



ONLINE LEARNING™
CONSORTIUM

FRAMEWORK FOR THE
**COMPREHENSIVE DESIGN, EQUITABLE
IMPLEMENTATION & CONTINUOUS
IMPROVEMENT OF AI STRATEGY**

*A HOLISTIC TOOL FOR
INSTITUTIONS IMPLEMENTING
GENERATIVE AI STRATEGY*



OLC Framework for the Comprehensive Design, Equitable Implementation, and Continuous Improvement of AI Strategy

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About this Framework

As we collectively reimagine education in the era of AI, a need emerges to ensure its integration into education in ways that are equitable, inclusive, and ethical. This framework for the comprehensive design, equitable implementation, and continuous improvement of AI strategy marks a shift towards proactive engagement with the transformative potential of technology. This resource is informed by a conceptual framework that classifies AI strategy as an integral component of an institution's broader digital strategy, as well as a lens through which we can view generative AI not just as a tool for individual courses, but as a systemic innovator within education.

Creation of the Framework

The creation of this resource entailed the synthesis of three distinct frameworks to guide institutions through the adoption and integration of generative AI. In the identification of the three stakeholder groups – administrators, faculty and staff, and students – this framework draws from the [WCET AI Education Policy & Practice Ecosystem Framework](#), developed by Van L. Davis. The [WCET](#) framework helps to inform the roles and interactions of different stakeholders in AI policy in higher education, and is an adaptation of Cecilia Ka Yuk Chan's research, which probes into the multifaceted effects of AI on university teaching and learning. The phases used in the framework are adaptations of a change management model built by Gerry Hanley for [MERLOT and SkillsCommons' Affordable Learning Solutions Network](#). It outlines a five-phase “ABCDE” process for sustainable institutional change, detailing steps from gathering resources and allies to building demand and buy-in. Lastly, this framework incorporates strategic actions based on a publication created by the [Association of Public and Land-grant Universities](#) and [Tyton Partners](#) in partnership with [Every Learner Everywhere](#). This resource, [Strategies for Implementing Digital Learning Infrastructure to Support Equitable Outcomes: A Case-Based Guidebook for Instructional Leaders](#), categorizes the essential elements for sustaining digital learning and ensuring equitable outcomes across six domains – leadership, budget, and policy; course design and delivery; student success for digital learning; evaluation and analytics; professional learning, and technology infrastructure. By leveraging the open educational practice of open remix to combine these three frameworks, this new resource looks at the stakeholders, lifecycle, and actions required to instantiate generative AI in ways that affirm the values of institutions as aligned to comprehensive digital strategy.

How to Use

This guide steers educational institutions towards using generative AI in ways that are equitable, culturally sensitive, and empowering. It also encourages a forward-thinking, collaborative approach, equipping educators and students with the skills needed for a future where generative AI is ubiquitous within the classroom, the workplace, and everyday life. To effectively utilize this framework, educational institutions should leverage it as a dynamic tool to guide the integration of generative AI within their learning environments. Here are some actionable ways to use this guide:

- Engage various stakeholder groups (especially students) in reflective discussions on current and potential uses of AI, tailoring its application to your institution's unique context.
- Employ this framework to develop, review, and refine AI-related guidelines and policies, ensuring they stay relevant and effective.
- Involve students actively in shaping the policies around AI, giving them a voice in the design and development process.
- Implement the framework as a mechanism for quality assurance, using it to drive continuous improvement and best practices in your institution's use of generative AI.

This holistic approach aims to situate generative AI as an impactful tool across diverse teaching and learning contexts, fostering a proactive culture of adoption, adaptation, and iterative improvement of practices and strategies related to generative AI.

How to Cite

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License Information

This framework was originally created as part of the curriculum for a technical assistance service developed for [Every Learner Everywhere](#), a solutions network of partner organizations advocating for equitable outcomes in U.S. higher education through the unique affordances of digital learning. It has been made available for usage by educators internationally, and is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

OLC Framework for the Comprehensive Design, Equitable Implementation, and Continuous Improvement of AI Strategy

This framework is a comprehensive tool for educational institutions to strategically implement generative AI in a manner that upholds equity, inclusivity, and ethical standards. It serves as a roadmap for integrating technology into educational practices, ensuring that all community members are prepared for the evolving digital landscape.

Types of Strategic Actions¹

LBP Leadership, Budget, and Policy

CDD Course Design and Delivery

SSDL Student Success for Digital Learning

EA Evaluation and Analytics

PL Professional Learning

TI Technology Infrastructure

	ADMINISTRATIVE SUPPORT Encompasses AI governance, strategic planning, infrastructure, and ethical considerations.	FACULTY AND STAFF SUPPORT Focuses on professional development, understanding AI tools for teaching, impact research, and assessment of practices.	LEARNER SUPPORT Includes strategies for facilitating in AI-enabled learning environments, curricular innovation, personalization, accessibility, and support services.
Phase 1: Aggregate Assets and Allies Identify all of the resources, organizations, and people that can be a part of the solution.	<ul style="list-style-type: none">• EA: Conduct formative evaluations of AI use across the institution.• LBP: Articulate a clear vision and set measurable goals for ensuring that AI usage supports the achievement of equitable student outcomes.	<ul style="list-style-type: none">• EA: Assess case data on faculty and staff usage of AI tools to better understand how it is affecting teaching, research, and work processes.	<ul style="list-style-type: none">• EA: Assess case data on student usage of AI tools to better understand how it is affecting the teaching and learning process.

¹ These strategic actions represent the six dimensions of digital strategy as articulated by Fox et al. (2021) in the publication ***Strategies for Implementing Digital Learning Infrastructure to Support Equitable Outcomes: A Case-based Guidebook for Institutional Leaders***. Learn more about each of these dimensions by downloading the guidebook on the [Every Learner Everywhere website](#).

<p>Phase 2: Build Bridges Build bridges between different groups that need to collaborate on solutions.</p>	<ul style="list-style-type: none"> • LBP: Foster partnerships between academic leaders, IT staff, faculty, and students as AI ethics committees to strategize on generative AI deployment. • TI: Involve faculty and students actively in the technology selection and procurement processes for generative AI. 	<ul style="list-style-type: none"> • LBP: Participate in partnerships between academic leaders, IT staff, faculty, and students as AI ethics committees to strategize on generative AI deployment. • TI: Involve faculty and students actively in the technology selection and procurement processes for generative AI. 	<ul style="list-style-type: none"> • LBP: Participate in partnerships between academic leaders, IT staff, faculty, and students as AI ethics committees to strategize on generative AI deployment. • TI: Involve faculty and students actively in the technology selection and procurement processes for generative AI. • CDD: Lead faculty-driven initiatives to enhance course content using insights from generative AI.
<p>Phase 3: Create Capabilities Create opportunities and capabilities with inclusive and equitable access to necessary content, resources, knowledge, and supports.</p>	<ul style="list-style-type: none"> • LBP: Examine current guidelines and policies for academic integrity to ensure responsible AI use and prevent academic misconduct. • EA: Establish robust data governance protocols to ensure privacy, security, transparency, and accountability of AI systems. • LBP: Create policies that protect intellectual property rights in the development and use of AI-generated content and innovations. • LBP: Incorporate equity considerations into decision-making processes regarding generative AI applications. • LBP: Review and update promotion, tenure, and re-appointment practices to reflect the appropriate use of AI in academic contributions. 	<ul style="list-style-type: none"> • PL: Develop and implement strategies for and examples of ethical and equitable uses of generative AI in courses. • TI: Develop policies that ensure the adoption of generative AI tools which meet standards of interoperability, accessibility, and quality. • TI: Guarantee inclusive and equitable access to AI resources for all faculty and staff, eliminating any barriers to usage. • TI: Engage in the development and ongoing maintenance of the technological infrastructure necessary for AI integration in academic settings. 	<ul style="list-style-type: none"> • CDD: Integrate generative AI into course designs to address diverse student needs and ensure equitable outcomes. • CDD: Adopt adaptive AI courseware that personalizes the learning experience for individual students. • CDD: Develop and implement assessment practices to evaluate AI-augmented learning effectiveness. • CDD: Promote regular and substantive interaction between faculty and students in AI-supported educational settings. • CDD: Communicate expectations, guidelines, and policies for academic integrity to empower students to engage with AI in ethical and responsible ways.

	<ul style="list-style-type: none"> • LBP: Develop inclusive budget models that support equitable access to generative AI tools for all institutional members. • PL: Allocate dedicated, sufficient, and sustainable resources specifically for generative AI projects and initiatives. • PL: Secure funding and resources for faculty development in ethical generative AI usage. 	<ul style="list-style-type: none"> • PL: Organize professional development that advances the equitable application of generative AI in teaching. • CDD: Provide faculty with support and resources for incorporating generative AI into their pedagogy. • PL: Implement a continuous professional development program focused on training and supporting faculty and staff in the use of AI. 	<ul style="list-style-type: none"> • SSDL: Ensure that learner access to AI solutions is equitable. • SSDL: Strategize to make AI-enhanced learning materials more affordable for students.
<p>Phase 4: Develop Demand Build connections to services and supports created through communications, training, and professional development.</p>	<ul style="list-style-type: none"> • SSDL: Recognize and advocate for the role of generative AI in advancing equity in digital learning. 	<ul style="list-style-type: none"> • EA: Make learning analytics from generative AI widely available and provide faculty with training on its ethical use. • PL: Facilitate faculty-led professional learning communities that focus on the equitable use of generative AI. • PL: Provide supports and incentives to faculty and staff to encourage continuous learning about generative AI in education. • PL: Offer structured support and guidance for the ethical procurement and adoption of generative AI technologies. 	<ul style="list-style-type: none"> • SSDL: Create industry-aligned programs to develop student AI competencies and workforce preparation skills. • SSDL: Design and offer training programs for effective and ethical use of generative AI by students. • SSDL: Conduct training for students on understanding and mitigating algorithmic biases, ensuring AI tools are used equitably. • SSDL: Provide academic support services that utilize generative AI to enhance learning and progression.

<p>Phase 5: Enable Ecosystems Ensure the sustainability of your efforts with policies, leadership, and business models.</p>	<ul style="list-style-type: none"> • EA: Conduct comprehensive evaluations of AI use across the institution to assess impact and effectiveness. • EA: Break down AI analytics by student demographics to spotlight and address inequities. • EA: Create mechanisms to interpret generative AI data that value and incorporate diverse perspectives. • TI: Guarantee equitable access to generative AI resources for all campus community members, without disparity. • TI: Commit to the continuous improvement of generative AI tools to better support equity and inclusion. • LBP: Establish budgetary frameworks that incentivize interdisciplinary collaboration on generative AI integration and quality assurance. • LDP: Engage in field and community initiatives and advocacy to promote the ethical and equitable use of AI in education and foster public trust. 	<ul style="list-style-type: none"> • EA: Develop a program to surface strong uses of AI by faculty and staff, sharing out exemplars of alignment with research and teaching objectives. • TI: Conduct periodic reviews of AI tools and methods utilized by faculty and staff to recommend enhancements for improving institutional operational practices. • CDD: Utilize AI-derived analytics to guide and prioritize course redesign efforts. • CDD: Employ AI-generated data proactively to inform and improve course content with an emphasis on equity. 	<ul style="list-style-type: none"> • TI: Conduct periodic reviews of AI tools and methods utilized by students to recommend enhancements for improving institutional operational practices. • SSDL: Analyze data from generative AI to tailor support for individual students and address systemic equity issues.
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