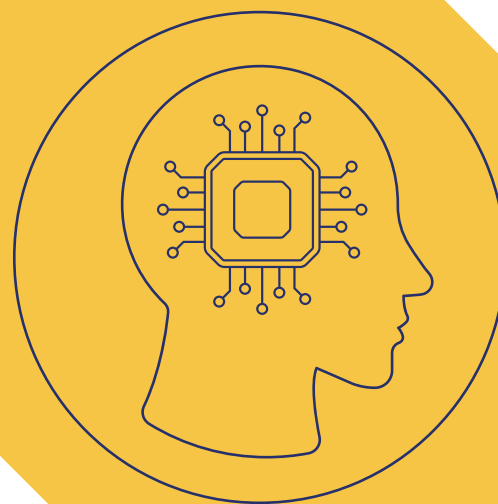




AI Education Policy, Guideline, & Practice Ecosystem Framework 2025





About WCET

WCET is the leader in the practice, policy, & advocacy of digital learning in higher education. We are a member-driven organization that brings together colleges, universities, higher education organizations, and companies to collectively improve the quality and reach of digital learning programs.

WCET's Mission

WCET is the leader in the practice, policy, & advocacy of digital learning in higher education.

WCET's Vision

WCET envisions a future where high-quality digital learning fosters success for educators and learners.

Original WCET [AI Education Policy & Practice Ecosystem Framework](#) adapted from: Chan, Cecilia Ka Yuk (2023, April). "A Comprehensive AI Policy Education Framework for University Teaching and Learning." [arXiv:2305.00280v1](#) [cs.CY]. Licensed [CC BY-NC-SA 4.0](#).

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A Prioritized Implementation Roadmap

In 2023, WCET created the [AI Education Policy and Practice Ecosystem Framework](#) for institutions to develop policies related to AI in higher education. The original framework served as an initial guide, identifying key areas of concern for institutions beginning their AI journey. However, the current landscape demands a more complex, action-oriented, and strategic tool. The revised 2025 framework presented below moves beyond a simple checklist to offer a prioritized implementation roadmap, as well as examples of policies and guidelines.¹ However, it is not meant to be one-size-fits-all and should be adapted to suit each institution's context.

The prioritization schema is designed to help institutions filter the myriad of competing demands and allocate resources effectively. The sheer volume of AI-related challenges, spanning academic integrity, data security, infrastructure costs, faculty development, curriculum redesign, and more, can lead to “analysis paralysis” or the misapplication of effort on initiatives that are not yet supported by necessary prerequisites. For instance, investing heavily in a sophisticated, AI-powered student success platform before establishing robust data governance and privacy policies is a high-risk endeavor that can amplify existing inequities and violate privacy regulations. The three-tiered priority structure directly addresses this by helping to ensure that essential safeguards and capacities are in place before more advanced applications are scaled. This transforms a daunting list of tasks into an actionable, multi-year plan.

¹These policies and guidelines are provided as samples for informational purposes only and do not constitute an endorsement or recommendation of their adoption or efficacy.

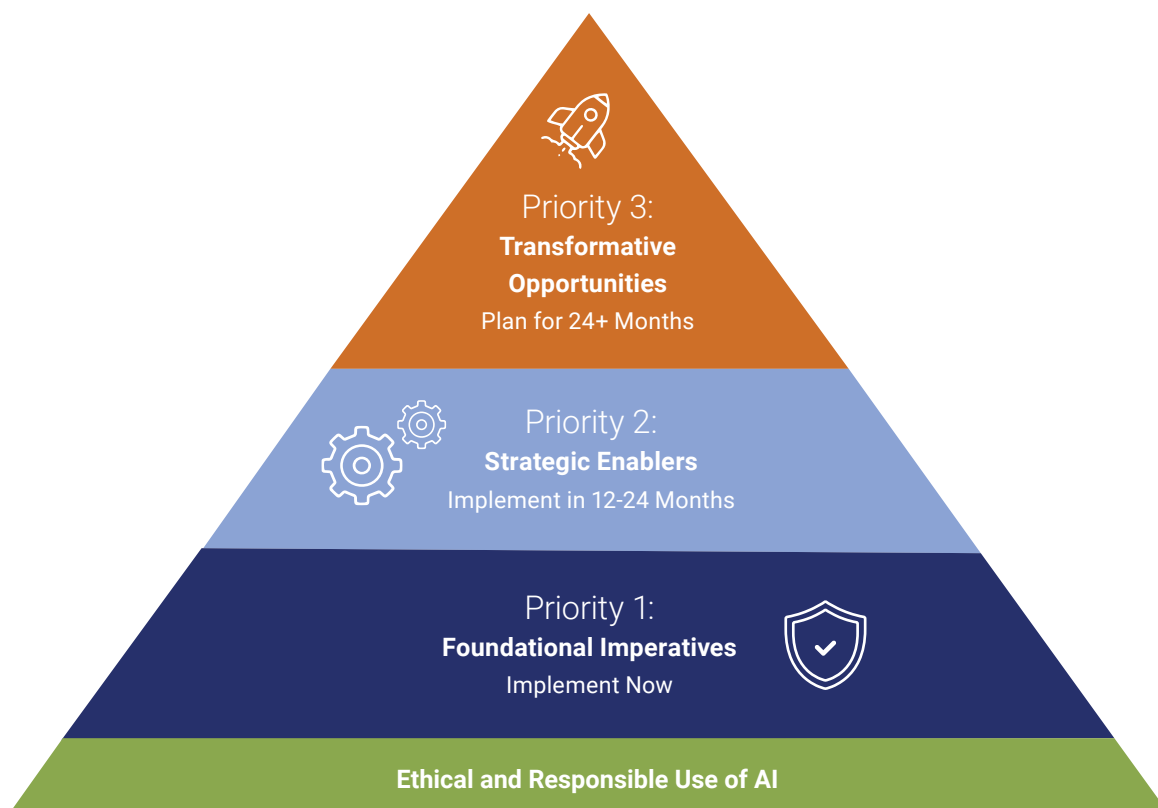
The three priority levels are defined as follows:

Priority 1: Foundational Imperatives (Implement Now): These are the non-negotiable actions required for legal compliance, ethical integrity, immediate risk mitigation, and the establishment of basic operational capacity. This tier focuses on creating a stable and secure foundation upon which all future AI initiatives will be built.

Priority 2: Strategic Enablers (Implement in 12-24 Months): These initiatives build upon the established foundation to enhance institutional capabilities, drive operational efficiency, and systematically improve the quality of teaching, learning, and student support.

Priority 3: Transformative Opportunities (Plan for 24+ Months): These are aspirational, longer-term goals that leverage a mature and well-governed AI ecosystem. They are aimed at redefining institutional models, creating new forms of value, and fostering deep, sustainable innovation and partnerships across campus and beyond.

Additionally, like the original framework, ethical and responsible use of AI remains an overriding imperative.



The ethical and responsible use of AI in higher education involves leveraging AI to enhance teaching, learning, administrative, and operational functions while upholding core academic and institutional values.

Recently, EDUCAUSE released a working paper, [AI Ethical Guidelines](https://library.educause.edu/resources/2025/6/ai-ethical-guidelines), that outlines seven principles to “address the multifaceted considerations that higher education institutions must navigate when implementing AI technologies”:

- ▶ **Beneficence:** Ensuring that AI is used for the good of all students and faculty.
- ▶ **Justice:** Promoting fairness in AI applications across all user groups.
- ▶ **Respect for Autonomy:** Upholding the rights of individuals to make informed decisions regarding AI interactions.
- ▶ **Transparency and Explainability:** Providing clear, understandable information about how AI systems operate.
- ▶ **Accountability and Responsibility:** Holding institutions and developers accountable for the AI systems they deploy.
- ▶ **Privacy and Data Protection:** Safeguarding personal information against unauthorized access and breaches.
- ▶ **Nondiscrimination and Fairness:** Preventing biases in AI algorithms that could lead to discriminatory outcomes.
- ▶ **Assessment of Risks and Benefits:** Weighing the potential impacts of AI technologies to balance benefits against risks.²



²EDUCAUSE (2025, June 24). AI Ethical Guidelines: An EDUCAUSE Working Group Paper. Licensed [CC BY-NC-ND 4.0 International](https://creativecommons.org/licenses/by-nc-nd/4.0/). <https://library.educause.edu/resources/2025/6/ai-ethical-guidelines>.

Another helpful guide for ethical and responsible use of AI are the “FASTER” principles, which stands for fair, accountable, secure, transparent, educated, and relevant. Developed by the Office of the Chief Information Officer at the Treasury Board of Canada Secretariat, the principles are outlined in detail in the Government of Canada’s [Guide on the use of generative artificial intelligence](https://www.canada.ca/en/government/system/digital-government/digital-government-innovations/responsible-use-ai/guide-use-generative-ai.html#toc-4).³

Ultimately, by proactively establishing an ethical ecosystem, higher education can harness the transformative potential of AI to enrich the educational experience for all.

FAIR

ACCOUNTABLE

SECURE

TRANSPARENT

EDUCATED

RELEVANT

³Government of Canada (2025, June 3). Guide on the use of generative artificial intelligence. Office of the Chief Information Officer at the Treasury Board of Canada Secretariat. <https://www.canada.ca/en/government/system/digital-government/digital-government-innovations/responsible-use-ai/guide-use-generative-ai.html#toc-4>.

GOVERNANCE

Refers to how institutions define their vision and values for AI use, establish policies and guidelines, make decisions about risk, and communicate shared responsibility across roles.

Priority 1: Foundational Imperatives	Priority 2: Strategic Enablers	Priority 3: Transformative Opportunities
Form Cross-Functional AI Task Force/Steering Committee	Define Guidelines for AI Use in Research and Scholarship for both Faculty and Staff, including Citation Standards	Formulate Policy/Guideline on AI's Role in Promotion, Tenure, and Re-appointment
Develop and Publish Public Statement of Ethical and Responsible AI Principles	Design Policy as a Continuous Cycle and Establish an AI Policy Review Cadence	Integrate AI into Institutional Strategic Plan
Align AI Use with Institutional Mission, Vision, and Values	Create Guidelines to Minimize the Impact of Algorithmic Biases	Develop a Framework for Public-Private Partnerships in AI
Identify and Cultivate Faculty and Staff Champions	Foster Safe Environments for AI Innovation and Experimentation	
Establish "AI-Ready" Data Governance, Privacy, and Security Policies	Participate with External Communities Around AI Engagement	
Require AI Policy Statement in All Course Syllabi	Develop AI Strategic Plan, including How AI Use Can Support Equitable Student Outcomes	
Develop an Institutional Intellectual Property Policy for AI-Generated Content	Create Roles and Regulations Dedicated to AI Procurement, Implementation, Use, and Sustainability	
Include Students in Policy and Guideline Development	Identify Dedicated Sources of Funding to Support Ongoing AI Adoption and Implementation	
Create and Nurture a Culture of Accountability and Transparency		

Example Policies and Guidelines: Governance

General Guidelines

[AI Institutional Guidelines](#) Forman Christian College University

[Generative AI Policy](#) Columbia University

Develop and Publish Public Statement of

Ethical and Responsible AI Principles

[The Responsible Use of Artificial Intelligence](#) Illinois State University

[Ethical Uses of AI](#) Glendale Community College

[Responsible Artificial Intelligence](#) University of California

[Ethical and Responsible Use of Analytics in](#)

[Reporting](#) North Dakota University System

Establish “AI-Ready” Data Governance, Privacy, and Security Policies

[AI Data Governance](#) North Carolina A&T State University

[Generative AI @ UW-Madison: use and policies](#) University of Wisconsin-Madison

[Security and Privacy Statement on Artificial Intelligence](#) The Ohio State University

Develop an Institutional Intellectual Property

Policy for AI-Generated Content

[Using Generative AI at Colby College - A](#)

[Legal Perspective](#) Colby College

Include Students in Policy and Guideline Development

[College Unbound Announces Groundbreaking Generative](#)

[AI Policy Crafted by Students](#) College Unbound

Create and Nurture a Culture of Accountability and Transparency

[Applicable Law and UC Policy](#) University of California

Define Guidelines for AI Use in Research and

Scholarship, including Citation Standards

[Resources for Research](#) University of Michigan

[Recommendations on the Use of Generative AI in Research and Scholarly Activity](#) University of Kentucky

[AI Guidelines for Research](#) George Mason University

Formulate Policy on AI’s Role in Promotion, Tenure, and Re-

appointment

[Guidance for the Optional Use of Artificial](#)

[Intelligence \(AI\) in Summarizing Student Feedback](#)

[for Faculty Assessment](#) Penn State University

OPERATIONS

Refers to building and maintaining the technological, procedural, and organizational capabilities that enable effective AI adoption. This dimension centers on the infrastructure and workflows needed to implement AI responsibly and sustainably.

Priority 1: Foundational Imperatives	Priority 2: Strategic Enablers	Priority 3: Transformative Opportunities
Conduct Audit of AI Use Across Campus	Define Guidelines for AI Use in Institutional Communications and Marketing	Balance Use of Homegrown and Third-Party AI Tools
Conduct an AI Risk Assessment Across Campus	Pilot AI for Administrative Efficiency in Key Units	Establish Centralized AI Support Services ("AI Response Teams")
Conduct Comprehensive Data and Systems Audit for AI Readiness	Deploy AI-Powered Student Support Services	Deploy AI for Advanced Cybersecurity Threat Detection and Response
Create Plan for Operationalizing Policy	Utilize Predictive Analytics for Student Success and Retention	Implement AI for Budget Management
Launch Foundational AI Literacies Training for All Faculty (including Part-Time), Staff, and Students	Create a Future-Ready Map for Comprehensive, Role-Specific AI Professional Development Programs	Implement AI for Advanced Facility and Schedule Management
Provide Secure, Institutionally-Sanctioned Access to a Foundational GenAI Tool		Develop an In-House "AI Kitchen" for Secure Model Development and Testing
Establish Clear Privacy Guidelines on Prohibited Data Inputs for Public AI Tools		Integrate Agentic AI to Automate Complex Cross-Departmental Workflows ⁴
Create Centralized Review and Evaluation Process for Third-Party AI Tools		Create Incentives for AI Use by All Roles across Campus
Develop an AI-Ready Infrastructure Plan, Including Procurement Processes		

⁴Agentic AI refers to Artificial Intelligence systems designed to autonomously pursue goals by perceiving their environment, creating plans, and executing actions without constant human intervention. Source: Google Gemini Pro.

Example Policies and Guidelines: Operations

General Policy

[Artificial Intelligence Operations Policy](#)

University of Technology Sydney

Conduct an AI Risk Assessment Across Campus

[AI Risk Assessment](#) The Pennsylvania State University

Create Plan for Operationalizing Policy

[Presidential Working Group on Artificial](#)

[Intelligence](#) University of California

Launch Foundational AI Literacies Training

for All Faculty, Staff, and Students

[Professional Development: Training and Engagement](#)

San Diego Community College District

[Faculty Learning Community: Fostering AI Literacy for](#)

[Students and Ourselves](#) University of Virginia

Provide Secure, Institutionally-Sanctioned

Access to a Foundational GenAI Tool

[Approved AI Tools](#) The Ohio State University

Establish Clear Guidelines on Prohibited

Data Inputs for Public AI Tools

[AI Guidelines](#) Clemson University

[Data Security Guidelines for the Use of Generative](#)

[AI Tools](#) Maricopa Community Colleges

Create Centralized Review and Evaluation

Process for Third-Party AI Tools

[Local and Cloud Services Decision Matrix](#)

The University of Texas at Austin

[Evaluating AI Tools](#) Purdue University

Develop an AI-Ready Infrastructure Plan,

Including Procurement Processes

[Toward an AI-Ready University](#) University of Toronto

Define Guidelines for AI Use in Institutional

Communications and Marketing

[AI Guidelines](#) Weber State University

Pilot AI for Administrative Efficiency in Key Units

[California Community Colleges Battle](#)

[Against the Bots Inside Higher Ed](#)

Implement AI for Advanced Facility and Schedule Management

[Seven Ways AI Elevates the Student Experience](#)

Facilities Manager Magazine

PEDAGOGY

Encompasses how institutions and educators design learning environments, assess student progress, and support learners through the evolving demands of AI-enabled education.

Priority 1: Foundational Imperatives	Priority 2: Strategic Enablers	Priority 3: Transformative Opportunities
Establish Clear, Flexible Academic Integrity Policies for AI Use that are Clearly Communicated to Students	Develop Standards for AI Literacies and Fluency Across the Curriculum	Create Faculty Learning Communities Focused on AI in Pedagogy
Provide Faculty with Sample Syllabus Statements (from prohibitive to integrative) for AI use	Integrate AI Literacies as Core Competencies within the General Education Curriculum	Establish Student-Faculty Partnerships for AI Tool Co-Creation and Evaluation
Develop Policies and/or Guidelines on Instructional Use of AI by Faculty	Develop Standards for Regular and Substantive Interaction Compliance with AI Instructional Use	Implement AI-Powered Personalized and Adaptive Learning Platforms at Scale
Establish Clear Citation Standards for Acknowledging AI Assistance	Provide Instructional Design Support for AI-Augmented Courses	
Ensure Accessibility of AI Tools for All Student Users	Promote the Use of AI to Enhance Accessibility for Students with Disabilities	
Develop and Implement Guidance on Redesigning Assessments to Focus on Process and Critical Thinking	Align AI Use with All Institutional, Programmatic, and Course-Level Learning Outcomes and Objectives	
Develop a Strategy to Mitigate the “Digital AI Divide” Regarding Access to Premium Tools	Incentivize Faculty to Redesign Courses, Including Learning Outcomes, Assignments, and Assessments, to be AI-Aligned, AI-Resistant, and/or AI-Inclusive	
Align AI Use with Workforce Needs in Partnership with Industry	Develop Strategies to Support Human-AI Partnerships in Pedagogies	

Example Policies and Guidelines: Pedagogy

Establish Clear, Flexible Academic Integrity Policies for AI Use

[CUNY Academic Integrity Policy](#) Hunter College,

The City University of New York

[ChatGPT, Artificial Intelligence, and Academic](#)

[Integrity](#) University of Missouri

[Artificial Intelligence Draft Policies](#) Austin Community College

[Academic Integrity Policy](#) Sinclair College

Provide Faculty with Sample Syllabus Statements

[Sample Syllabus Statements](#) Community College of Rhode Island

[Syllabus Statements](#) University of Central Florida

Develop Policies and/or Guidelines On

Instructional Use of AI by Faculty

[Guidance for Online Course Development and the Use of](#)

[Artificial Intelligence Tools](#) Oregon State University Ecampus

[Considerations for Using and Addressing Advanced Automated](#)

[Tools in Coursework and Assignments](#) University of Delaware

Ensure Accessibility of AI Tools for All Student Users

[AI and Accessibility](#) Cornell University

Develop and Implement Guidance on Redesigning

Assessments to Focus on Process and Critical Thinking

[Bloom's Taxonomy Revisited](#) Oregon State University Ecampus

[Course and Assignment \(Re-\)Design](#) University of Michigan

Align AI Use with Workforce Needs in Partnership with Industry

[Workforce AI Courses](#) Mississippi Gulf Coast Community College

Develop Standards for AI Literacies and

Fluency Across the Curriculum

[AI Across the Curriculum](#) University of Florida

[AI Fluency](#) The Ohio State University

Provide Instructional Design Support for AI-Augmented Courses

[AI Integration Toolkit for Course Design](#) Quality Matters

Develop Strategies to Support Human-AI Partnerships in Pedagogies

[\(Re-\)Designing Assignments where Students Collaborate with](#)

[Artificial Intelligence](#) Washington University in St. Louis

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AI Use Statement

Gemini Pro was used to refine an initial draft of this framework as well as to research example policies and guidelines.

