



learning, through hands-on workshops and modular online courses that offer flexible learning pathways. (3) Ecosystem integration plays a critical role, as collaborative networks among libraries, departments and industry partners enable resource sharing and support the development of scalable AI literacy ecosystems. In contrast, Chinese academic libraries demonstrate context-sensitive innovation. They exhibit (1) diversification of content and delivery formats, including micro-lectures, credit-bearing courses, and AI-enhanced competitions; (2) a strong localization orientation, with 60% of C9 institutions integrating AI into existing information literacy frameworks, albeit with uneven development of ethical guidelines; and (3) cross-functional synergy, achieved through partnerships with academic departments and regional consortia. To address these gaps, this study proposes a three-tiered framework of advanced guide, a foundational tier (awareness and norms), an intermediate tier (application and critical engagement), and an advanced tier (exploration and leadership). The framework is achieved through five key strategies: tiered instruction, disciplinary customization, collaborative partnerships, sustained resource investment, and dynamic assessment mechanisms. By repositioning academic libraries from “knowledge repositories” to “intelligent learning hubs,” this study offers a theoretically grounded and practically actionable roadmap for advancing AI literacy. The findings contribute to the ongoing digital transformation of higher education by supporting responsible, critical, and innovative engagement with AI-enhanced scholarly environments in higher education.

**Keywords:** Generative AI; Academic Libraries; AI Literacy; Information Literacy; Advanced Guide

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