

AI Governance Strategies: A University Perspective

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**T4EU Transformational Leadership
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**Leadership in Universities – Challenges
from AI**

Alicante, Spain · 13 May 2026



Available at:

<https://d66z.short.gy/E0ocFj>

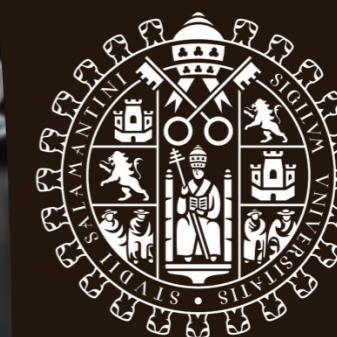


Image generated with ChatGPT Plus

Digital transformation and artificial intelligence have become key terms in higher education government



DIGITAL TRANSFORMATION IN HIGHER EDUCATION



How universities are governing AI, building digital maturity and preparing staff and students for transformation.

POLICY & GOVERNANCE

1) SUNY Sets Systemwide AI Policy

Inside Higher Ed · May 4, 2026

A 64-campus system moves from experimentation to governance, expanding AI use while adding guardrails for privacy, risk and student support.



ANALYTICS & BENCHMARKING

2) AI & Digital Maturity Index 2026

Times Higher Education · 2026

A global benchmark frames university AI readiness through strategy, infrastructure, workforce capability, data and institutional alignment.



TEACHING & LEARNING

3) Universities are embracing AI: will students get smarter or lazier?

Nature · 2025

The article explores how universities are embedding AI into teaching, onboarding and student support.



GLOBAL PERSPECTIVE

4) UNESCO survey: Two-thirds of higher education institutions have or are developing guidance on AI use

UNESCO · September 2, 2025

Institutions worldwide are rapidly drafting guidance for AI in teaching, research and academic life, though governance capacity is uneven.

“Governance is catching up, but support and capacity vary widely.”

– UNESCO Report



ACCESS & EQUITY

5) Half of Colleges Don't Grant Students Access to Gen AI Tools

Inside Higher Ed · April 21, 2025

Access to generative AI is emerging as a digital equity issue, with cost remaining a major barrier.

“Cost and contracts keep high-quality AI tools out of reach for many students.”

– Inside Higher Ed



FUTURE FOCUS

6) 3 Areas Where AI Will Impact Higher Ed Most in 2025

Campus Technology · January 15, 2025

Experts point to teaching and learning, AI literacy and career readiness, and institutional operations as key transformation areas.



TEACHING & LEARNING

Personalized learning, intelligent tutoring and assessment.



AI LITERACY & CAREER READINESS

Building skills for an AI-shaped workforce.



INSTITUTIONAL OPERATIONS

Process automation, decision support and efficiency.

“AI will touch every part of the university—people, processes and purpose.”

– Campus Technology

WHAT'S WORTH
STANDING
UP FOR?

What is really important about digital transformation?



Technology?



<https://d66z.short.gy/BMAZsr>



<https://bit.ly/3uZn2uj>



For any sector, digital transformation involves the use of technology to create new ways of optimizing processes and the operating model, aiming to significantly enhance their reach and impact

However, digital transformation is misunderstood when it is seen only as a technological factor



The most important thing in digital transformation is people

<https://bit.ly/3fHML5>

The challenge behind digital transformation [1]



“We are responding to a challenge: a digital transformation that is not only about equipment and skills, but also about changes in mindset”

Antonio Rodríguez de las Heras

The real challenge for universities

**Rethinking digital transformation:
from digitising processes to governing
AI-enabled sociotechnical ecosystems
with meaningful human oversight**



Image generated with ChatGPT Plus



AI IN UNIVERSITY FUNCTIONS



AI in Higher Education: A critical issue

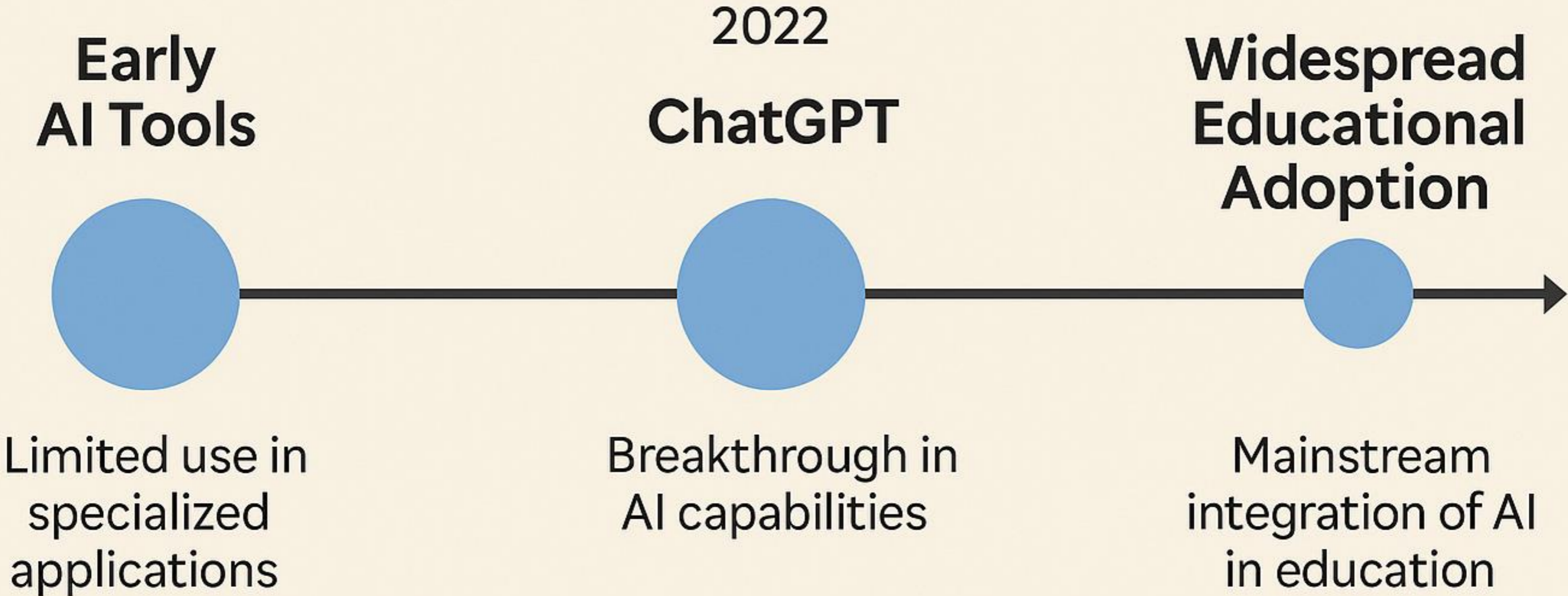
- **Rapid technological advancement.** The swift evolution of AI technologies, such as ChatGPT, has significantly impacted educational paradigms, necessitating prompt adaptation by higher education institutions
 - The **automatic generation of educational content** in digital format (text, image, video, presentations, audio, etc.) is a reality
 - These **contents have quality enough** to be used as teaching materials or as results of a teaching activity, without the possibility (in most cases) of detecting their origin with sufficient certainty [2]

AI in Higher Education: A critical issue

- **Changing students' expectations.** Modern students anticipate personalised, flexible, and tech-integrated learning experiences, aligning with the capabilities offered by AI-driven educational tools
- **Workforce demands.** The job market increasingly requires AI literacy and digital competencies, pressing universities to integrate AI into curricula to prepare graduates effectively
- **Educational myths.** Education is not immune to exaggerations and inaccuracies about the potential of AI, giving rise to its myths and projections, derived from the catastrophic or excessively benevolent perspectives shared in popular wisdom or technological solutionism [3]



AI Adoption Timeline





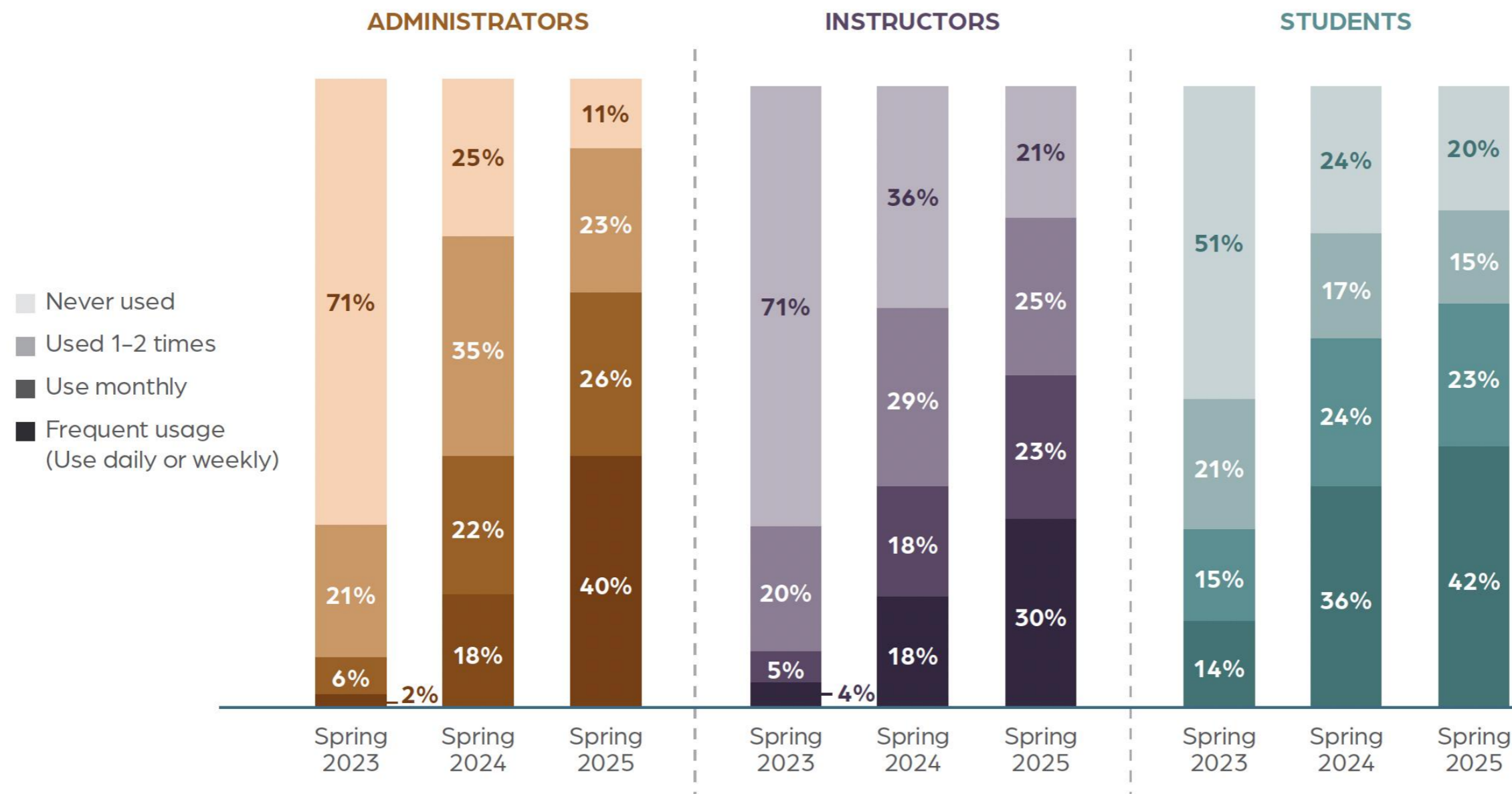
AI Adoption Timeline

- **2023–2026: The accelerated AI era.** From generative text to multimodal agents, autonomous AI is reshaping every sector at unprecedented speed
- **86–92% of students use AI regularly.** 79% of faculty actively engage with AI tools (Digital Education Council - <https://d66z.short.gy/OuX3gg>). However, only 39% of institutions have a formal AI policy (IREX)
- **Generative AI is not just another tool.** It creates content, writes code, runs analyses, and synthesises knowledge. It is accessible to anyone with internet access
- **Universities are no longer observers.** Teaching, research, and administration are all AI-touchable, but they are also AI-vulnerable without proper governance



Time series of GenAI tool usage frequency*

Among all administrator, instructor, and student respondents

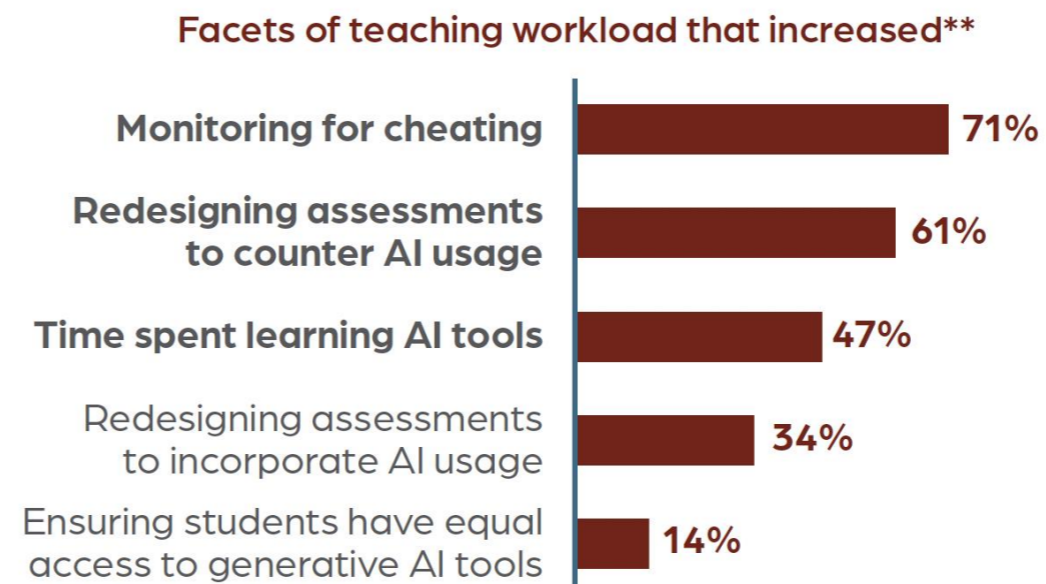
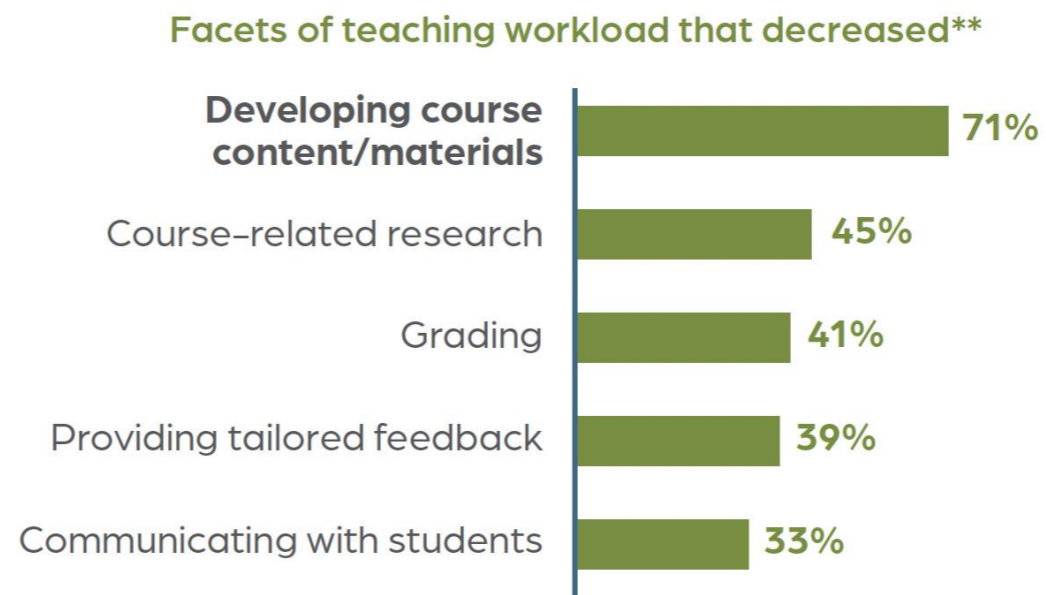
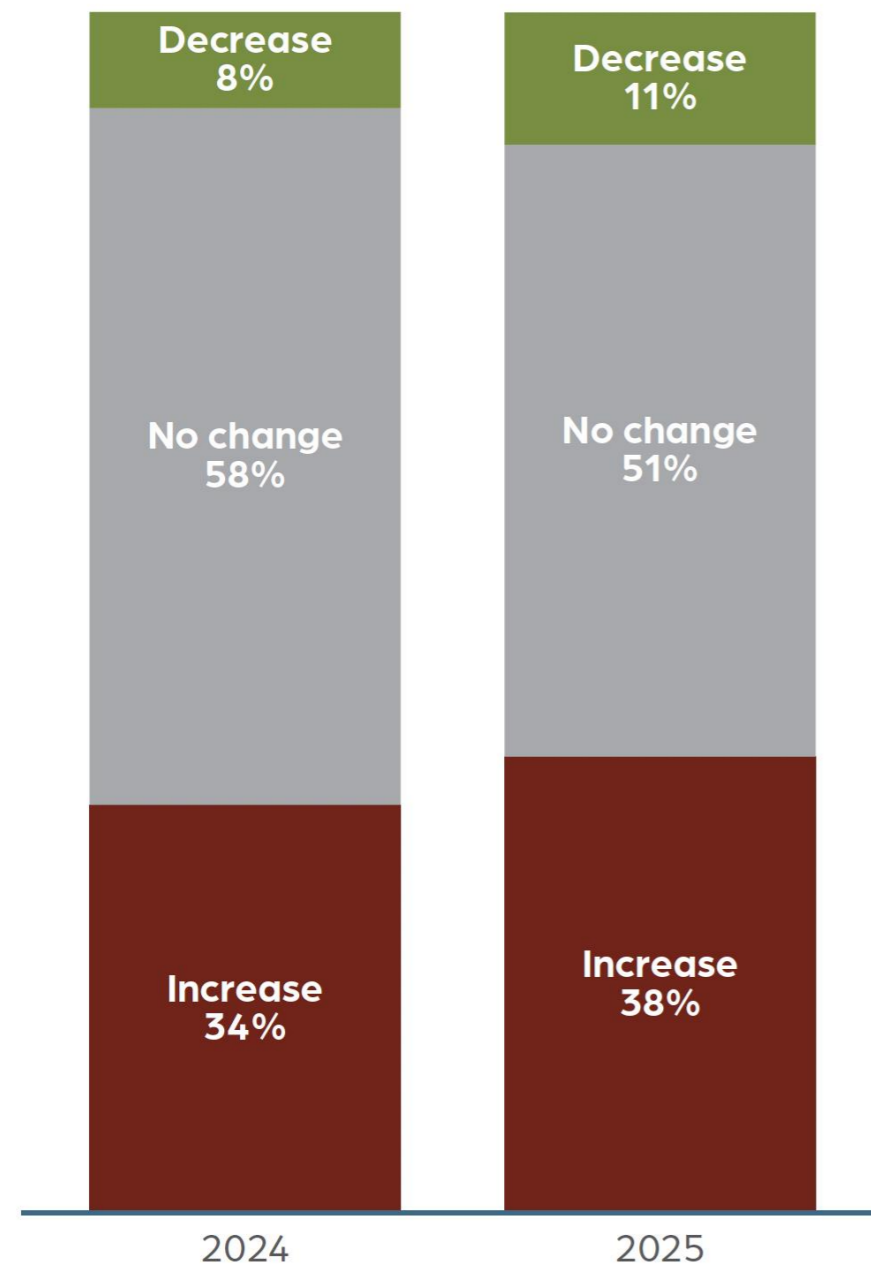


Notes: *Survey questions: “Which of the following best describes your own use of generative AI tools (e.g., ChatGPT, Bard/Gemini) for work?”, Instructor n (Spring 2025) = 1,572, Administrator n (Spring 2025) = 311, Student n (Spring 2025) = 1,529 Instructor n (Spring 2024) = 1,827, Administrator n (Spring 2024) = 316, Student n (Spring 2024) = 1,526; “Which of the following best describes your own use of generative AI writing tools (e.g., ChatGPT)?” Instructor n (Fall 2023) = 1,601, Instructor n (Fall 2023) = 1,001; “Which of the following best describes your own use of generative AI writing tools (e.g., ChatGPT)?” Instructor n (Spring 2023) = 1,748, Administrator n (Spring 2023) = 306, Student n (Spring 2023) = 1,545; 2025 faculty and administrator data in chart(s) is weighted by institutional sector to reflect national representation;

Sources: Time for Class 2023-2025 Surveys, Fall 2023 Faculty & Student Pulse Surveys

Overall shift in instructor workload due to GenAI tools*

Among all instructor respondents



Notes: *Survey question: "How has your overall workload as an instructor changed considering both your and your students' use of generative AI tools?", n=1,581 (2024), n=1,501 (2025); **Survey question: "What aspects of your teaching workload increase/decrease because of generative AI tools? Select all that apply.", n=571 (instructors who indicate an overall workload increase), n=160 (instructors who indicate an overall workload decrease); Data in chart(s) is weighted by institutional sector to reflect national representation

Sources: Time for Class 2024 and 2025 Surveys, Tyton Partners analysis

Why governance matters

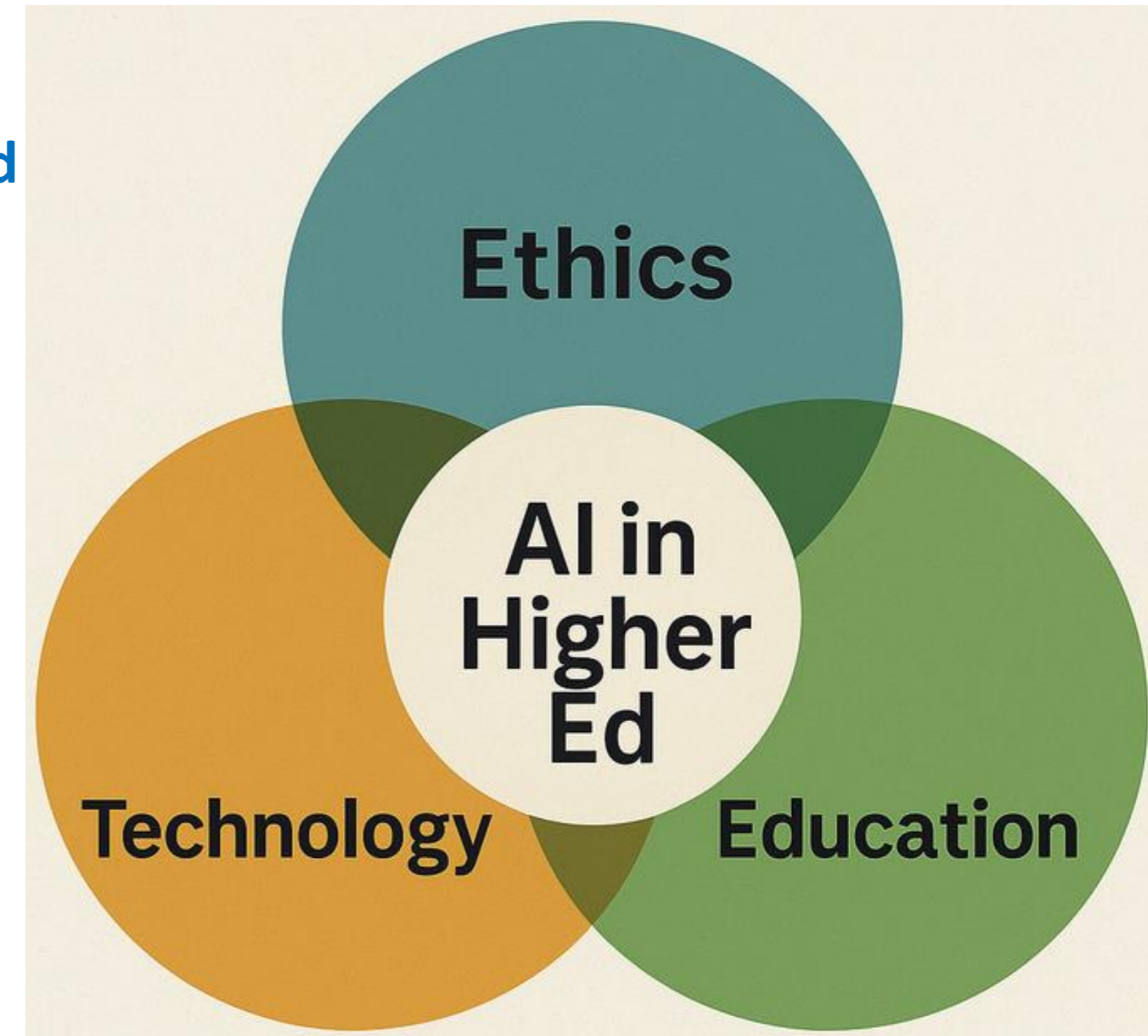
- AI is transforming **teaching**, **research**, and **administration**
- Universities must balance **innovation with responsibility**
- Need for **strategic coordination**: ethical, legal, operational

	BIAS	LEGAL NON-COMPLIANCE	OPACITY
RISK	AI may perpetuate inequalities in admission decisions, grading, etc.	Use of AI could violate data protection laws, lead to fines	Opaque algorithms could undermine trust in university
GOVERNANCE MITIGATES	Ensure fair and unbiased application of AI tools	Maintain adherence to evolving AI regulations	Enforces explainability and transparency of AI systems

Open issues in AI government in universities

A vision rooted in ethics and opportunity

- **Fear vs. empowerment**
 - AI is often seen as a threat, but it also presents an **opportunity to transform education for good**
- **Not just tools, but mindsets**
 - AI adoption requires **rethinking roles**: from teacher as transmitter to **curator, facilitator, and guide**
- **Institutional responsibility**
 - Universities must **lead with values**: equity, transparency, and human-centred design
- **Responsible innovation**
 - Promoting **AI literacy, ethical awareness, and digital governance** from the outset





Safe AI in Education Manifesto [5, 6]

The Manifesto for Safe AI in Education proposes **fundamental principles that ensure that AI is implemented in educational settings in a manner that is ethical, safe, and aligned with the fundamental goals of education**

These principles are based on the belief that **AI should always be at the service of people**, enhancing human capabilities rather than replacing them

<https://manifesto.safeaieducation.org>

Safe AI in Education Manifesto ^[5, 6]

The 7 Principles at a Glance

A quick-reference framework for safe, ethical and educationally aligned AI adoption in universities.

1

Human Oversight and Accountability



AI should support educators, not replace them. Important decisions must remain under human supervision, with accountability and the right to appeal.

2

Guaranteeing Confidentiality



Student data must be protected through secure systems, privacy safeguards, and institutional control over tools and vendors.

3

Alignment with Educational Strategies



AI should align with institutional goals, learning objectives, and IT governance, adding educational value without creating unnecessary complexity.

4

Alignment with Didactic Practices



AI should fit sound teaching methods and instructional design, supporting learning without adding burdens for educators or students.

5

Accuracy and Explainability



AI outputs should be accurate, relevant, explainable, and source-grounded, with ongoing quality assessment to reduce errors and hallucinations.

6

Comprehensible Interface and Behavior



AI systems should be easy to understand, clearly communicate their limits, and explicitly label AI-generated content.

7

Ethical Training and Transparency

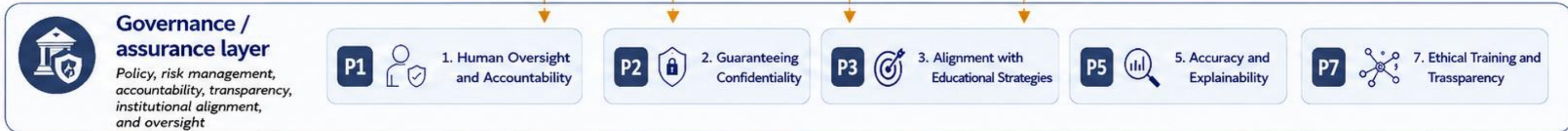


AI models should be ethically trained, transparent about data and methods, actively minimize bias, and clarify their limitations..



Mapping the Safe AI in Education Manifesto to University AI Governance Strategies

A high-level strategic view for universities



Clarification

P7 refers to the ethical training of AI models and transparency about data sources, training methods, bias minimization, and model limitations.

Human training and AI literacy for students, teachers, and service staff are concrete governance actions that mainly support P1, P4, and P6.



Why Universities Need Ethical AI Policies

Key findings from 'The Three Yeses — How 30 Universities Govern AI'

Analysis of public AI governance documents across 30 leading universities in 10 countries (2026).



2 — What everyone agrees on

The Big Five — present in all 26 policy-issuing universities

- 1** **Disclose**
AI use must be declared.
- 2** **You own it**
Humans remain accountable for AI-supported output.
- 3** **Rules extend**
Academic integrity rules apply to AI use.
- 4** **No private data**
Confidential data must stay out of AI systems.
- 5** **Local rules**
Courses, instructors, or funders may impose stricter rules.

3 — Three very different yeses

- Open default (20)**
AI is generally permitted unless a context restricts it.
- Closed default (6)**
AI is restricted unless explicitly authorized.
- Structured / Abstain (4)**
Institutions delegate or avoid a uniform central rule.

4 — Why ethical policies are still necessary

Consensus exists on basic guardrails, but major ethical, social and governance gaps remain.

Current policies show progress, but they are still incomplete.

- 1** AI in admissions
- 2** AI detection tools
- 3** Equity and access
- 4** Environmental impact
- 5** Student data in training
- 6** Multilingual students
- 7** Mental health & dependency
- 8** Professional practice training
- 9** Administrative AI use
- 10** Shared governance



From AI permission to AI governance

Universities need ethical policies that address **transparency, justice, participation, privacy, accountability,** and the real institutional uses of AI — not only whether students may use it.





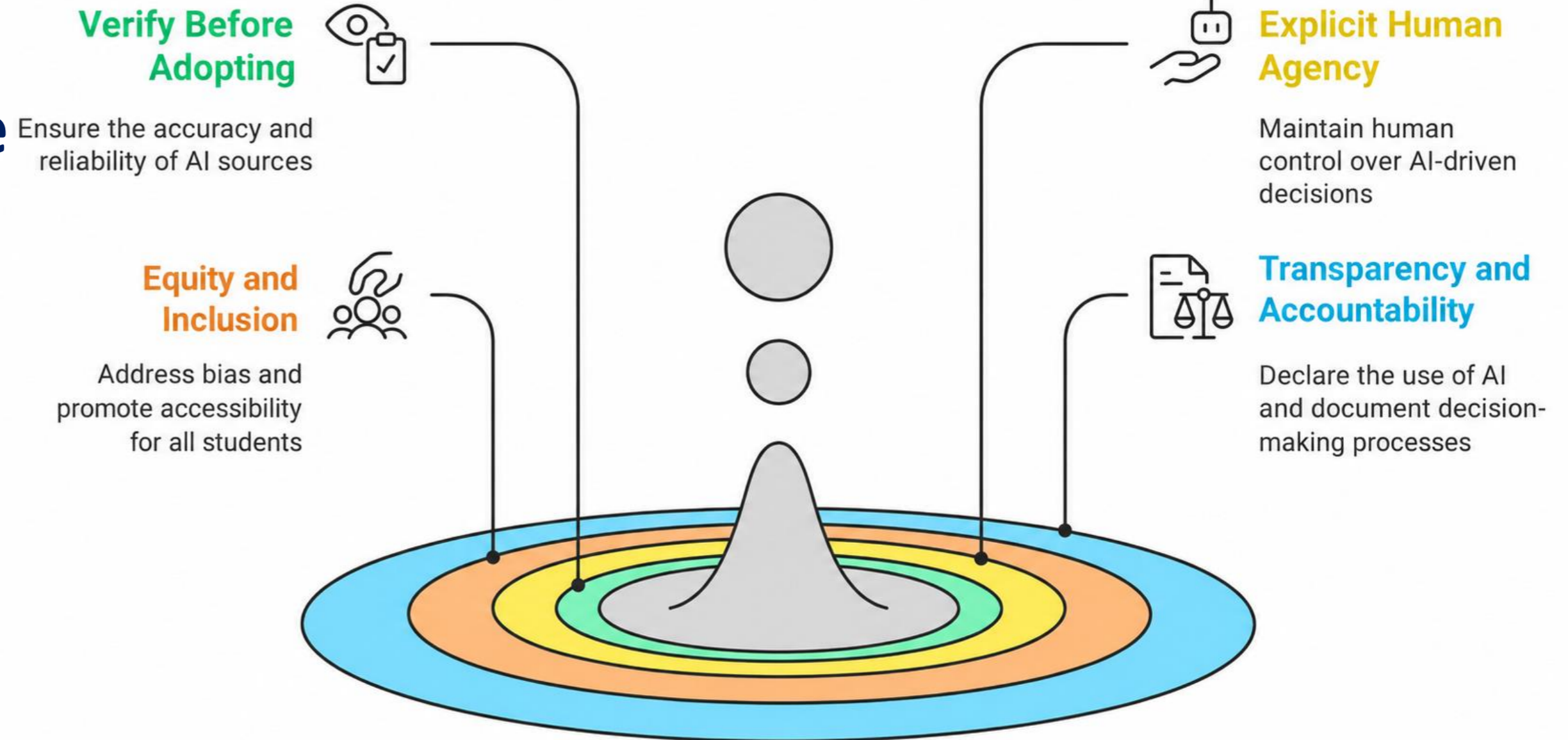
AI LITERACY

All the university main stakeholders must be trained for the correct and critical use of artificial intelligence

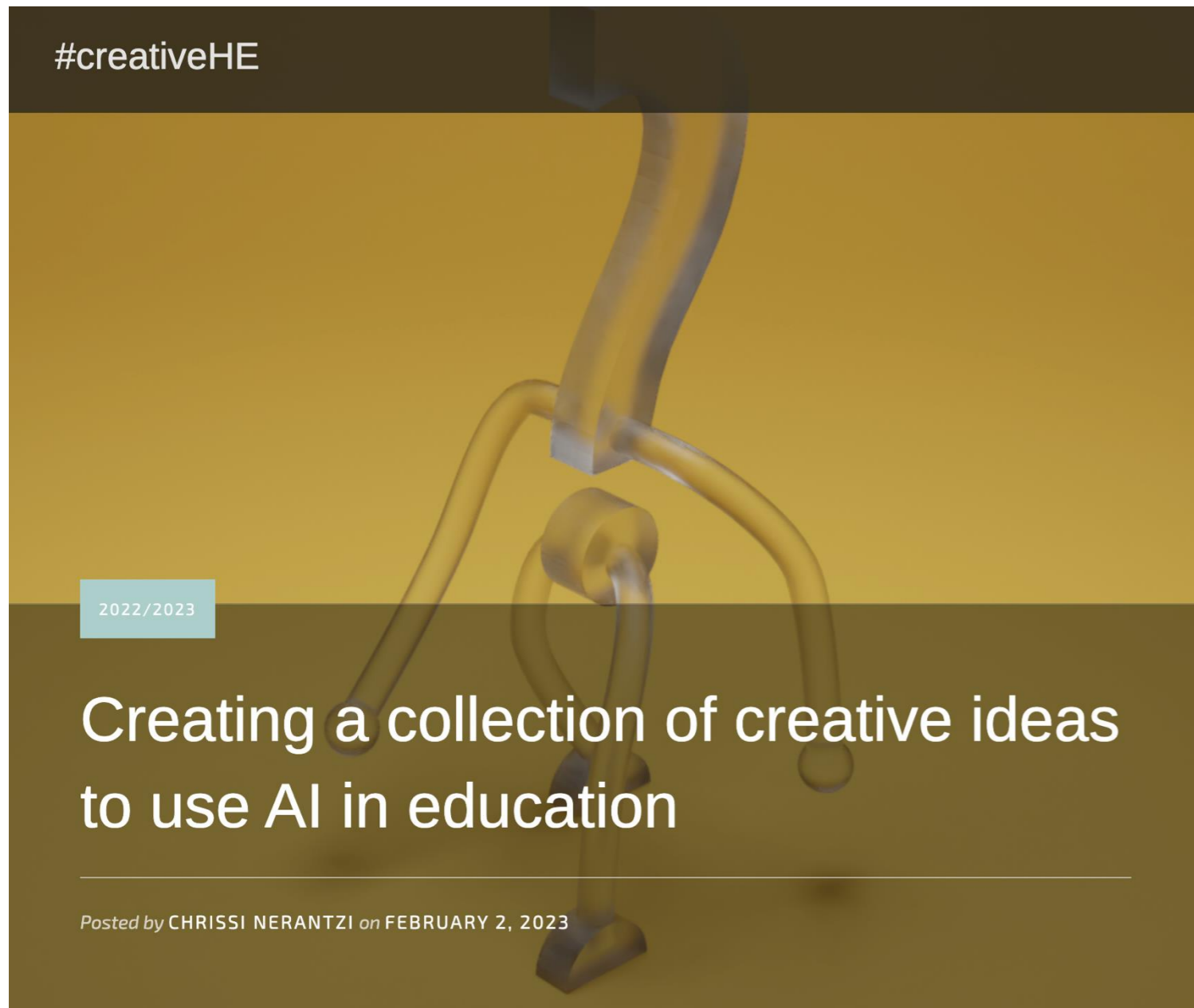
Operational principles of critical literacy [8]

Critical literacy in AI is not merely about knowing how to use tools, but about using them judiciously within the framework of academic values and practices

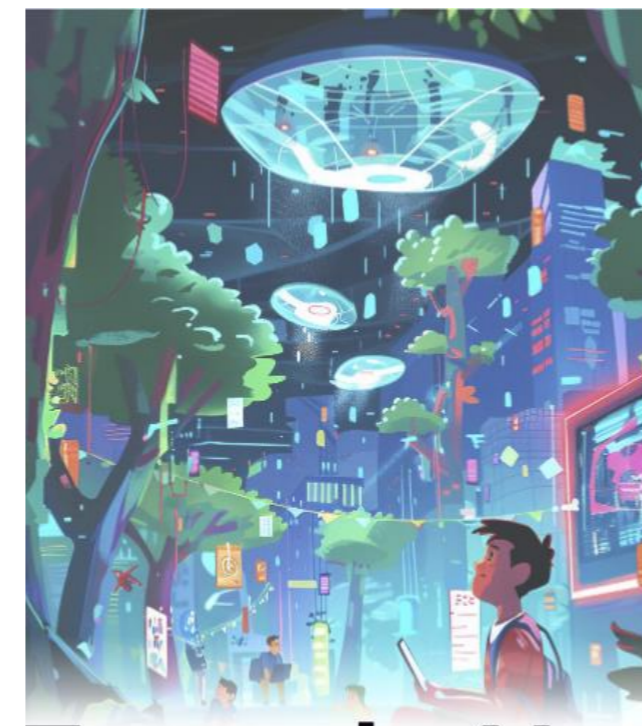
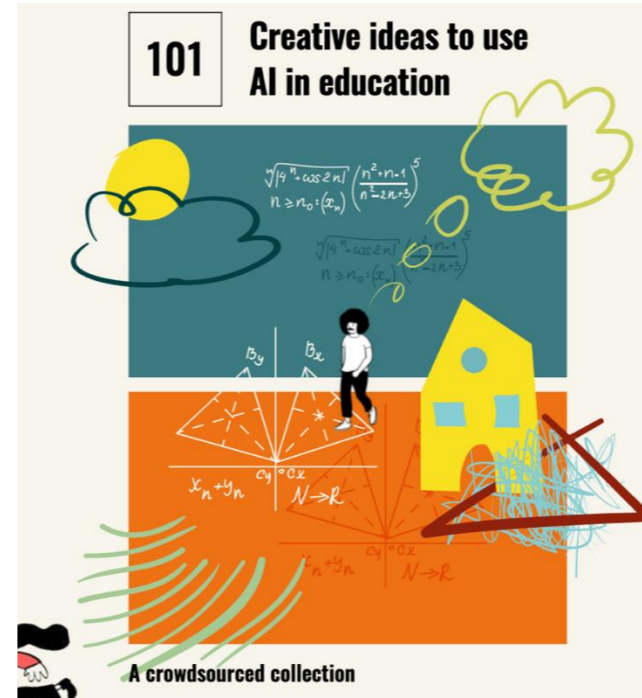
Critical Literacy Principles



The importance of communities of practice and the sharing of good practices

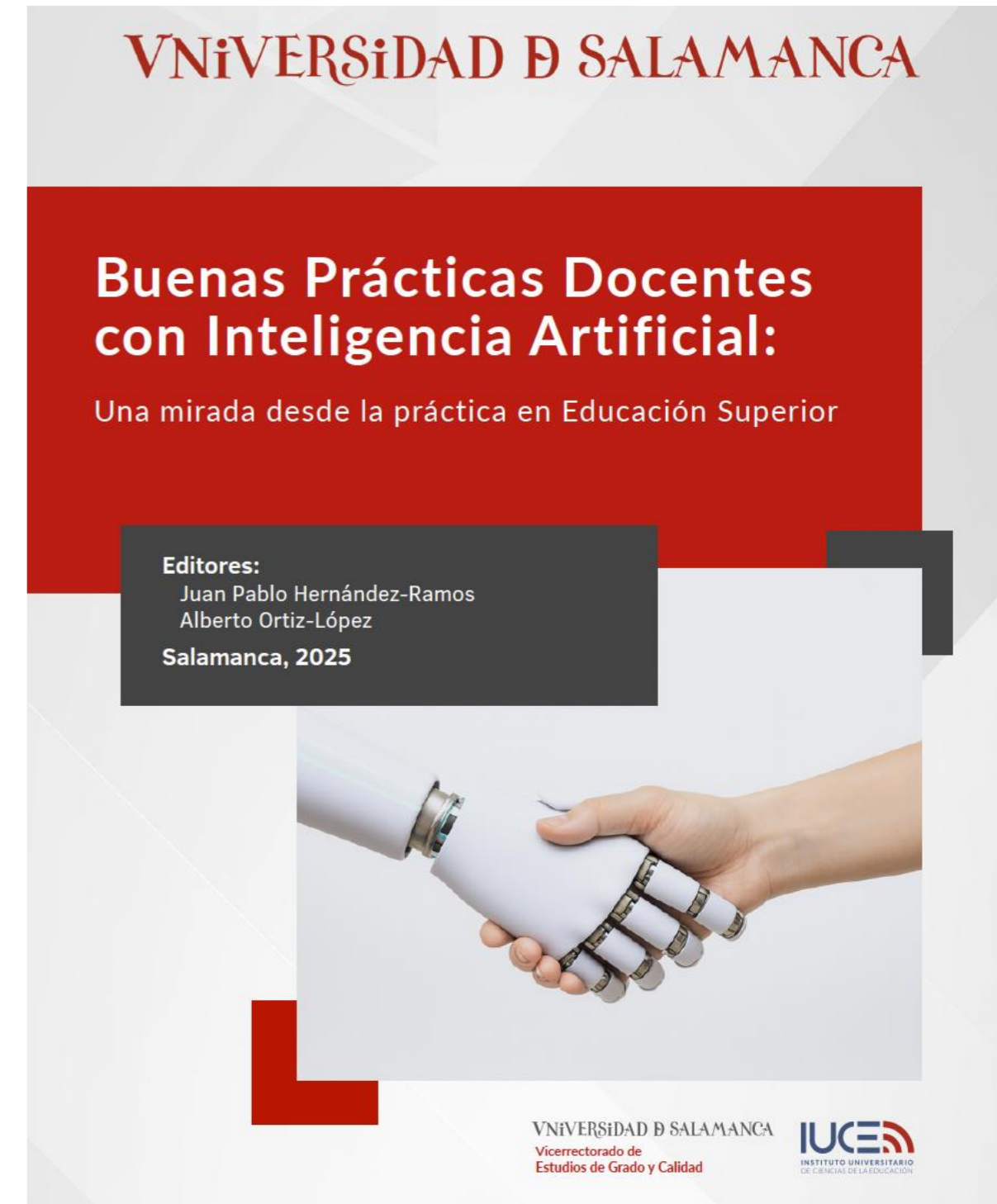


<https://d66z.short.gy/VxLYzY>



Towards AI Literacy: 101+

[9]



[10]

[11]



**“Technology is
neither good nor
bad, nor neutral**

Melvin Kranzberg [12]


Dichotomy between dependence on third parties and open proposals




Choosing the AI Stack for Universities











Own infrastructure + open LLMs vs. third-party products + proprietary models


A strategic comparison for university AI governance, digital transformation, and institutional capacity.




Option A — Own Infrastructure + Open LLMs










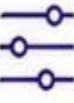


+ Pros	- Cons
 Greater control over data, privacy, and compliance	 Higher initial investment and maintenance costs
 More institutional sovereignty and lower vendor lock-in	 Requires strong technical teams and internal capabilities
 Better customization for teaching, research, and services	 Slower deployment and more operational complexity
 Greater transparency and auditability of models and workflows	 Performance and usability may lag behind frontier commercial tools
 Easier alignment with internal governance and security policies	 Responsibility for reliability, updates, and support stays in-house



Option B — Third-Party Products + Proprietary Models



+ Pros	- Cons
 Faster adoption and easier deployment at scale	 Less control over data, infrastructure, and model behavior
 Strong usability, mature interfaces, and frequent updates	 Greater dependence on vendors and risk of lock-in
 Lower internal technical burden	 Limited transparency about training data, bias, and model decisions
 Access to cutting-edge capabilities and integrated ecosystems	 Procurement, compliance, and contract risks may increase
 Useful for quick experimentation and broad institutional uptake	 Customization and governance may be constrained by the provider

What should universities evaluate?

 Privacy & data protection

 Cost & internal capacity

 Speed of deployment

 Customization needs

 Transparency & auditability

 Strategic autonomy



There is no single best option.

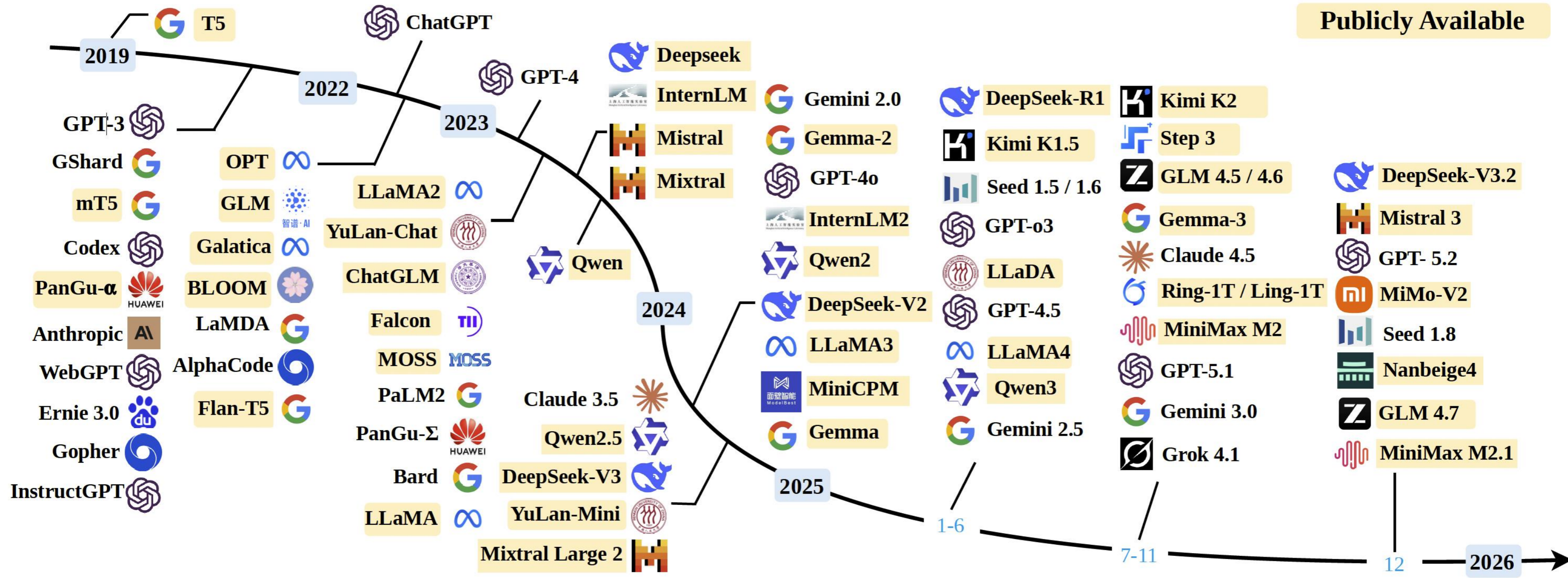
The right choice depends on institutional goals, risk tolerance, digital maturity, and the university's capacity to govern AI responsibly.





Many universities will adopt hybrid strategies, combining institutional infrastructure with carefully governed external tools.

Timeline of LLMs



Chronology of the large language models that have existed (with a size of more than 10,000 million parameters) in recent years (open source LLMs are marked in yellow). Source: [13]

Open source LLM ranking



Overview

Chat Code Image Video

Categories (29)

- Overall
- Expert
- Occupational
- Math
- Instruction Following
- Multi-Turn
- Creative Writing
- Coding
- Hard Prompts
- Hard Prompts (English)
- + View more

Style Control

On Off

License Type

- All
- Proprietary
- Open Source

Score Range

Min 951 Max 1503

Input Price

Min \$0.00 Max \$75

Text Arena Overall

View overall rankings across various AI models in text-to-text tasks across math, coding, creative writing, and other open-ended domains.

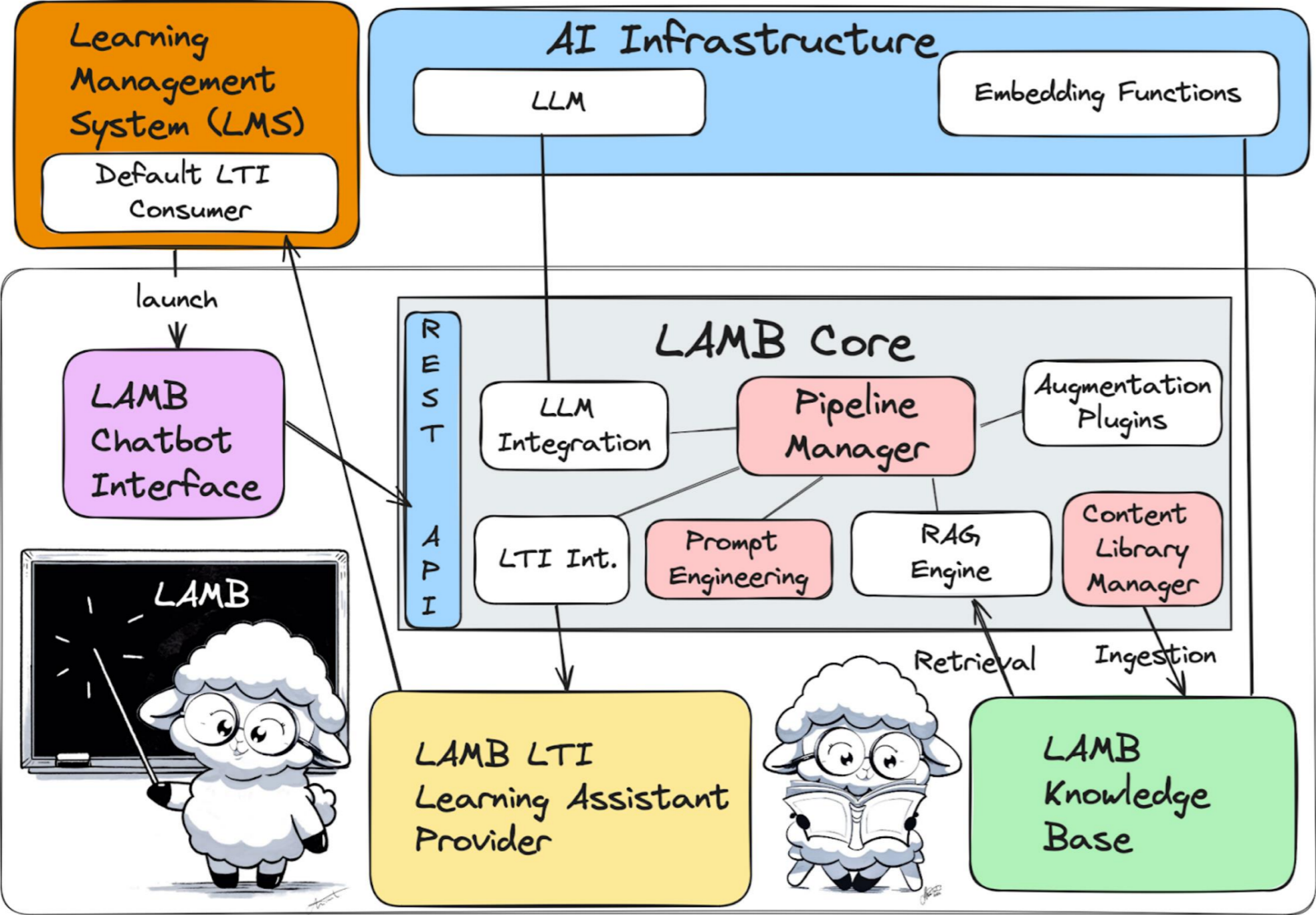
May 7, 2026 6,110,156 votes 204 open source models

Hide Filters Rank by Models Labs

Rank ↑	Overall Rank ↓	Model ↓	Score ↓	Rank Spread ↕	Votes ↓	Price \$/M ↕	Context ↓
1	19	glm-5.1 Z.ai · MIT	1471 ±6	8 ↔ 30	11,349	\$1.40 / \$4.40	202.8K
2	24	mimo-v2.5-pro Xiaomi · MIT	1464 ±7	13 ↔ 37	6,238	\$1 / \$3	1M
3	27	deepseek-v4-pro DeepSeek · MIT	1463 ±9	11 ↔ 40	4,160	\$0.43 / \$0.87	1M
4	28	kimi-k2.6 Moonshot · Modified MIT	1462 ±7	15 ↔ 40	7,108	\$0.95 / \$4	262.1K
5	29	deepseek-v4-pro-thinking DeepSeek · MIT	1462 ±9	13 ↔ 44	3,808	\$0.43 / \$0.87	1M
6	33	glm-5 Z.ai · MIT	1457 ±5	23 ↔ 45	20,292	\$1 / \$3.20	202.8K
7	39	gemma-4-31b Google · Apache 2.0	1451 ±8	25 ↔ 55	5,827	\$0.14 / \$0.40	262.1K
8	41	kimi-k2.5-thinking Moonshot · Modified MIT	1449 ±4	31 ↔ 54	27,282	\$0.60 / \$3	N/A
9	49	qwen3.5-397b-a17b Alibaba · Apache 2.0	1446 ±5	36 ↔ 59	22,471	\$0.39 / \$2.34	262.1K
10	52	glm-4.7 Z.ai · MIT	1443 ±6	37 ↔ 64	12,142	\$0.40 / \$1.75	202.8K
11	53	deepseek-v4-flash-thinking DeepSeek · MIT	1440 ±9	37 ↔ 69	3,600	\$0.14 / \$0.28	1M
12	57	gemma-4-26b-a4b Google · Apache 2.0	1438 ±8	39 ↔ 70	5,782	N/A	N/A
13	62	deepseek-v4-flash DeepSeek · MIT	1433 ±9	47 ↔ 87	3,506	\$0.14 / \$0.28	1M
14	63	kimi-k2.5-instant Moonshot · Modified MIT	1432 ±7	52 ↔ 83	8,207	\$0.40 / \$1.98	262.1K
15	66	kimi-k2-thinking-turbo Moonshot · Modified MIT	1430 ±3	57 ↔ 80	52,935	\$1.15 / \$8	262.1K

In-house intelligent applications - learning assistants

LAMB - LEARNING ASSISTANTS MANAGER AND BUILDER



[15]

In-house intelligent applications - learning assistants



LAMB v0.5

Learning Assistants

Sources of Knowledge ▾

228

Logout

EN ▾

Learning Assistants

+ Create Assistant

My Assistants

Shared with Me

Prompt Templates

OpenWebUI [↗](#)

🔍 Search assistants by name, description...

Status: All ▾

Last Modified ▾ ⌵

1 assistants



NAME	DESCRIPTION	CREATED / UPDATED (UPDATED) ⌵	ACTIONS
9_inso_1_usal_grupoa Published ✓ Vision	Asistente virtual para ayudar a los estudiantes de la asignatura Ingeniería de Software I del Grado en Ingeniería Informática de la Universidad de Salamanca a resolver dudas sobre los contenidos de la materia.	Created: 2026-03-10 12:38:59 Updated: 2026-03-10 12:38:59	 ID: 4
Prompt Processor: simple_augment Connector: openai LLM: gpt-4o-mini RAG Processor: context_aware_rag ✓ Vision Enabled			



In-house intelligent applications - learning assistants

lamb.grial.eu/knowledgebases

Full article: Studen... Personalizar víncul... Iniciativa W-Empr... AI Voice Generator... GitHub - yousefeb... Campus Virtual Ud... Declarador - Trans... Todos los marcadores

LAMB v0.5 Learning Assistants Sources of Knowledge 228 Logout EN

Knowledge Bases

Manage your knowledge bases for use with learning assistants.

Knowledge Bases [Create Knowledge Base](#)

My Knowledge Bases Shared Knowledge Bases

Search knowledge bases... Created Date

2 owned knowledge bases

NAME	DESCRIPTION	CREATED	STATUS	ACTIONS
inso_1_usal_grupo_a_uml_kb 7	Base de conocimiento, contenidos de UML, para la asignatura Ingeniería de Software I del Grado en Ingeniería Informática de la Universidad de Salamanca	Mar 8, 2026	Private	Share View Edit Delete
inso_1_usal_grupo_a_theory_kb 6	Base de conocimiento, contenidos de teoría, para la asignatura Ingeniería de Software I del Grado en Ingeniería Informática de la Universidad de Salamanca	Mar 6, 2026	Private	Share View Edit Delete



In-house intelligent applications - learning assistants

LAMB:9_inso_1_usal_grupoa ▾ +

Establecer por defecto



LAMB:9_inso_1_usal_grupoa

Asistente virtual para ayudar a los estudiantes de la asignatura Ingeniería de Software I del Grado en Ingeniería Informática de la Universidad de Salamanca a resolver dudas sobre I...

+ Me puedes explicar el concepto de requisito no funcional y ponerme dos ejemplos diferentes y clasificarlos



⚡ Sugerido

Help me study

vocabulary for a college entrance exam

Tell me a fun fact

about the Roman Empire

Overcome procrastination

give me tips

In-house intelligent applications - learning assistants

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Me puedes explicar el concepto de requisito no funcional y ponerme dos ejemplos diferentes y clasificarlos



OI LAMB:9_inso_1_usal_grupoa

Los requisitos no funcionales son aquellos que no están directamente relacionados con las funcionalidades o los servicios específicos que debe ofrecer un sistema, sino que describen cómo debe comportarse el sistema en términos de calidad, restricciones y propiedades emergentes. Estos requisitos son cruciales para el diseño y la implementación, ya que afectan la experiencia del usuario y el rendimiento del sistema de manera significativa.

Clasificación de los requisitos no funcionales

Existen varias formas de clasificar los requisitos no funcionales. Una clasificación común, propuesta por Jan Somerville, agrupa estos requisitos en tres categorías principales:

1. **Requisitos de Producto** : Especifican el comportamiento del producto y pueden incluir:
 - **Rendimiento** : Tiempo de respuesta, capacidad de usuarios simultáneos.
 - **Fiabilidad** : Tasa de fallos aceptable.
 - **Usabilidad** : Facilidad de uso y aprendizaje del sistema.
 - **Portabilidad** : Posibilidad de ejecutar el sistema en diferentes entornos o plataformas.
2. **Requisitos de Organización** : Relacionados con las políticas y procedimientos de la organización que desarrollará o utilizará el sistema. Ejemplos:

In-house intelligent applications - learning assistants

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utilizará el sistema. Ejemplos:

- Estándares de documentación.
- Métodos de desarrollo y gestión de proyectos.

3. **Requisitos Externos** : Factores que influyen en el sistema desde un contexto externo, como:

- Requisitos legales (por ejemplo, leyes de protección de datos).
- Interoperabilidad con otros sistemas.

Ejemplos de requisitos no funcionales

Algunos ejemplos concretos incluyen:

- "El sistema debe soportar al menos 20 transacciones por segundo." (Requisito de rendimiento)
- "Los datos del usuario deben ser encriptados para protección de la privacidad." (Requisito de seguridad)
- "El sistema debe ser accesible para personas con discapacidades." (Requisito de usabilidad)

Importancia de los requisitos no funcionales

Los requisitos no funcionales suelen ser más difíciles de definir y verificar que los funcionales, pero son vitales para el éxito del sistema. Su incumplimiento puede resultar en una experiencia de usuario deficiente y en el fracaso del proyecto.

Puedes ver una explicación más detallada sobre este tema en el vídeo [aquí](#) (desde el minuto 0:01 hasta 0:22) donde se habla de la importancia de los requisitos no funcionales y su clasificación.



Requisitos no funcionales

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UNIVERSIDAD DE SALAMANCA
CAMPUS DE EXCELENCIA INTERNACIONAL

4. Requisitos no funcionales
Oculto

A framework for the governance of AI in universities [16]



- **Principles for AI governance**
 - **Principle of legality**, AI Act & GDPR compliance
 - **Principle of neutrality**, bias mitigation across processes
 - **Principle of transparency**, explainability, and open communication
 - **Principle of promotion of innovation**, promoting safe experimentation

A framework for the governance of AI in universities [16]



AI governance grid

AI governance grid. (GDPR stands for general data protection regulation. AI Act stands for European artificial intelligence Act)

		Knowledge generation		
		Data	Algorithms	Uses
Principles	Legality	Observance of GDPR and AI Act	Observance of AI Act	Observance of AI Act
	Neutrality	Avoidance of data biases	Avoidance of algorithm biases	Observance ethic uses
	Transparency	Observance of consent GDPR	Requirement of explainability when possible	Requirement of a report on uses
	Promotion of innovation	Promotion of open data sources	Licensing, hardware and software procurement policies	Specific calls for AI innovation

A framework for the governance of AI in universities [16]



- **Structures for AI governance at universities**

- Considering the presented principles and the universities' own digital transformation needs, the issues to be addressed for the AI governance should be in line with the ISO 38500 IT Governance standard [28] principles
 - **Responsibility**, individuals, and groups within the organization must understand and accept their responsibilities with respect to the use of AI
 - **Strategy**, the organization has a clear strategy for incorporating AI-based solutions
 - **Acquisition**, AI service providers are required to follow the same principles as the institution, with clear and transparent decision-making
 - **Performance**, technological issues related to the ability to address problems and propose AI-based solutions
 - **Conformance**, legislation, and regulations compliance of the whole knowledge generation process
 - **Human behaviour**, strict observance of ethical principles in the use of AI, is always oriented towards the well-being of people, and training in the proper use of AI-based solutions

A framework for the governance of AI in universities [16]

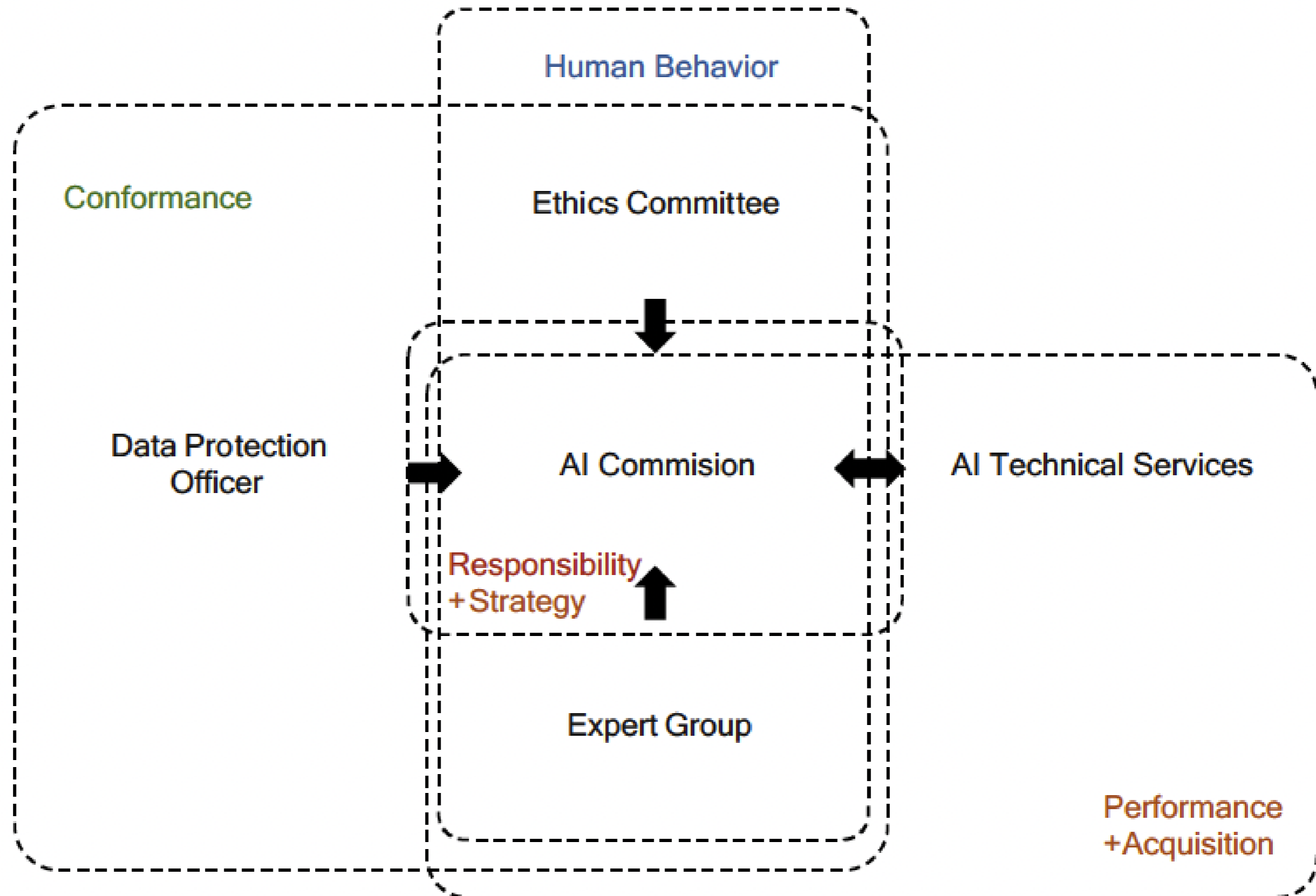


- **The involvement of existing structures in the university with new attributions or the creation of such structures if they do not exist**
 - **AI commission.** It is the central decision-making body for AI
 - **Ethics committee.** It should take on the responsibility of observing the aspects of human behaviour, overseeing the ethical issues raised by AI, not only in research projects but also in projects for the implementation of solutions that universities wish to incorporate into their digital ecosystem
 - **Data Protection Officer.** AI-based applications are large consumers of data and, as such, are subject to this regulation and are therefore subject to supervision by the Data Protection Officer
 - **AI technical services.** They should oversee the implementation of many of the AI solutions, or at least coordinate them with the suppliers
 - **Expert Group.** A multidisciplinary group of people, external to those responsible for the implementation of AI and experts in different fields such as the more technical principles of AI, in the application of AI solutions to human problems, in the laws that regulate and limit the uses of AI, in ethical and social aspects of AI, in university governance and the use of AI in universities, etc. Its task is to issue guidelines and reports at the request of the AI commission

A framework for the governance of AI in universities [16]



Structures for AI governance for universities





Conclusions

Universities as agents of transformation

Making AI part of university governance is necessary to set the scenario for universities to continue to lead in this AI-driven era, ensuring that they remain at the forefront of educational innovation while safeguarding their fundamental principles [17]

The question is not whether universities will change, but how wisely they will do so

AI governance must be **strategic** (aligned with the institutional digital mission), **participatory**, and **ethical**



The goal is to build an **AI-augmented academic culture**, not just AI-powered systems

Call to action, from vision to reality: What we must do now

- **Invest** in governance structures, training, and ethical foresight
- **Promote** a culture of critical engagement with AI across disciplines
- **Collaborate** across institutions to share frameworks and best practices
- **Act with purpose**, the choices made now will define the future of education

Let us not just use AI, let us **teach it**,
question it, and **lead through it**

AI



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THANK YOU

AI Governance Strategies: A University Perspective

Thank you for your attention.

Francisco J. García-Peñalvo



ETHICS



ACCOUNTABILITY



TRANSPARENCY



PRIVACY



EDUCATION

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