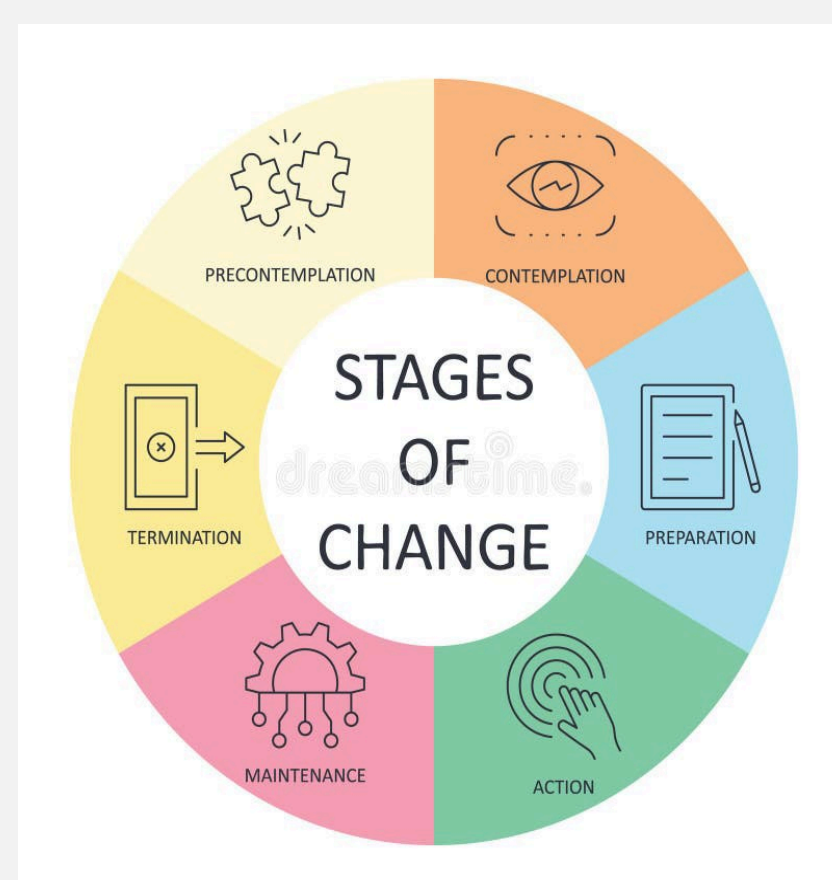


AI Readiness: A Stages of Change Approach for Faculty Development

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Background

- Essential to equip faculty with knowledge and skills to integrate generative Artificial Intelligence (AI) into teaching & scholarship.
- Limited research exists on how faculty perceive & integrate AI into their teaching and scholarship.
- Exploring faculty readiness for AI integration offers insights into conditions required for effective and sustainable adoption.
- Stages of Change model is a theoretical framework for understanding how individuals progress through five stages of readiness to adopt and sustain behavior change.



Purpose

- To assess levels of AI confidence, readiness, and engagement among Radford University's Waldron College of Health and Human Services faculty through the lens of the Stages of Change model.

Methods

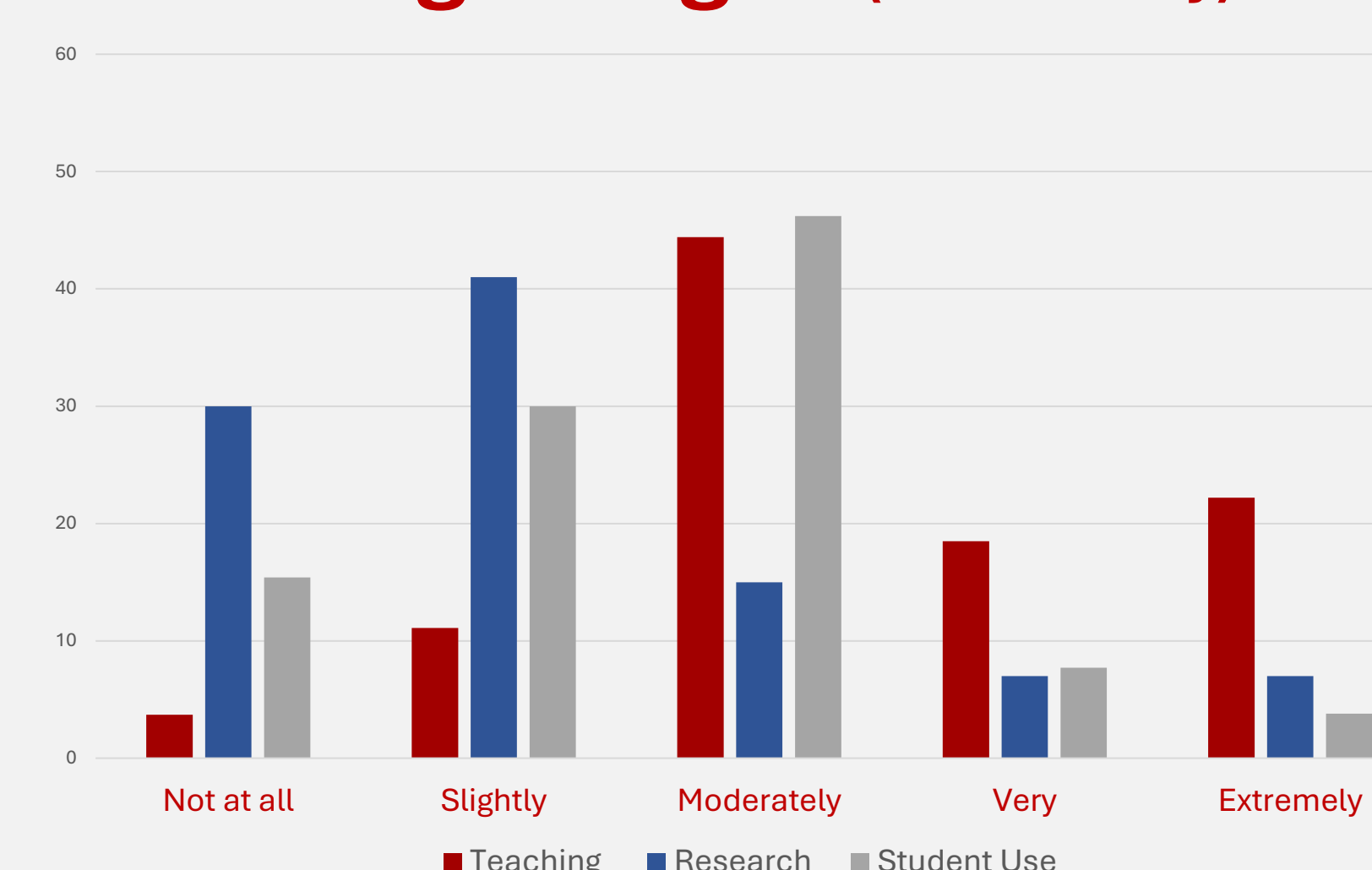
- Qualtrics online survey measured perceived importance, confidence, and readiness for AI integration in sections on teaching, research, and student use.
- Follow-up questions in each section by "stage" and an open-ended question capturing faculty perspectives and experiences.

Results

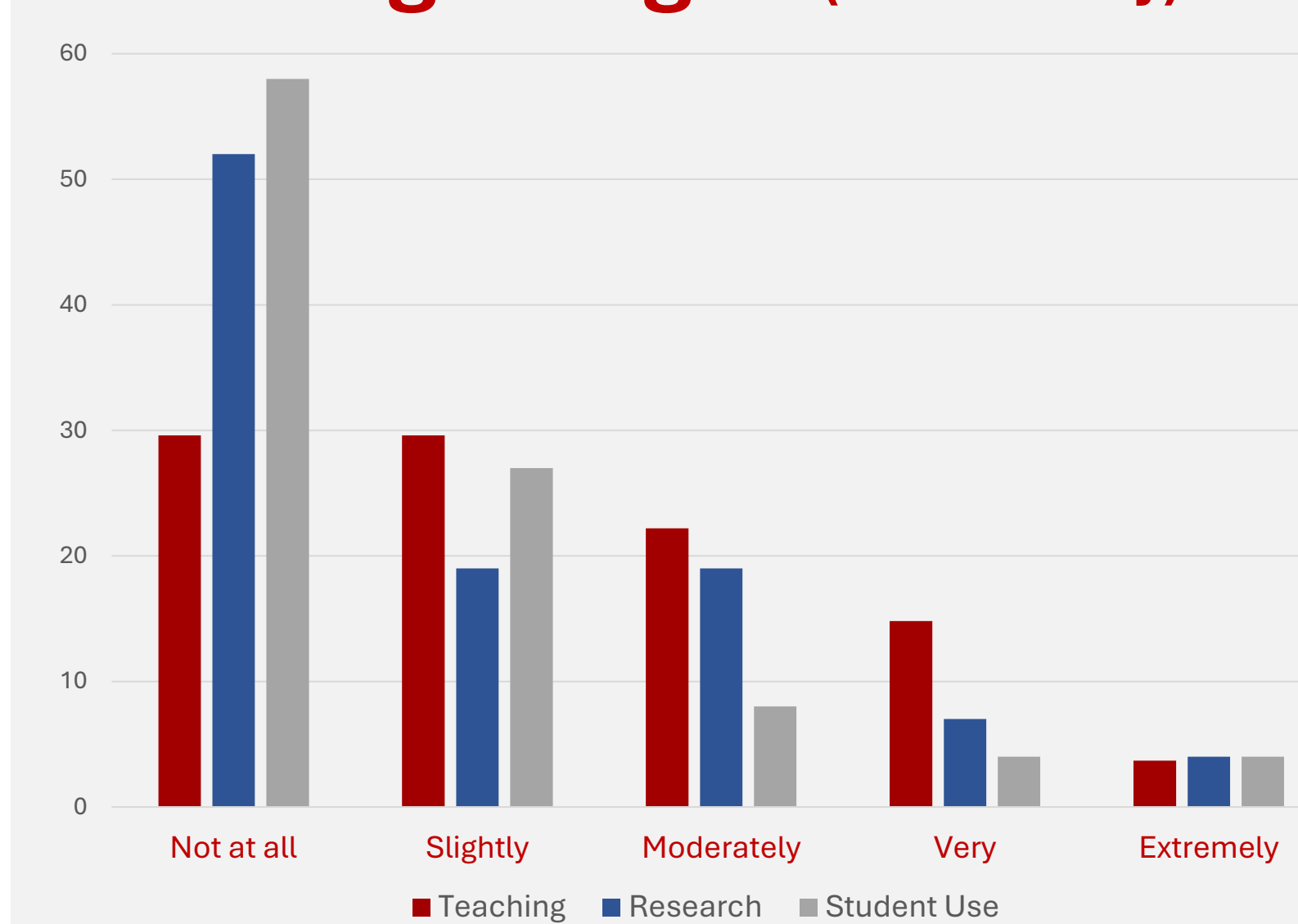
Faculty & Disciplines (n=27)



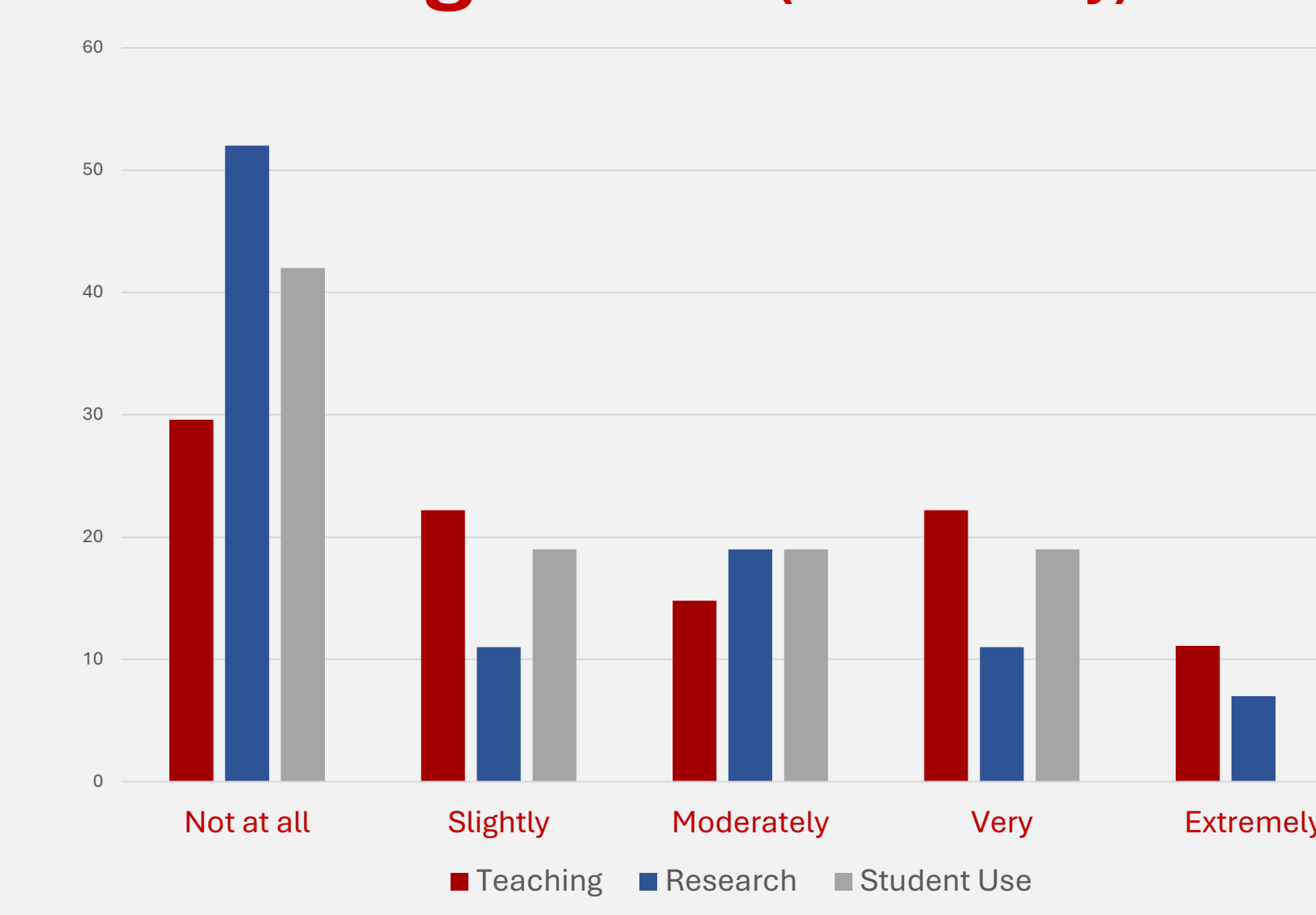
Importance of Integrating AI (% of faculty)



Confidence with Integrating AI (% of faculty)



Readiness to Integrate AI (% of faculty)



The Five Stages of Change & Faculty Feelings, Expressions, and Development Questions

	Pre-Contemplation	Contemplation	Preparation	Action	Maintenance
Faculty's Feelings	Confused Frustrated	Considering	Getting Ready	In Motion	Steady
Faculty's Expressions	I won't. I can't. No way. Leave me alone.	I may. It's a good idea.	I'm ready. I need a plan.	I'm doing it.	I've been doing it, and I will keep doing it.
Faculty Development Coach's Expressions and Questions	I hear you. You are not ready. I am here for you when you are ready. • Would you be interested in reading articles or watching videos on the topic of AI? • Would you be interested in hearing about a faculty who was just like you and made some major changes that improved teaching, research, and/or student learning?	I hear some ambivalence. You are not sure if you are ready. • What are the pros and cons of change for you? • How important is this for you right now? • How would your faculty life be different if you started to use AI for teaching, research, and/or student learning?	You are interested in starting to use AI. • What needs to be in place for you to get started to use AI for teaching, research, and/or student learning? • What are some of the barriers in your way?	Congratulations on your progress. • How do you feel? • What seems different to you? • What benefits are you noticing in your teaching, research, and/or student learning? • What are your plans to continue?	Congratulations on your continued progress and commitment to using AI! • What are you doing that keeps you going? • What's your motivation for maintaining your use of AI? • What are your plans for the next month or two? • How can I help you to keep going?

Discussion

- Most faculty found to be in early stages (precontemplation/contemplation) for AI research and student use.
- Greater proportion in middle to later stages for integrating AI into teaching (preparation/action/maintenance).
- Importance, confidence, and readiness of integrating AI were highest for teaching, with larger gaps for research and student use.
- Faculty in middle stages want more knowledge and information on how and when to use AI.
- Findings underscore the need for professional development and institutional support to advance AI integration based on faculty level of readiness.
- Stages of Change model provides a structural framework for understanding faculty readiness for AI adoption and integration.

Next Steps

- University-wide assessment of all Radford faculty planned for Fall 2025.
- Collaboration underway to distribute survey to Virginia Tech Carilion faculty during the 2025–2026 academic year.

For more information, email
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Ai Faculty Development Stages of Change Model adapted from:
Prochaska, J.O., & Prochaska, J.M. (2021). Stages of Change. In B. Frates & M. Faries (Eds.),
Empowering Behavior Change in Patients: Practical Strategies for the Healthcare Professional (pp. 18-36). Routledge.

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