

 UNIVERSITY OF HOUSTON	Educational Technology Framework					
	3.1 Equity and Citizenship Advocate -Leaders use technology to increase equity, inclusion, and digital citizenship practices.	3.2 Visionary Planner -Leaders engage others in establishing a vision, strategic plan and ongoing evaluation cycle for transforming learning with technology.	3.3. Empowering Leader -Leaders create a culture where faculty and students are empowered to use technology in innovative ways to enrich teaching and learning.	3.4 Systems Designer - Leaders build teams and systems to implement, sustain and continually improve the use of technology to support learning.	3.5. Connected Learner - Leaders model and promote continuous professional learning for themselves and others.	3.6 Responsible Innovator - Leaders ethically and strategically integrate artificial intelligence to enhance teaching and learning while upholding academic integrity, equity, transparency, and human-centered decision making.
Benchmarks						
3.1a	Ensure all students have skilled faculty who actively use technology to meet student learning needs					
3.1b	Ensure all students have access to the technology and connectivity necessary to participate in authentic and engaging learning opportunities.					
3.1c	Model digital citizenship by critically evaluating online resources, engaging in civil discourse online, and using digital tools to contribute to positive social change.					
3.1d	Cultivate responsible online behavior, including the safe, ethical, and legal use of technology.					
3.2a		Engage education stakeholders in developing and adopting a shared vision for using technology to improve student success, informed by the learning sciences.				
3.2b		Build on the shared vision by collaboratively creating a strategic plan that articulates how technology will be used to enhance learning.				
3.2c		Evaluate progress on the strategic plan, make course corrections, measure impact and scale effective approaches for using technology to transform learning				
3.2d		Communicate effectively with stakeholders to gather input on the plan, celebrate successes, and engage in a continuous improvement cycle.				
3.2e		Share lessons learned, best practices, challenges, and the impact of learning with technology with other faculty who want to learn from this work.				
3.3a			Empower faculty to exercise professional agencies, build student leadership skills, and pursue personalized professional learning.			
3.3b			Build the confidence and competency of faculty to put Ed Tech Framework into practice.			

3.3c			Inspire a culture of innovation and collaboration that allows time and space to explore and experiment with digital tools.			
3.3d			Support faculty in using technology to advance learning that meets the diverse learning, cultural, and social-emotional needs of individual students.			
3.3e			Develop learning assessments that provide a personalized, actionable view of student progress in real time.			
3.4a				Lead teams to collaboratively establish robust infrastructure and systems needed to implement the strategic plan.		
3.4b				Ensure that resources for supporting the effective use of technology for learning are sufficient and scalable to meet future demand.		
3.4c				Protect privacy and security by ensuring that students and faculty observe effective privacy and data management policies.		
3.4d				Establish partnerships that support strategic vision, achieve learning priorities, and improve operations.		
3.5a					Set goals to remain current on emerging technologies for learning, innovations in pedagogy and advancements in the learning sciences	
3.5b					Participate regularly in online professional learning networks to collaboratively learn with and mentor other professionals.	
3.5c					Use technology to regularly engage in reflective practices that support personal and professional growth.	
3.5d					Develop the skills needed to lead and navigate change, advance systems, and promote a mindset of continuous improvement for how technology can improve learning.	

3.6a						Design and implement artificial intelligence–enhanced course elements to strengthen instructional design, learning activities, and feedback processes, while maintaining full faculty responsibility for pedagogical decisions, academic integrity, and overall course quality.
3.6b						Establish clear, measurable expectations for ethical and transparent student use of artificial intelligence, ensuring alignment with institutional academic integrity policies and reinforcing accountability through course design, communication, and assessment practices.
3.6c						Establish and implement clear, measurable expectations for ethical and transparent student use of artificial intelligence, ensuring alignment with institutional academic integrity policies and reinforcing accountability through course design, communication, and assessment practices.
3.6d						Evaluate the use of institutionally approved or compliant artificial intelligence tools to ensure alignment with institutional privacy standards, security protocols, and applicable regulatory requirements, safeguarding both student data and instructor-created content.
3.6e						Analyze and reflect on emerging artificial intelligence capabilities, limitations, and ethical considerations through ongoing professional learning,

						applying those insights to inform and strengthen teaching practices and student learning outcomes.
3.6f						Assess and refine AI-supported instructional practices through ongoing evaluation, using evidence to gauge effectiveness, share insights with colleagues, and guide responsible improvements at both course and college levels.