR and Academic Technology **workshops and resources**
- Faculty **Town Halls** to discuss critical questions
- **Asynchronous badge courses** to teach specific AI skills
- Scaling **experiential AI learning opportunities** through employer projects, co-ops, and co-curricular learning

Responsible AI Readiness

Curriculum-wide framework, ensuring graduates can leverage AI effectively and responsibly in any profession

- **AI Readiness Framework** that serves as a guide for faculty to integrate AI readiness into curricula
- **College Showcase** in early December for faculty across programs to share how they are integrating AI readiness in their courses
- **AI Readiness Design Studio** provides support for colleges to further develop curricular changes

Research on Efficacy and Impact

Data-driven insights on AI adoption patterns and educational outcomes

- Analyzing Claude usage while **preserving user privacy** to understand how students and faculty are leveraging Claude AI across courses
- Institutional **surveys** on AI adoption, readiness, and support needs

Tool Evaluation and Innovation

Evaluation and piloting of cutting-edge AI technologies for enhanced learning

- Co-op consulting students prototyping AI-powered tutoring agents to support instructors and students with **personalized learning**
- Assessment of **emerging AI tools** to identify solutions that improve student outcomes

Open Questions

1. How can we ensure the integrity of assessment?
2. Should we do more to formalize AI readiness in the curriculum, e.g., via a NU Path attribute or a mandate to integrate AI readiness in all programs, as other universities have done?
3. How can we scale experiential AI learning opportunities, such as employer-sponsored projects in courses?
4. Should we prioritize developing asynchronous modules to build foundational skills that can be integrated into courses?

What's Next

- University-wide AI survey
- Claude adoption and impact report
- AI Readiness framework and Design Studio to support curricular adaptation
- Working group on assessment integrity
- Spring 2026 AI training and event planning