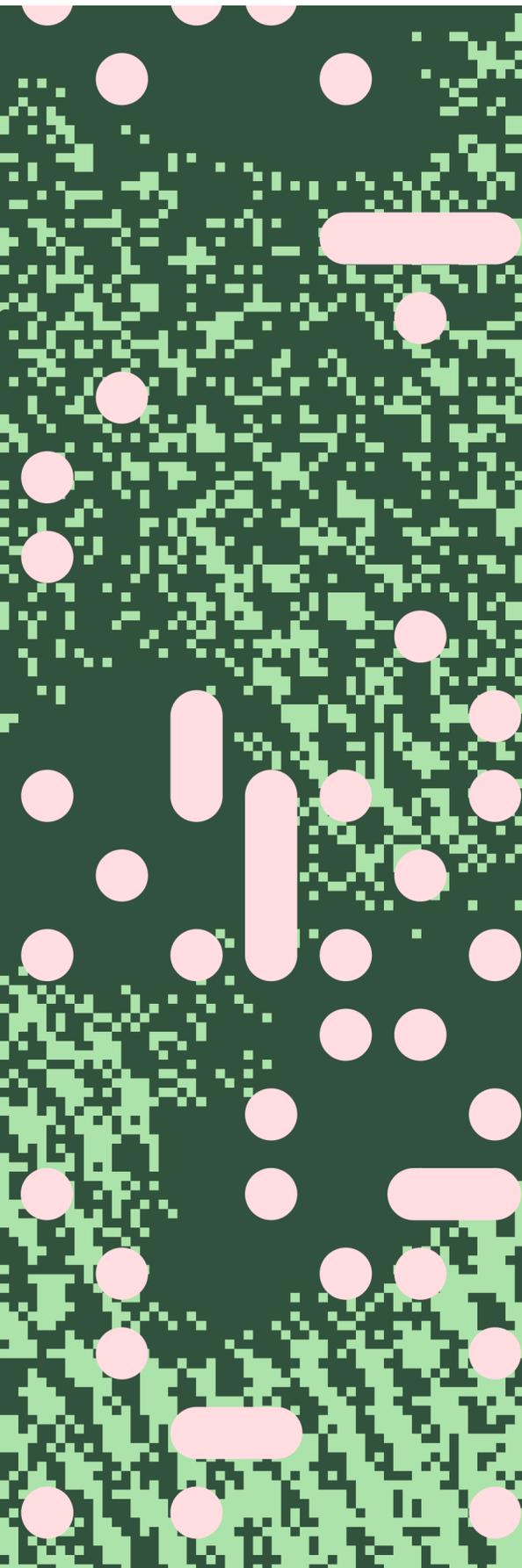


Cultivating New Guidelines for Inclusive AI Education in Higher Ed

*Introducing the Future of AI Education Council,
Curated by AI4ALL & Funded by Google.org*

By Nicole Halmi, Director of Strategic Initiatives, AI4ALL

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Abstract

As AI becomes part of everyday life, colleges and universities play a key role in teaching students to build technology that serves everyone.

Many faculty members, graduate students, and postdocs want to teach Responsible AI principles but express concern that they lack the time and resources to create new courses. With support from Google.org, AI4ALL launched the Future of AI Education Council to make this easier—bringing together faculty, graduate students, and post-doctoral researchers from across the country to create clear, practical guidelines for inclusive AI teaching inspired by our award-winning curriculum. These guidelines will help educators enhance rigor, save time, and make Responsible AI part of every classroom conversation.

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1. Executive Summary

As AI, in both the strengths and risks of the technology, becomes integrated into humanity’s societal and cultural fabric, the need for inclusive and responsible education in higher education is urgent.

Upon graduation from college and graduate school, early career AI talent is entering a global workforce where organizations are under pressure to deploy AI systems faster than they can establish the frameworks to govern them responsibly.

At a macro-level, the risks of AI are already “materializing into harms to people and societies: bias and discrimination, polarization of opinions, privacy infringements, and security and safety issues,” according to the Organisation for Economic Co-Operation and Development (OECD). Meanwhile, in the eyes of the American public, a perception gap exists between AI experts and everyday people about whether AI will positively benefit society over

the next 20 years (56% vs. 17%). Only 11% of Americans are excited about the increased use of AI in daily life, according to this same study. Meanwhile, the Federal Reserve Bank of St. Louis says, “we may be witnessing the early stages of AI-driven job displacement.”

Perception gap:

AI will positively benefit society

56% vs. **17%**

AI EXPERTS

EVERYDAY
PEOPLE

Pew Research Center, April 2025, “How the U.S. Public and AI Experts View Artificial Intelligence”

This moment calls for a renewed focus on talent: equipping rising AI innovators with the skills needed to contribute to the design of Responsible AI systems that are not only intelligent but fair, transparent, and reflective of the communities that they represent—to build towards the AI4ALL vision for a future in where all of humanity is reflected in AI.

To address this need, AI4ALL, with funding from Google.org, has assembled the Future of AI Education Council, a multi-year initiative to build standards for and advance inclusive AI education. In its inaugural year, the Council will focus on advancing inclusive AI education by drafting and publishing practical guidelines for educators who teach AI

and AI-adjacent courses. These guidelines will help educators embed inclusive practices into existing curricula, demonstrating that rigor and accessibility can coexist in AI education.

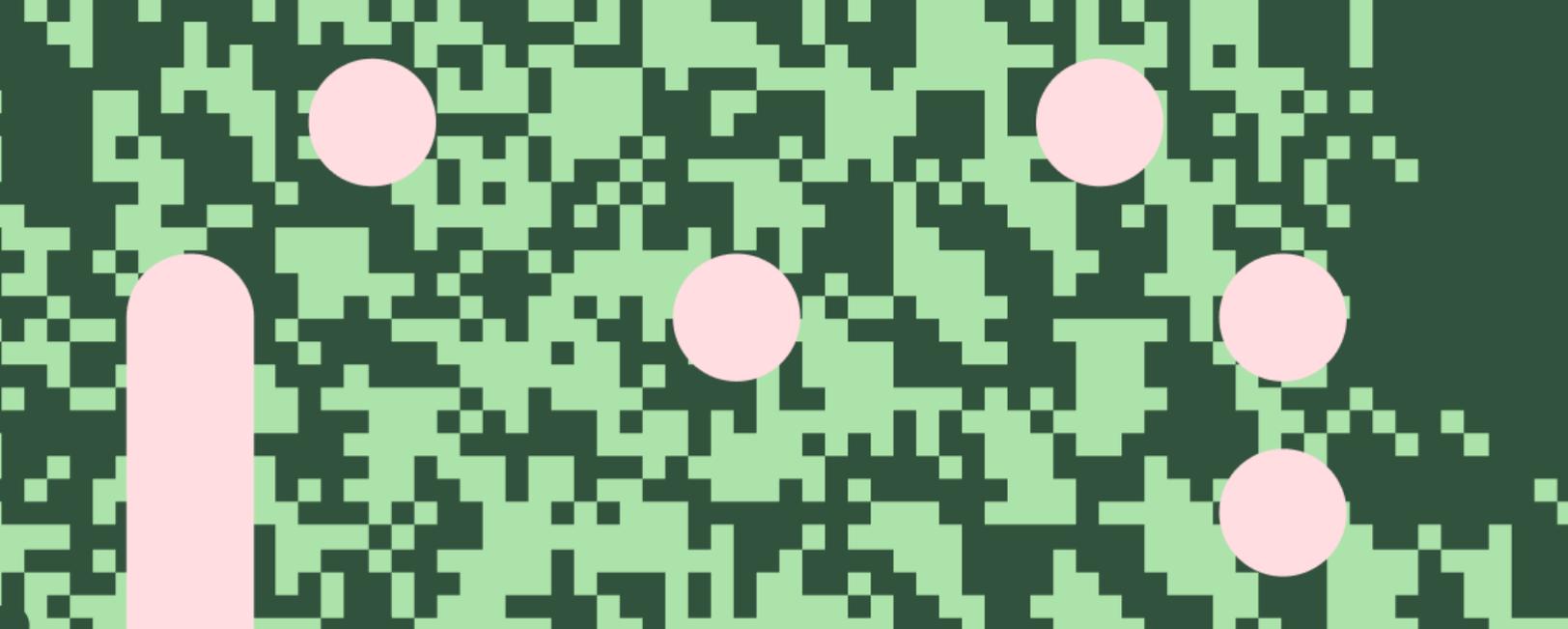
These guidelines will help educators embed inclusive practices into existing curricula, demonstrating that rigor and accessibility can coexist in AI education.

Looking ahead, the Council’s work will lay the groundwork for Year Two activities, which will include designing professional development training for educators who wish to adopt and implement these guidelines in their own classrooms. Together, these efforts aim to expand the reach of Responsible AI education, ensuring that

inclusivity and Responsible AI concepts become integral to how AI is taught—and ultimately, how Responsible AI is built in a variety of environments.

The Council currently consists of 33 participants. Please contact faie.council@ai-4-all.org if you are interested in participating. Commitment levels are 15-30 minutes per week.





2. AI4ALL's Council Vision

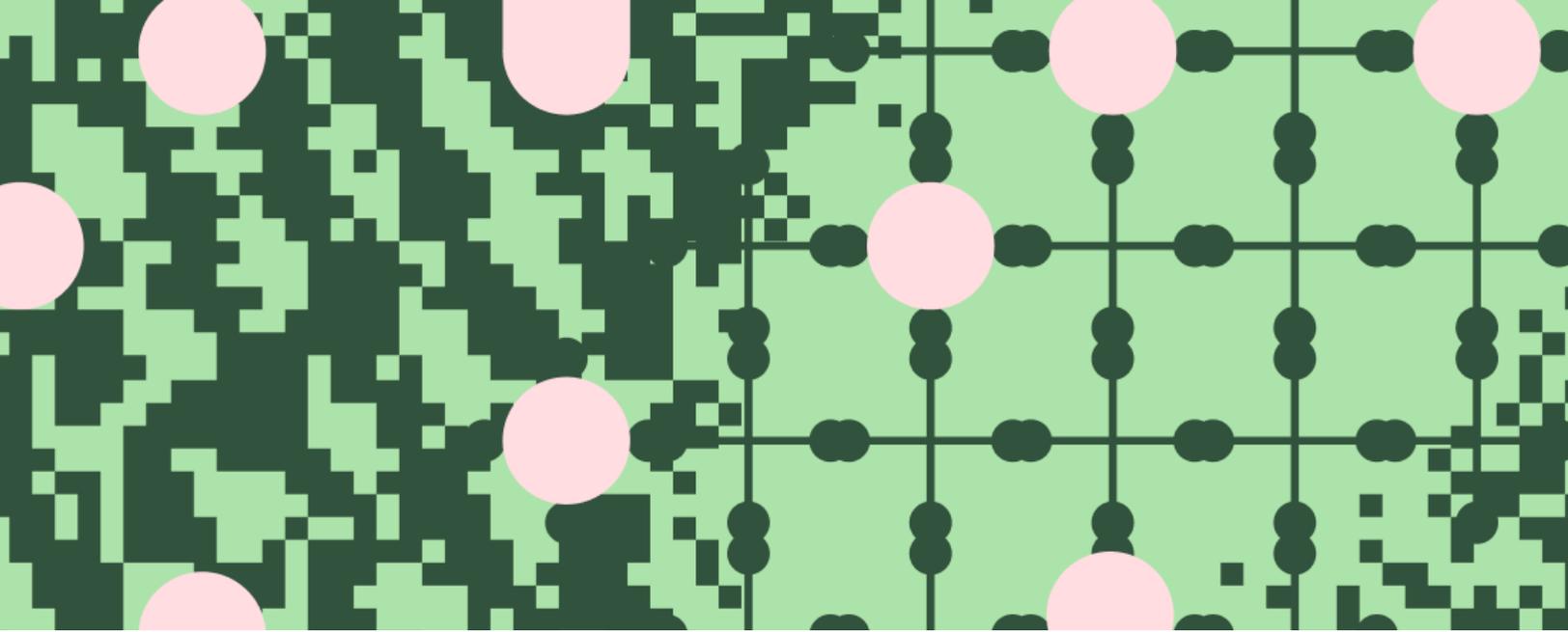
Through AI4ALL's award-winning curriculum, our team of educators and advisors has spent the past nine years helping students build both the technical and human foundations of Responsible AI.

Our programs introduce engineering and data science undergraduates to real-world applications of AI while grounding their understanding in Responsible AI principles and best practices. For many students, this early exposure shapes how they see their roles as technologists upon graduating from the workforce.

As AI4ALL students graduate from our program and enter the workforce, our student outcomes team hears a consistent pattern. In job interviews and early career roles, as a direct result of our curriculum, AI4ALL alums are often asked to share best practices for building better and more inclusive systems—and how they would apply those Responsible AI principles on the job. Yet our program alums tell us they aren't sure how to describe

that expertise in professional or corporate settings. In other words, our grads know why Responsible AI matters and what the core principles are, but they aren't sure how to translate these concepts into the workplaces that they're joining.

This disconnect became one of the catalysts for establishing the Future of AI Education Council—to work with faculty, industry, and students to develop inclusive, actionable guidance for teaching and articulating Responsible AI skills that translate into the workplace and practical application to building technology.



3. Initiative Overview

The Future of AI Education Council is a group of university faculty members, post-doctoral researchers, and graduate students representing universities across the United States.

Launched on October 1, 2025, the Council is hosted by AI4ALL, which provides the foundational structure to the Council, with the standards themselves being defined by Council members as a collective. Each Council member was invited to join the Council based on their track record as educators who bring firsthand experience teaching AI and AI-adjacent courses at the undergraduate level and who demonstrate interest and original thinking in creating inclusive classroom experiences and/or meaningfully integrating Responsible AI into their courses.

3a. Timeline: 2026-2027

During Year One of the Council, which runs through May 2026, members are participating in guided discussions in an online community with the objective to develop an initial list of guidelines for inclusive AI education.

In Summer 2026, the Council will share its blueprint for Year Two, which will run from Fall 2026 through Spring 2027.

Together, the Council is advancing new standards for inclusive AI education, developing a practical guide to instructional practices that help educators retain students who might otherwise be overlooked, while equipping all learners with forward-looking, workforce-ready skills.



3b. Inclusion as a Catalyst for Academic and Technical Rigor

Our guiding philosophy is that inclusive AI education not only opens doors for more students to build careers in AI but also enhances the technical rigor of the curriculum standards themselves.

We know that our team at AI4ALL isn't the first to champion this perspective—nor are we the only group committed to bringing this thinking to the mainstream.

Consider the [work of Dr. Jamiella Brooks and Dr. Julie McGurk](#), who focuses on the relationship between rigor and inclusion—and how that relationship requires a redefined approach.

“Brooks and McGurk argued that incorrect assumptions that rigor and inclusion are in opposition lead to teaching practices that are neither inclusive, equitable, nor rigorous,” [explains an article published through the MIT Teaching + Learning Lab](#). “In fact, evidence suggests that true inclusion necessitates rigor to empower all students to grow, build on their strengths, and learn.”

Rigor and inclusive AI education are concepts that build on one another to advance AI4ALL's mission, to ensure that the future leaders of AI reflect humanity. As a Council, we recognize that one outcome of our work could be primary source research, beginning on a small scale through cohort-based qualitative studies with our Council members, to better understand the relationship between inclusion and rigor with respect to technical education—from their perspectives.

“In fact, evidence suggests that true inclusion necessitates rigor to empower all students to grow, build on their strengths, and learn.”

Drs. Jamiella Brooks and Julie McGurk

3c. Additional Discussion

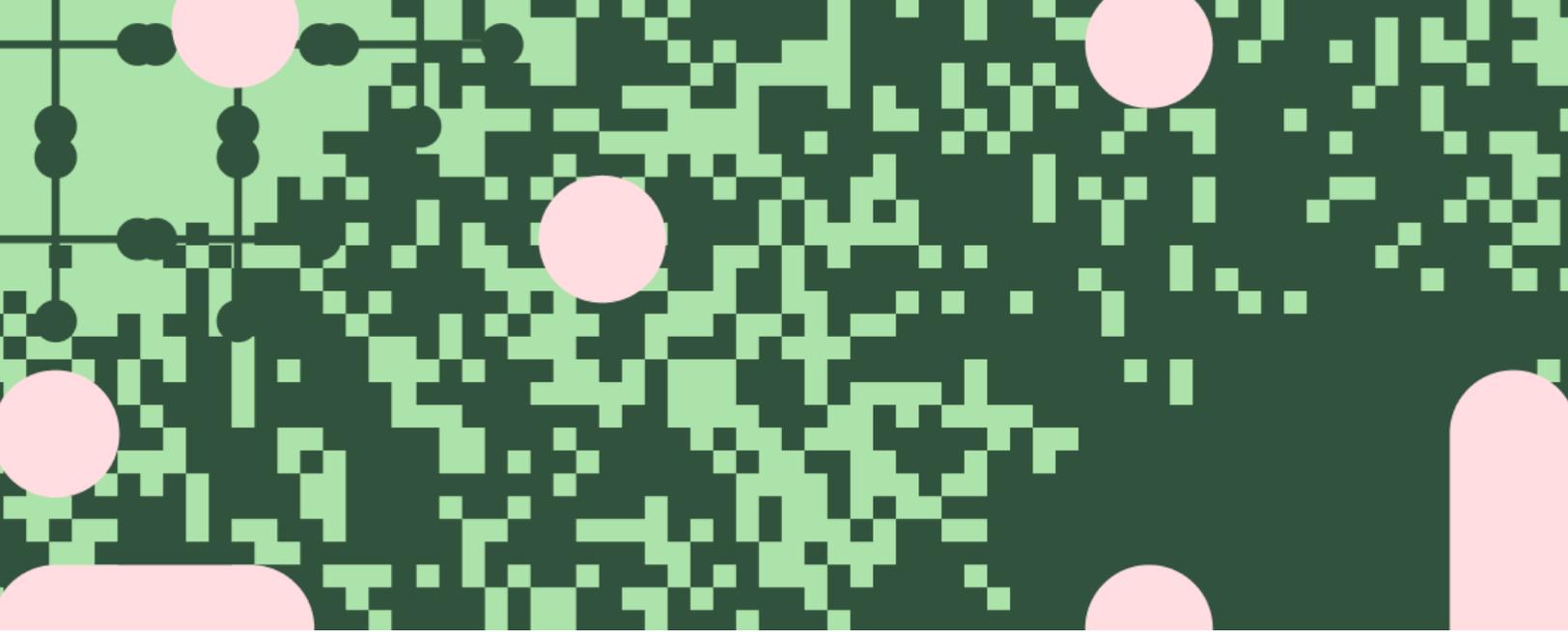
Across the national conversation on AI education, word choices such as inclusion, rigor, and Responsible AI require continued dialogue and consensus-building.

While many frameworks emphasize ethics, fairness, or bias mitigation, few offer a unifying concept of inclusion that connects the concepts of Responsible AI and rigor to the lived realities of educators and students.

For the Council, this gap remains top of mind. Our goal is not to arrive at a single definition, but rather to develop a nuanced, textured vision of what inclusion, in relation

to the topics of Responsible AI and rigor, looks like across different institutional and disciplinary contexts.

By bringing this thread to the forefront, the Council aims to explore the connective tissue between inclusive, responsible, and rigorous AI education—ensuring that each reinforces the other, rather than existing as separate or competing priorities.



4. First Year Council Focus

In its inaugural year, the Future of AI Education Council is focused on developing practical, experience-informed guidance for inclusive AI education.

Through structured discussion tracks, Council members are sharing classroom strategies, surfacing common challenges, and identifying opportunities to strengthen both rigor and responsibility in AI coursework. These conversations will inform the Council's first set of published guidelines, grounded in the lived realities of educators and designed to support integration across a range of institutional and disciplinary contexts.

4a. Discussion Tracks: 2025-2026

Designing Inclusive AI Learning Environments

Sharing strategies, challenges, and questions about making AI education more accessible and inclusive for undergraduates of all backgrounds—covering pedagogy, mentorship, and representation and more.

Building Responsible AI into the Curriculum

Integrating ethics and responsibility into AI coursework through case studies, frameworks, and practical teaching examples that explore bias, explainability, fairness, and transparency.

Beyond the Core: Emerging Issues & Experiments

Exploring ways to introduce specialized or complex applications of AI—such as predictive policing, AI in healthcare, or surveillance systems—by sharing experiments, incremental curriculum changes, and reflections on depth vs. breadth in undergraduate AI education.



4b. Members

As of January 1, 2026, the Council includes 29 members: 23 professors and deans (mainly in computer science, engineering, and data science), 2 postdoctoral researchers, and 4 PhD students. With 3 community moderators and 1 program manager, there are 33 participants in total. A small number of participants have elected not to be publicly named. Accordingly, the list below reflects those members who have opted to be included.

Dr. Andy Gunawardena,
Professor, Department of
Computer Science,
Rutgers University

Dr. Angelina Wang,
Assistant Professor, Department
of Information Science,
Cornell University

Dr. Augustin Chaintreau,
Associate Professor, Department
of Computer Science,
Columbia University

Dr. Banu Ozkazanc-Pan,
Professor, School of Engineering,
Brown University

Dr. Cynthia Rudin, Professor,
School of Computer Science
& Electrical and Computer
Engineering, *Duke University*

Dr. Deepa Muralidhar,
Tenure Track Faculty,
Department of Computer Science,
Georgia State University

Dr. Deepti Ghadiyaram,
Assistant Professor,
Department of Computer Science,
Boston University

Dr. Desmond Patton, PIK
University Professor, Chief
Strategy Officer, Penn Center
for Inclusive Innovation &
Technology, Social Policy,
Communications, Psychiatry,
University of Pennsylvania

Dr. Diane Uwacu, Assistant
Professor, Department of
Computer Science,
Mount Holyoke College

Dylan Thomas Doyle, PhD,
Research Fellow, Center
for Behavioral Intervention
Technologies, *Northwestern
University*

Dr. Enrico Pontelli,
Professor, Dean, Department of
Computer Science, *New Mexico
State University*

Fiona Ryan, Graduate Student,
Department of Computer Science,
Georgia Tech University

Julia Chae, Graduate Student,
Department of Electrical
Engineering and Computer
Science, *MIT*

Justin Kaye, Graduate Student,
Department of Electrical
Engineering and Computer
Science, *MIT*

Dr. Kaoutar Ben Ahmed,
Assistant Professor,
School of Computing and
Information Sciences, *Florida
International University*

Dr. Kinnis Gosha, Professor,
Chair, Computer Science
Department, *Morehouse College*

Nicole Halmi, Director of
Strategic Initiatives, AI4ALL and
Program Manager, *Future of AI
Education Council*

Dr. Maria De-Arteaga, Associate Professor, Department of Data, Analytics, Technology, and Artificial Intelligence, *ESADE Business School*

Marilu Duque, Instructor, Ignite Accelerator, Community Moderator, Future of AI Education Council, *AI4ALL*

Dr. Nadun Kulasekera Mudiyanse, Instructor, Ignite Accelerator, Community Moderator, Future of AI Education Council, *AI4ALL*

Dr. Olga Russakovsky, Associate Professor, Department of Computer Science, *Princeton University*

Dr. Priya Donti, Assistant Professor, Department of Electrical Engineering and Computer Science, *MIT*

Rebecca Funke, Instructor, Ignite Accelerator, Community Moderator, Future of AI Education Council, *AI4ALL*

Dr. Richard Souvenir, Professor, Vice Provost for Strategic Initiatives, Department of Computer & Information Sciences, *Temple University*

Dr. Samira Zad, Assistant Teaching Professor, School of Computing and Information Sciences, *Florida International University*

Dr. Sara Beery, Assistant Professor, Department of Electrical Engineering and Computer Science, *MIT*

Dr. Suxia Cui, Associate Professor, Department of Electrical and Computer Engineering, *Prairie View A&M University*

Timm Haucke, Graduate Student, Computer Science & Artificial Intelligence Laboratory, *MIT*

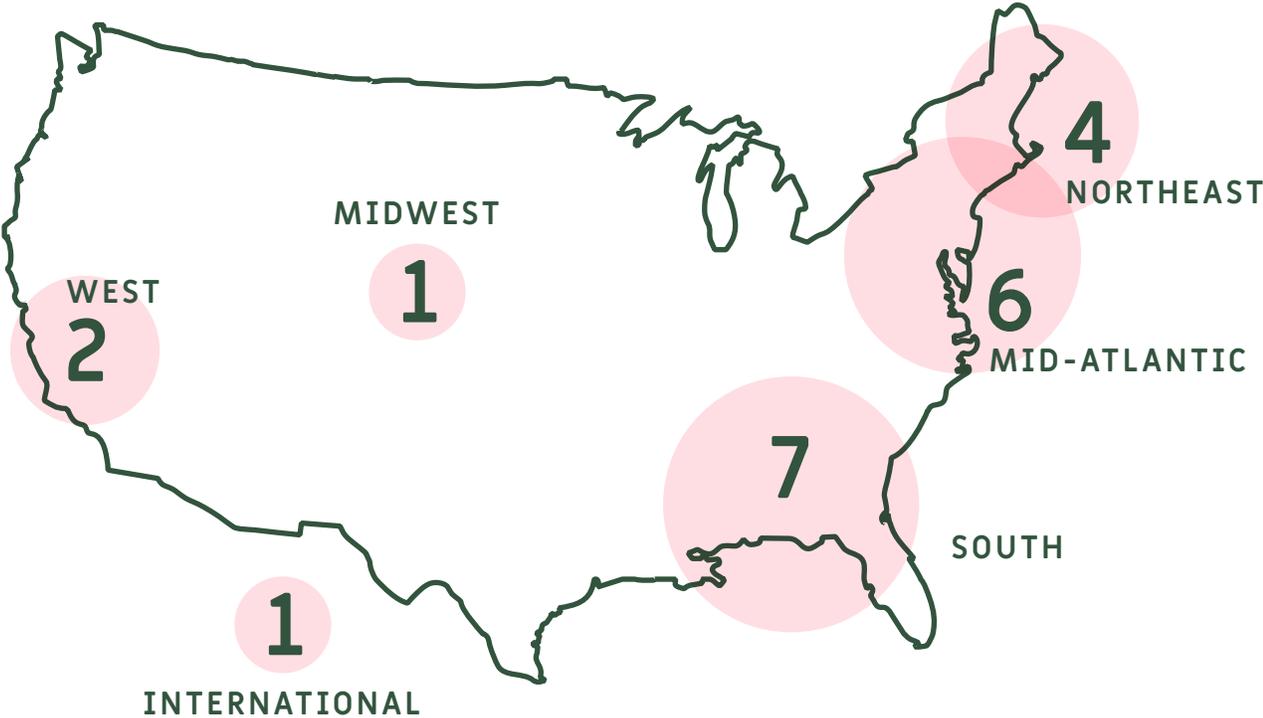
Dr. Vikram Ramaswamy, Lecturer, Department of Computer Science, *Princeton University*

Dr. Yash Tadimalla, Post-Doctoral Researcher, Department of Computer Science, *University of North Carolina at Charlotte*

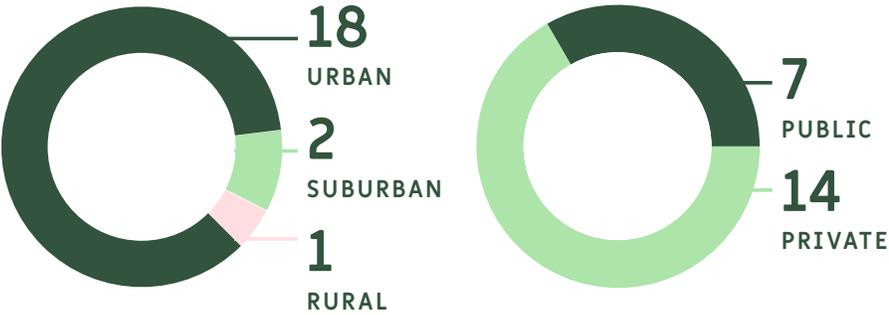
Dr. Yisong Yue, Professor, Computing and Mathematical Sciences Department, *Caltech*

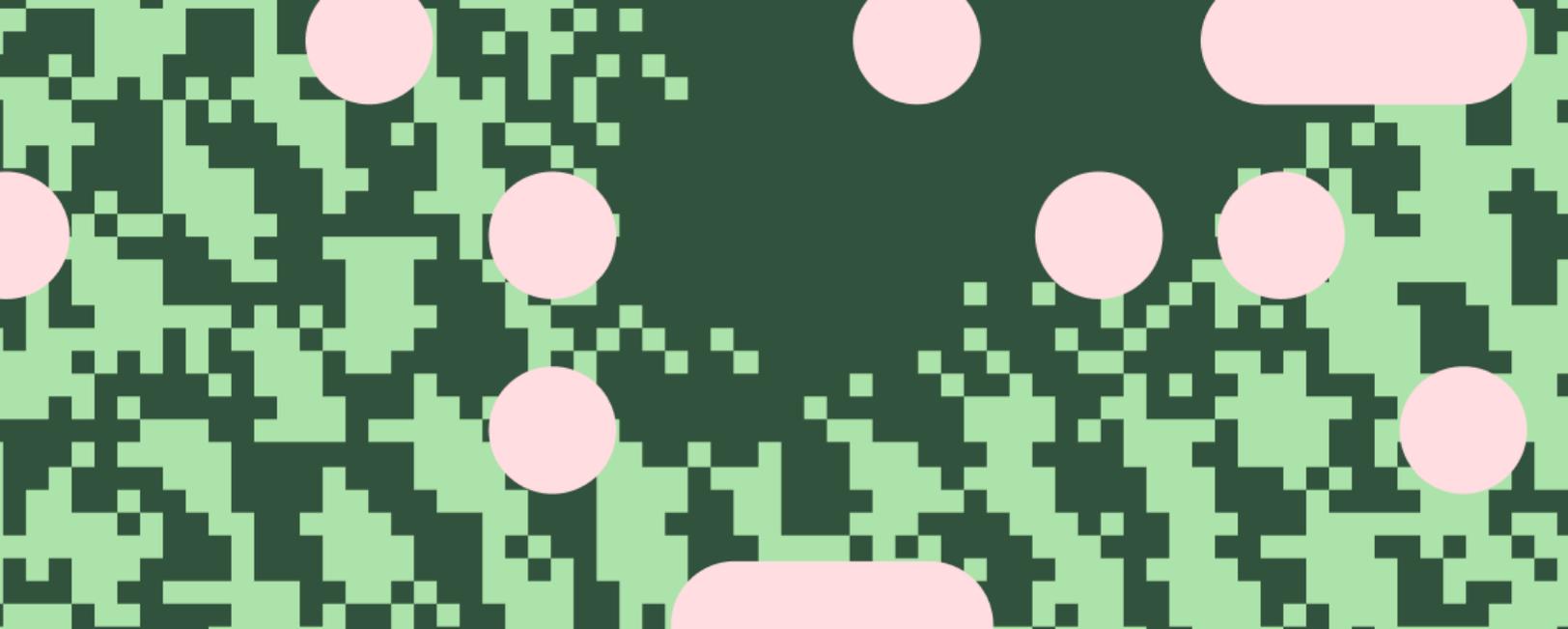
Member institutions represent a diverse mix of public and private universities across every U.S. region. The group includes large and small, urban and rural campuses, and campuses with a variety of types of students.

BREAKDOWN OF INSTITUTION TYPES



IN ADDITION TO GEOGRAPHIC DIVERSITY, WE SOURCED FROM THE FOLLOWING





5. How to Participate

We are currently looking to recruit prospective Council members, particularly those affiliated with institutions in rural locations and in the Midwest and West. We are also seeking prospective funders to support the Council into its second and third year.

Please contact faie.council@ai-4-all.org if you are interested in participating.

Sign up for our [Newsletter](#) and [follow AI4ALL on LinkedIn](#) for regular updates, including the release of Council updates and publications.





*This work would not be possible without the efforts and guidance of the Council members, especially AI4ALL's co-founder and board chair **Dr. Olga Russakovsky**; AI4ALL's co-founder and interim board chair **Dr. Rick Sommer**; **Ritika Puri**; **Dr. Jon Doane**; **Bo Young Lee**; the AI4ALL instructors who serve as Council Community Moderators—**Becca Funke**, **Dr. Nadun Kulasekera Mudiyansele**, and **Marilu Duque**; and **Dr. Karl Jaehnig**. We are additionally grateful to **Google.org** for their support of this work.*