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Integration of generative AI into higher education ecosystems

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***Abstract*:** In recent years, the integration of GenAI into higher education has rapidly transformed higher education systems from different perspectives. It impacts teaching, learning, assessment, daily business operations, and institutional management. To this matter, this paper explores the integration of Gen AI within higher education, substantiated by the case of selected Slovenian business school. The study addresses how AI should be incorporated into higher education and presents a use case that can help other universities to integrate GenAI tools into their modus operandi in an effective and ethical manner.

***Keywords*:** technology adoption, generative AI, higher education, integration of generative AI into higher education

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Uvajanje generativne umetne inteligence v visokošolske ekosisteme

Povzetek: V zadnjih letih je vključevanje generativne umetne inteligence (GenAI) v visoko šolstvo hitro preoblikovalo visokošolske sisteme z različnih vidikov. Vpliva na poučevanje, učenje, preverjanje in ocenjevanje znanja, vsakodnevne poslovne procese ter institucionalno upravljanje. V prispevku obravnavamo vključevanje generativne umetne inteligence v visoko šolstvo na primeru izbrane slovenske poslovne šole. Raziskava obravnava vprašanje, kako naj bo umetna inteligenca vključena v visokošolski prostor, ter predstavlja primer dobre prakse, ki lahko drugim univerzam pomaga pri učinkovitem in etično odgovornem vključevanju orodij GenAI v njihovo delovanje.

Ključne besede: uvajanje tehnologije, generativna umetna inteligenca, visokošolsko izobraževanje, integracija generativne umetne inteligence v visokošolsko izobraževanje

1 INTRODUCTION

In recent years, the integration of GenAI into higher education has rapidly transformed higher education systems from different perspectives. It impacts teaching, learning, assessment, daily business operations, and institutional management. GenAI tools such as ChatGPT, Copilot, Gemini, and Claude have been adopted globally across universities, which enables personalized learning, resources development, and increases the efficiency of administrative tasks (Qian, 2025; Yusuf et al., 2024; Hughes et al., 2025). Generally speaking, students and educators hold positive attitudes toward GenAI, showing its great potential to help students write, brainstorm ideas, conduct research, and give feedback on assignments (Chan & Hu, 2023; Aldreabi et al., 2025), while perceiving a number of issues related to accuracy, privacy, academic integrity, and ethics (Chan & Lee, 2023; Siu & White, 2025).

As a response to rapid emergence of use of GenAI tools, higher education institutions started to enforce new guidelines and frameworks, utilizing best practices cases to ensure responsible, equitable, and effective integration of GenAI tools into their daily operations (Kurtz et al., 2024). However, several challenges remain, such as overreliance, hallucinations, bias, and the need for robust policy for integration and adoption of GenAI into higher education (O'Dea, 2024; Farrelly & Baker, 2023). Also, the ethical concerns arising from the use of these technologies, particularly in-coded bias and data privacy, demand careful consideration when institutions integrate GenAI into their daily modus operandi (Hagendorff, 2020).

To this matter, this paper explores the integration of Gen AI within higher education, substantiated by the case of selected Slovenian business school. The study addresses how AI should be incorporated into higher education and presents a use case that can help other universities to integrate GenAI tools into their modus operandi in an effective and ethical manner.

The structure of the paper is as follows. The paper first presents short background on the research of GenAI integration into higher education processes. Next, it highlights conceptual underpinnings of GenAI integration, identifying adoption approaches, then drilling down into a concrete use case at a business school in Slovenia, and provides the implications for the higher education ecosystem deriving from the literature and example of selected Slovenian business school. Finally, insights gained are synthesized in the conclusion section.

2 BACKGROUND

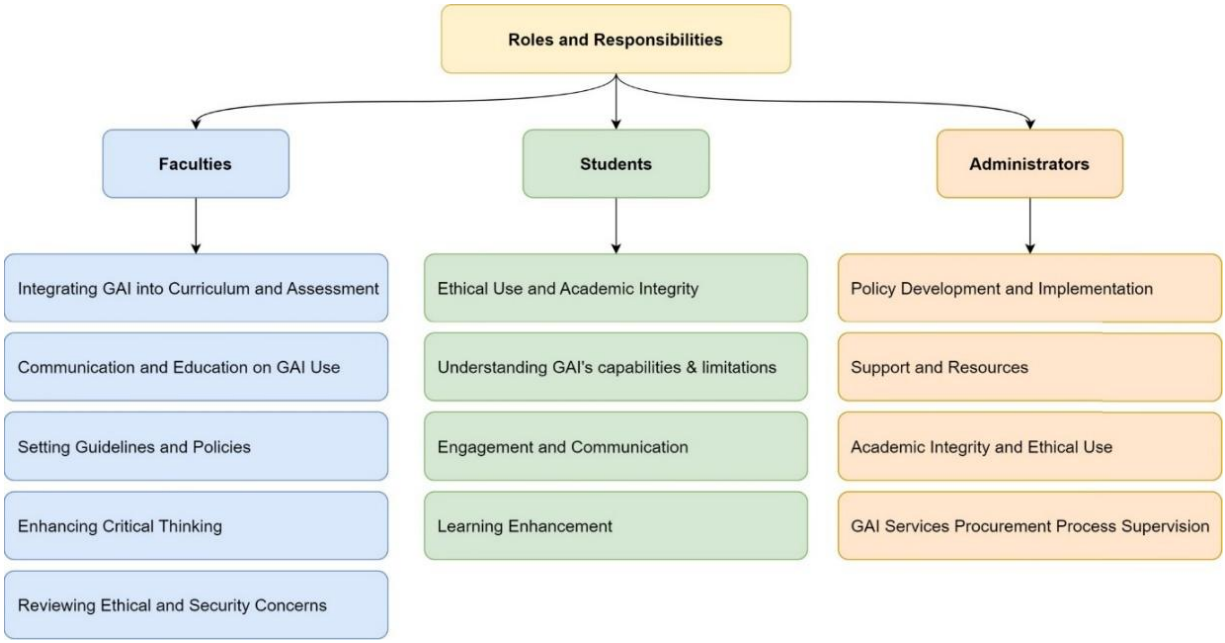
In recent years, GenAI brought several benefits into higher education, such as personalized learning, automated feedback, resource creation, and administrative efficiency (Emre, 2025; Pang & Wei, 2025). Studies have shown that the use of GenAI improved engagement, creativity, and academic performance from students perspective, while educators gained from streamlined grading and enhanced instructional design (Cordero et al., 2024). GenAI also supports the development of transversal competencies such as critical thinking, digital literacy, and collaboration (Deroncele-Acosta et al., 2025).

However, GenAI integration raises some major challenges. The biggest concerns are academic integrity (plagiarism, cheating), overreliance on AI, diminished development of critical and creative skills, privacy, and bias (Francis et al., 2025). To this matter, there emerged the need for clear guidelines, ethical frameworks, and ongoing training to mitigate these risks (Symeou et al., 2025). Hence, education institutes are developing evidence-based guidelines, policies, and frameworks to guide GenAI integration (Cacho, 2024). While most institutions encourage GenAI use, especially for writing and resource creation, they stress

out the importance of academic integrity, transparency, and equity (McDonald et al., 2025). Higher education institutions development, student AI literacy, and participatory policy-making are thus recognized to have an utter importance for sustainable adoption (Burneo-Arteaga et al., 2025).

GenAI is, even though currently being overhyped, expected to bring significant changes in workforce roles, curriculum design, and institutional operations (Kamalo et al., 2023). The literature hence suggests continuous professional development, ethical leadership, and policies that promote equity and inclusion (George & Wooden, 2023). The long-term success of AI integration depends on balancing technological innovation with human-centered pedagogy and ethical considerations (Farrelly & Baker, 2023). To this matter, specific roles that universities have in GenAI integration need to be taken into consideration. As emphasized by Jin et al. (2025) the key universities roles in GenAI integration are: embedding GAI into curriculum and assessment; educating students on its responsible use; setting ethical guidelines and policies; enhancing critical thinking and addressing ethical concerns; and security concern. Figure 1 presents roles and responsibilities of faculties, students, and administrators in the adoption process of GenAI.

Figure 1: Roles and responsibilities of faculties, students, and administrators in the adoption process of GenAI



Source: Jin et al., 2025

As explained above, GenAI is rapidly transforming higher education, offering significant benefits for teaching, learning, and administration, but its integration requires careful attention to ethics, policy, and faculty development. Key benefits, opportunities, challenges and risks of integration of GenAI into higher education institutions are presented in Table 1.

Table 1: Key benefits, opportunities, challenges and risks of integration of GenAI into higher education institutions

Benefits and opportunities	Challenges and risks
Personalizing learning	Academic integrity and plagiarism
Improving assessment	Bias, fairness, and equity issues
Boosting teacher productivity	Overreliance on AI

Fostering critical thinking, collaboration, and digital literacy	Privacy, data security, and ethical use

Source: adopted from Chan & Hu (2023), Farrely & Baker (2023), Ruiz-Rojas et al. (2023), Deroncele-Acosta et al. (2025), Francis et al. (2025)

3 CONCEPTUAL APPROACHES

The integration of GenAI is expected to transform higher education ecosystem, requiring systematic approaches. engagement, and ongoing evaluation of all involved stakeholders. As shown in the previous section, effective GenAI integration involves university management, faculty, students, and technical staff, and should be supported by clear governance, policy development, and defined roles (Symeou et al., 2025). Furthermore, iterative, consensus-based guideline development ensures adaptability and inclusivity, addressing both opportunities and risks (Cordero et al., 2024). With respect to pedagogical and curricular transformation, GenAI should be embedded in curriculum design, teaching, and assessment, emphasizing personalized learning, critical thinking, creativity, and AI literacy (Deroncele-Acosta et al., 2025), while instructional design models and participatory curriculum transformation should foster responsible and innovative use (Ruiz-Rojas et al., 2023).

Also, ethical, regulatory, and institutional policies are of crucial importance and they play a vital role in establishing robust ethical standards, transparent policies, and continuous evaluation mechanisms, which is essential to address academic integrity, fairness, and data privacy (Zlotnikova et al., 2025), and ongoing faculty development and student training are critical for sustainable, responsible adoption (Kurtz et al., 2024). To this end, several key elements and frameworks for GenAI integration into higher education can be found in the literature. For example, Chan (2023) introduced the AI Ecological Education Policy Framework, including three dimensions (pedagogical, governance, and operational). Expanding on this foundation, Cacho (2024) proposed Balanced Approach Guidelines focusing on six key sections: rationale, position, key terms, guidelines for teachers, guidelines for students, and guideposts. Other institutional frameworks, like that developed by European University Cyprus (EUC), focus on other specific areas, such as human-centricity, respect for data privacy and GDPR compliance, and communication and transparency, all aimed at ensuring that GenAI tools complement human judgment and knowledge. Anyhow, structured frameworks provide a necessary pathway for responsible, ethical, and effective GenAI adoption, enabling universities to future-proof their teaching and learning environments. The four major conceptual approaches and framework elements for GenAI integration in higher education institutions are presented in Table 2.

Table 2: Conceptual approaches and framework elements for GenAI integration in higher education institutions

Approach / Element	Short description
Stakeholder engagement	Inclusive, cross-disciplinary, participatory guideline development
Pedagogical innovation	Curriculum redesign, personalized learning, critical/creative skills
Ethical & regulatory frameworks	Policies for integrity, privacy, fairness, and responsible use
Continuous training and evaluation	Ongoing faculty/student development, impact assessment, iterative improvement

Source: adopted from Ruiz-Rojas et al. (2023), Cordero et al. (2024), Kurtz et al. (2024), Deroncele-Acosta et al. (2025), Symeou et al. (2025), Zlotnikova et al. (2025)

While literature converges on the need for holistic, ethical, and adaptive frameworks for GenAI integration in higher education, it is possible to conclude that successful integration and adoption of GenAI tools depends on stakeholder collaboration, curricular innovation, robust policy, and a commitment to human-centered, responsible GenAI use.

4 ADOPTION PRACTICES

Bringing GenAI into higher education isn't just about plugging in some new tech. It takes a whole coordinated effort, e.g. policies, ethics, training, and ongoing review. Everything starts with solid governance. Schools need clear, transparent rules and secure ways to roll out GenAI. Everyone, such as schools, students, administrators, should know their roles and responsibilities, as Gupta & Nyamapfene (2025) and Jin et al. (2024) lay out. At the same time, these policies need to leave room for experimentation, without letting academic integrity slip. The best frameworks mix prevention with open conversation. Course syllabuses have to spell out what's expected when it comes to GenAI (Dabis & Cski, 2024).

School training is the heart of making GenAI work in the classroom. Workshops don't just help but they really boost teacher confidence with new tools (Cordero et al., 2024). Training needs to fit each discipline, be hands-on, and speak to real teaching needs. Teachers want practical, guided learning, especially around designing prompts, grappling with ethical issues, and judging GenAI content (Chan et al., 2025). They also need to get a handle on reliability and bias, because responsible use depends on it.

It is important to not separate ethics from the technical and teaching sides. Institutions have to build protections for data privacy, responsible use, and bias from the start. Cordero et al. (2024) push for strong ethical guidelines and regular training. Instead of just banning tools, schools should focus on making GenAI use fair and ethical. That means boosting AI literacy and making sure the digital divide doesn't get worse.

GenAI should support good teaching, not replace it. Integration only works with transparency, thoughtful planning, and a real focus on meaningful learning (Mikroyannidis et al., 2025). Assessments need a rethink and more in-class work, projects, and group tasks that use GenAI in ways that matter, should be considered. Teachers have to keep an eye on how well the GenAI fits their methods, whether people actually accept it, and how to adapt materials. Prompt engineering and content evaluation become essential skills. Cordero et al. (2024) point out that staff need to know how to write sharp, targeted prompts for their classes. They also have to look at GenAI responses with a critical eye as GenAI tools can sound convincing but still be wrong.

Getting everyone on board—faculty, students, administrators, support staff—makes GenAI work better. Building ethical frameworks and creating open ways to communicate can't just come from the top. Real success depends on feedback, discussion, and shared understanding. Equity can't be an afterthought. GenAI should never widen gaps. Francis et al. (2025) call for frameworks that recognize bias, digital divides, and even environmental impacts. Equal access to resources and training is non-negotiable, with extra support for groups that tend to get left out.

Finally, curriculum matters. Students shouldn't just use GenAI but they need to know how it works, be aware of its limits, and think hard about ethics. Cordero et al. (2024) argue for weaving responsible use into every part of the curriculum and institutions have to keep an eye on outcomes, gather feedback, and keep refining their approach. Without official policies and ongoing review, real integration stalls. Schools need to gather data, check results, and adjust as they go.

5 EXAMPLE FROM BUSINESS SCHOOL IN SLOVENIA

The presented example arises from business school in Slovenia, which is one of the biggest business schools in Slovenia, and joins teaching, research, and international engagement across multiple levels of study.

All the changes that have been made in selected business school due to emergence and popularity of GenAI tools were in line with guidelines for the use of GenAI in education, prepared by the university, of which the business school is a member. These guidelines address the expansion of GenAI tools in higher education and outline a structured approach for their pedagogical integration. It is divided into four parts: (1) theoretical foundations and definitions of Gen AI in education, including a thorough literature review; (2) a sector-specific overview of GenAI tool use across seven academic fields; (3) pedagogical guidelines for the implementation of GenAI tools, grounded in revised Bloom's taxonomy, the SAMR model, and the DigCompEdu framework; and (4) a compendium of over 30 generative AI tools commonly used in tertiary education, categorized by functionalities. Key findings highlight the potential of GenAI to personalize learning trajectories, relieve administrative burdens on educators, and enhance learners' digital competencies. However, it is also pointed out that successful deployment requires attention to ethical considerations, algorithmic bias, data protection and educator training.

Selected business school formed a special working group to tackle the challenges that were posed by GenAI tools. The group first reviewed guidance on GenAI use from foreign universities, relevant legal constraints, and good practices from other schools. On the basis of the guidelines from the university and findings of working group, the selected business school prepared a new rules for students to be used when preparing written works, emphasizing that GenAI tools may support research or writing tasks, such as exploring a topic, gathering ideas, improving wording, or creating graphs. All information obtained this way should be verified with appropriate scholarly sources, and no GenAI-generated passages may be included. Producing primary data, fabricating literature, or concealing the use of GenAI was no longer allowed. If such tools would be used, the author should state the purpose and the sections where they were applied, without citing the tool itself. The author remains fully responsible for the accuracy of all information and must demonstrate full understanding of the subject during the presentation and defense.

On top of the changes in the rules, the selected business school also offered students several workshops on how to use GenAI tools in their learning processes in an efficient and ethical way. Also, the school has decided to include topics on GenAI use into several courses that are taught on undergraduate and graduate levels. The key areas and the core pedagogical, ethical and practical principles for using Gen AI responsibly and effectively within business school learning and research are presented in Table 3.

Table 3: Integration areas of GenAI in selected business school

Area	Key points
Pedagogical use	Supports idea generation, topic exploration, refining texts, summarizing literature, planning research design, analyzing and generating code, and creating visuals or multimedia. Should function as an aid, not a replacement for disciplinary knowledge.
Student skills	Emphasis on digital literacy, understanding large language models behavior, recognizing errors and confabulations, asking precise questions, breaking tasks into smaller steps, and critically evaluating outputs with primary sources.
Assessment implications	Tasks should prioritize reasoning, methodological justification, argumentation and application of theory. Surface-level text production should

	be de-emphasized. Assessments may require redesign to focus on process rather than simply product.
Ethical use	Mandatory verification of GenAI-generated information; prohibition of fabricating data or references; obligation to disclose how GenAI tools were used; responsibility for accuracy remains with the author.
Legal & privacy considerations	Avoid uploading confidential, personal or restricted data; understand copyright constraints and the absence of clear ownership for AI-generated content; respect institutional and regulatory guidelines.
Limitations of GenAI	Tools may produce confident but incorrect outputs; detectors of AI-generated text are unreliable; outputs must always be critically assessed.
Recommended tools	Literature search engines, reference assistants, content-generation platforms, coding support tools and multimedia generators can improve efficiency when used responsibly.

Source: own work, 2025.

6 IMPLICATIONS FOR HIGHER EDUCACTION

The integration and adoption of GenAI has important implications for higher education in terms of pedagogical practices, curriculum design, institutional governance, and ethical standards. As the literature has shown, GenAI holds the potential for enhanced personalization, administrative streamlining, and a focus on the development of higher-order skills like critical thinking and digital literacy (Deroncele-Acosta et al., 2025; Emre, 2025). This will necessitate institutions reimagining teaching and assessment to ensure learning outcomes emphasize reasoning, methodological rigor, and the ability to critically value the content created by GenAI. At the same time, universities are supposed to reinforce ethical and regulatory frameworks that protect academic integrity, privacy, and fairness (Zlotnikova et al., 2025).

The role of educators is becoming increasingly transformed, requiring continuous development to exploit the opportunities and limitations arising from GenAI. Schools need to put a lot of effort for adopting GenA, designing authentic assessments, and fostering responsible student use (Cordero et al., 2024; Chan et al., 2025). Therefore, institutions need to ensure inclusive implementation strategies that involve students, lecturers, and administrators and promote transparency in how GenAI is being used (Symeou et al., 2025).

The example of the Slovenian business school shows that institutional guidelines, updated student rules, strategic training, and curricular adjustments together can provide a systemic environment for responsible AI integration. Such practices thus underline the fact that sustainable adoption is not only a matter of technological preparedness but also of sound policy, capacity building, and a commitment to the human-centeredness of education.

7 CONLUSION

GenAI is reshaping higher education institutions by offering personalized learning, automated feedback, and administrative efficiencies, while simultaneously raising issues of academic integrity, bias, and privacy. Effective adoption therefore requires coordinated governance such as transparent policies, secure implementation environments, and clearly defined responsibilities for faculty, students, and administrators. Stakeholder engagement, more precisely faculty, learners, technical staff, and leadership, supports the co-creation of ethical frameworks that address fairness, data protection, and the digital divide.

The redesign of curriculums is a needed matter and GenAI should be carefully integrated to foster critical thinking, creativity, and AI literacy. Assessment practices must shift toward process-oriented tasks that emphasize reasoning, methodological understanding and

justification, and the verification of GenAI-generated outputs. Continuous development, including discipline specific workshops on prompt engineering, bias detection, and responsible use, markedly improves all stakeholders' confidence and advance pedagogical integration.

Lastly, ensuring equal access to tools, targeted training for under-represented groups, and ongoing monitoring of GenAI use and outcomes, are critical to overcome so far identified challenges. When these elements align, GenAI can enhance learning experiences and institutional credibility while upholding ethical standards and human-centered education.

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