University Leadership Brief

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Supporting Evidence

Evidence Landscape

This analysis draws from 776 articles specifically addressing AI in higher education, selected from a broader corpus of 1,567 sources published during the week of November 18-24, 2025. The evidence base reveals a striking pattern: while institutional frameworks proliferate, empirical research on actual educational outcomes remains limited. Major universities have published comprehensive policy documents, including [13] and [12], yet these rely heavily on projected benefits rather than demonstrated results.

The available research shows promise in controlled settings—[1] demonstrates measurable learning gains—but implementation studies reveal significant complexity. [7] documents highly variable adoption patterns, while [6] raises questions about psychological impacts that policy frameworks rarely address.

[13] University of Minnesota Presidential AI Task Force Report

[12] Toward an AI-Ready University - University of Toronto

[1] AI tutoring outperforms in-class active learning: an RCT ... - Nature

[7] Generative AI in Higher Education: Evidence from an Elite ...

[6] Does AI Foster imposter feelings? The impact of task design on students' use of AI

Stakeholder Perspective Gaps

The evidence base systematically excludes critical voices necessary for informed institutional decisions. Without documented perspectives from students, faculty, or support staff, policies risk misaligning with actual needs and experiences. This absence particularly affects understanding of how AI tools impact different student populations, teaching practices across disciplines, and workload implications for instructors. The legitimacy of any AI strategy depends on incorporating these missing viewpoints, yet current frameworks proceed without this essential input.

Documented Failure Patterns

While the analyzed corpus lacks systematic documentation of failure patterns, emerging concerns appear across multiple sources. [10] highlights regulatory violations in biometric data processing, suggest-

[10] La AEPD sanciona el tratamiento de datos biométricos con IA en la ...

ing inadequate privacy protections. [11] documents academic integrity challenges that current detection systems cannot address. [3] reveals fundamental difficulties in assessing AI safety in educational contexts. These scattered reports suggest systematic risk assessment gaps rather than isolated incidents.

[11] Plagiarism, Copyright, and AI | The University of Chicago Law Review

[3] Challenges of Evaluating LLM Safety for User Welfare

Power and Framing Analysis

The AI-education narrative remains dominated by technology vendors and institutional leadership, with minimal input from educators or learners. The pervasive "tool" metaphor, evident across policy documents like [4], frames AI as neutral instruments rather than systems that reshape educational relationships. This framing obscures power dynamics: when AI systems produce positive outcomes, institutions claim innovation leadership; when problems arise, individual users bear responsibility for "misuse." [2] questions whether students develop critical skills or merely outsource cognitive work, yet institutional metrics focus on efficiency rather than educational depth.

[4] CU Committee Report: Generative Artificial Intelligence for Education ...

[2] Are they just Delegating

Research Gaps Affecting Strategy

Leadership faces critical decisions without adequate evidence on long-term educational impacts, equity effects across student populations, or optimal integration models for different disciplines. [5] poses fundamental questions about learner autonomy that remain empirically unanswered. The absence of longitudinal studies means institutions implement sweeping changes without understanding cumulative effects on student development, faculty roles, or institutional culture.

[5] Do AI tutors empower or enslave learners? Toward a critical use of AI ...

Secondary Tensions

Beyond primary implementation challenges, the evidence reveals competing values that resist simple trade-offs. [9] articulates tensions between innovation and tradition, while [8] shows how design choices create unexpected trust dynamics. These tensions intersect with institutional priorities around accessibility, academic freedom, and educational quality in ways that purely technical solutions cannot resolve.

[9] L'Intelligence Artificielle dans l'Enseignement Supérieur : Entre ...

[8] Humanlike AI Design Increases Anthropomorphism but Yields Divergent Outcomes on Engagement and Trust Globally

References

1. AI tutoring outperforms in-class active learning: an RCT ... - Nature

2. Are they just Delegating
3. Challenges of Evaluating LLM Safety for User Welfare
4. CU Committee Report: Generative Artificial Intelligence for Education ...
5. Do AI tutors empower or enslave learners? Toward a critical use of AI ...
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13. University of Minnesota Presidential AI Task Force Report