

Assessment Professionals' Journey to Owning GenAI Adoption

Letter from the Special Issue Editors: Rebecca E. Gibbons & Will Miller

This Special Issue: The Future of Assessment in an Era of Generative AI started with a question - what can assessment practitioners do to optimize GenAI adoption across contexts? While GenAI is no longer considered passing or irrelevant in assessment work, scholarly sharing of its applications has been primarily bound to the classroom assessment context. Professionals have, and must continue to, build knowledge and skill in navigating the GenAI to maintain momentum in relentlessly pursuing continuous improvement within their institutions, whether they are encouraging and seeking rapid integration or more cautiously approaching these technological breakthroughs. The articles in this Special Issue (some of which build on the work undertaken by the Assessment Institute in Indianapolis' GenAI Community of Practice) take GenAI implementation from integration on the margins and in the classroom only to being embraced with intentionality across the institution. Through stories of practice, basic research, and frameworks, they focus on ways that the assessment practitioner can own GenAI adoption, expanding the conversation. Practitioners can walk away with a perspective shift on GenAI- from a potential threat to a willing partner.

The issue starts with real and conceptually-guided classroom applications from various disciplines in Ford et al., who bring together practitioners' views on the scope of which AI can co-design in assessment. Pennington & Hock's mapped potential applications in written work showcase feedback structures that can be applied right away.

You et al. pursue explore the utility of language models for characterizing results from institution-level survey data, providing unique insights into reliability and validity analysis of this often underutilized trove of information. Ravelsloot et al. discuss the application of a GPT tool that guides faculty across the institution in the assessment report writing process, honoring their time and optimizing efficiency through careful, mission-driven technology tool design.

Finally, the frameworks shared in this issue give assessment practitioners a guide to the future of GenAI adoption. Jenkins & de Mello-e-Souza Wildermuth incorporate leadership principles into a three-stage model of AI integration in assessment that reaches the real contexts in which assessment practitioners reside: each of the course, program, and institutional level, providing a strategy for practitioners to explore targeted potential applications. Miller provides a four-stage model that addresses the reality that not all practitioners are in the same context for adoption by saying the "quiet" part out loud: not everyone has the protected time and space to learn how to do GenAI adoption well, and not everyone is particularly interested in doing so, providing an avenue to advocate for and ultimately own high quality GenAI-integration work.

We hope that this issue brings both answers and new questions to the conversation on assessment's GenAI adoption. Thank you for reading, thanks to the Intersection and author peer reviewers, and we look forward to seeing your contributions of application work soon!