"AI Governance in Higher Education" by John Mangundu

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Navigating Artificial Intelligence Governance: Insights from South African Higher Education IT Decision-Makers

Abstract

Academics and students alike can benefit from the use of artificial intelligence (AI) in education. AI governance lowers AI risks while ensuring that anticipated AI use objectives are achieved. However, research on AI governance has been lacking, especially in higher education in emerging economies such as South Africa. In light of this serious research gap, the current study presents the findings of a qualitative exploratory investigation of the maturity and preparedness of AI governance in South African higher education institutions. Informed by a combination of the TOE framework, the traditional IT governance model and the adapted IT governance maturity assessment model, semi-structured interviews were conducted with academic and ICT decision makers from two public and three private higher education institutions in South Africa to determine their insights on the state of readiness and maturity of AI governance. The results show that AI components are widely used in higher education information systems. However, the findings showed that these higher education institutions were not in any way prepared for AI governance. The report recommends that risks associated with AI and learning should be acknowledged and countered as is done by the developed world's established AI regulatory systems.

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