TRANSCRIPT: Leading the AI-Driven Transformation in Higher Education - Future Focus Webinar

Sean Glynn [00:01:29] Good afternoon, good evening or even good morning to some depending on where you're joining us from. It's wonderful to see so many leaders and educators from across the higher education with us today and I can already spot some familiar names so welcome and thank you for making the time to join us for the the second future focus webinar leading the AI driven transformation in higher education. As a brief introduction, my own name is Sean Glynn, and I'm the regional director for the Middle East at Studiosity. I'm delighted to be joined in partnership with Dr. Narimane, founder and CEO of CLICKS, who I'll be handing over to very shortly. So today's session, it's part of the AI Future Focus initiative. Okay, this is a joint collaboration between Studiosity and CLICKS that was launched early last year in January 2025. I want to very quickly share a bit about our initiative before we start into the meat of things. Both organisations, that's Studiosity and Clicks, work very closely with higher education leaders every day. So supporting institutions as they explore how to embrace AI in ways that are ethical, effective and aligned with academic values. And that's why we're passionate about facilitating conversations and webinars such as this, just to bring together leadership perspectives and real institutional practise. So ultimately the Future Focus initiative is here to support higher education institutions as they navigate through the rapidly evolving landscape of AI and artificial intelligence. So we bring together professionals from across the sector to openly discuss the impacts, the challenges and just as importantly the opportunities and the real experiences emerging from AI in education. So an essential part of this Future Focus initiative is our university leadership steering committee. Okay, so this group that we've put together are a bunch of forward thinking leaders from universities across the UAE who are committed to ensuring that AI is adopted in ways that are meaningful, ethical and sector changing. Okay, So that steering committee plays a key role in providing strategic guidance to institutions, shaping responsibility, AI policy, and direction, and also creating platforms like today's session for dialogue, sharing experiences, and best practise. So on this slide you can see the universities currently represented within our university leadership steering committee and of course today we are especially pleased that the institutions represented on today's panel are part of this group with members from their university actively contributing to the steering committee's work. So I'd like to take this opportunity as well to sincerely thank all committee members for their time and for their insight and their commitment since the initiative was launched early last year. At the moment, the committee brings together leaders from across the UAE, but I'm sure Narimane might agree we are very much looking forward to expanding this collaboration in the future, possibly to institutions across the wider GCC and even in the wider Middle East region. Okay? So lastly before we move into today's discussion I'd also like to highlight that as part of this initiative we are actively inviting you within higher education institutes to contribute. If your university has developed any case studies, best practises or practical resources around AI adoption we'd be very pleased and you know it'd be great to add to our initiative to feature those and share those in this initiative. So you have QR code there. I will share a link in the chat at the end of this and even after before introduced to Narimane, so please explore that afterwards and drop in anything that you may add. So with that, let's move it into the main part of today's session. It's now my pleasure to hand over to our moderator, Dr. Narimane, who I'm sure many of you know. She will be leading and moderating today's panel discussion and I leave it with her to introduce the three other

esteemed panellists that we have with us today. So thank you, everyone, and I hope you enjoyed the webinar. Take it away, Dr Narimane.

Dr Narimane Hadj-Hamou [00:05:46] Thank you very much. Can everyone hear me? Okay, are you able to hear me?

Sean Glynn [00:06:01] Yep.

Dr Narimane Hadj-Hamou [00:06:02] OK. Great.

Dr Narimane Hadj-Hamou [00:06:04] You can see my slides as well. Okay, so Assalamu alaikum wa rahmatullahi wa barakatuh, have a very good afternoon, morning or evening. As my colleague Sean said, from wherever you're joining us, I'm Dr. Narimane Hadj-Hamou, I'm the founder and CEO of CLICKS. And it's always a pleasure to see many colleagues joining us from different parts of the world, mainly interested to find out more about what as institutions we're doing. Not only in relation to AI, we run several initiatives and it's always a pleasure to see colleagues joining from different parts of the world and you know building that community of practise and so forth. I'm not going to say much more on about our initiative and so forth but I'd like to welcome everyone and I'd to tell you a bit about how we are going to be running this session today. So what we're going to do is we're going to start with a short panel discussion with three eminent experts who are going to share with us what their institutions are doing in relation to institutionalising the adoption of AI in teaching, learning, and assessment. And some of them are going beyond that, are looking at administrative functions and so forth. And then we will give the floor to each one of them to actually present a mini case study from their institution. And I would like to invite you to write down your questions. We will take questions at the end of the case studies presentation. So just so that everybody knows. And then we will wrap up our session by 6 o'clock UAE time. Just as to give you some background around our session today, the title of our session is Leading the AI-Driven Transformation in Higher Education. And what I would to do is. Just give some background that, obviously, I think that all of us know that over the last two to three years in specific, there have been major global reports from UNESCO, from OECD, from the World Economic Forum, from leading organisations like the Digital Education Council, EDUCOS and so forth, that have all come to one major conclusion that AI is no longer simply a technology topic. It is now something related to governance, to capability of institutions. And to institutional strategies as well. So universities are not only being challenged by how they are using AI, it's not the question anymore, but more on how they're leading the adoption of AI, ethically, pedagogically, and systematically. All recent studies for sure confirm that, you know, we're not questioning whether we're using AI, you know, globally students are using AI. Faculty members are using, AI administrators are using AI. There's been a recent global survey by the Digital Education Council that found out that around 86% of students globally now use AI regularly in their studies with more than half of them using them, using AI tools on a weekly basis. Similarly, there were another study by EDUCause that showed that AI adoption among faculty members have more than doubled over just the past year, and over 90% of higher education professionals expect that this use of AI is even going to be further expanded. So while the adoption is accelerating rapidly, institutional readiness varies significantly from one country to another, but also from one institution to another. In particular, when we talk about policy frameworks, QA integration, curriculum design, faculty capacity, and governance of AI. So in order to address this gap today, we are having with us a very high-level professional panel. And we've designed this session specifically so that we can actually clarify how AI strategies becomes an institutional action, as of course as silos actions that are taking place. We wanna examine how

leadership intend to translate the adoption of AI into its policy, practise, and culture, how can we learn from one another? And we have three case studies from Al Ain University, Abu Dhabi University, and American University of Ras Al Khaimah. For that and obviously that will help us identify practical pathways towards coherent ethical and scalable AI transformation. So with that context it's my pleasure to introduce my panellists. I won't do them justice because I will not be able to write their very long biographies but just to give a little bit of the background about our experts today we have Professor Mohamed Awad with the Associate Provost for Student Success. And is a professor of computer science at the American University of Ras Al Khaimah. He has over a decade of academic leadership, advancing curriculum, quality, accreditation, student success, faculty development, aligned with international standards. He has a PhD in computer science from the University of Houston, and his expertise span cyber security, AI, data analytics, and he is the recipient of the American university of Ras al Khaimah president's award for teaching and learning. Excellence as well. We also have with us from Al Ain University, Professor Nazih Mallat is the Vice President for Accreditation and Quality Assurance at Al Ain university, an IEEE senior member with extensive international experience in engineering education and QA leadership. He has held several leadership positions including he served as a Dean of Engineering and a Director of quality assurance and institutional research. He is a certified reviewer with multiple accrediting agencies, including the CAA, the UK Quality Assurance Agency, ABET, among others. And he has contributed to more than 25 accreditation reviews worldwide. He holds a PhD in telecommunication from the University of Quebec. With us also is Professor Mohamed Ghazal, the associate dean of academic affairs at the College of Engineering at Abu Dhabi University. He also is the director of the Research Institute for Artificial Intelligence. And emerging technology. He's a globally recognised researcher in AI and signal processing. He's authored more than 400 peer-reviewed publications at index 47 and is listed among the Stanford top two scientists. So we're very privileged to have a very well, very high profile panel with us. Now, may I go to our panel and I'd like to focus our first round of questions. On reframing AI from isolated tools being used to an institutional capability, where we see most universities are already experimenting with different tools for teaching and learning, for assessment, for research, for administrative function. But in terms of leadership, what does it take to move from a tool adoption to building an AI sustainable institutional wide capability? And I'd like to start maybe with Professor Ghazal. If you can just share with us, you know, your approach towards.

Prof Mohammed Ghazal [00:13:12] Yes, thank you so much everyone for being here and my fellow panellists for sharing this discussion with us. Thank you for inviting me. It is quite challenging to be able to change from a mindset of tools to a mindset where you're looking at capacity and capability without understanding first. As leaders, what are the limitations and opportunities that are now present because of AI? The new realities and the substantial transformational change that is required is actually something that is deep, is profound and requires that level of understanding. It's not about being able to do AI right now. Because that is what a tool-based approach is going to end up doing when the tools change and they do, we wake up every day to new realities of what is possible and what used to be the state of the art to even more horizons and more opportunities. So if we train our staff, our faculty, our students to adopt the tools, then we have failed in preparing them for a future where these tools will cease to exist and new tools will emerge and will become the new realities on the ground. So the change itself is transformation and understanding the boundaries and understanding, you know, in what way you can accelerate and facilitate the change or the transformation is essential. From the leadership first. And then it trickles down to everyone else in the institution. So we're talking about AI literacy from the top down and we're taking about the imagination of how the curriculum is

delivered, how assessment is done. We're talking enablement for faculty. We're taking nudge training, we're talk about support, we're take about time, we're about examples. Governance changes, principle, guard lanes, and all of these items have to call in place for the institution to be able to future proof and to be able to ready its staff and faculty and students for the future. So once such mindset is adopted, then we understand that it's going to be a strategic change that involves everyone, that has to take the voice of everyone. As it marches forward. Otherwise, it's not going to reap more than just short-term benefits and will not achieve the goals that are required.

Dr Narimane Hadj-Hamou [00:16:09] Thank you, Professor. And hopefully we will later on dig more into assessment. And you've talked about re-design, re-thinking the curriculum or re-imagine how the curriculum is delivered. So we'll touch on that, but a point very well taken in terms of the need to really understand the opportunities and the capabilities. That AI can offer us and really have that inclusive approach, you know, where everybody is involved in making decisions around AI. Can I ask Professor Nazih? Professor Nazih, at AAU, what leadership decision or governance move marked the turning point where AI shifted from just an innovation trend that everybody's doing to a strategic institutional priority for institution.

Prof Nazih Mallat [00:16:59] Thank you, Dr. Narimane and hello everyone. Thank you for attending and many thanks to students and the clicks for such a panel. At Al Ain University, the moment the leadership we decide to formally or to officially integrate or embed AI into our university strategic plan and link it directly to teaching and learning, to scientific research, and to the quality of our institution and performance. This was the moment like when we felt that there is something major happening in our university. And to be honest and to be straightforward, it's not like our own decision, because we are very lucky, because we're living in UAE, because this major change was also serving us to confirm, let's say, our university readiness to be aligned with the broader UAE national guidance and decision by the Ministry of Higher Education and Scientific Research. You know, the ministry, what we call MOHESR, they are really very keen to accelerate and integrate AI into the higher education sector. And Dr. Narimane, I think, and all my colleagues, they know if you will attend all events and activities of AI done by MOHESR, you will not go to your office anymore. You have to go every day to attend, to follow up. So we are very lucky with them. And also this move in our university strategic plan, as my colleague, Dr. Dr. Ghazal, he said it should be on strategic level, so everyone should be should be involved. It's not like just senior management or faculty or admin, everyone should be involved, it's also to be consistent with the UAE National Strategy for AI 2031, which as we know all a formal government strategy launched by UAE. We have one goal to make the country as a global leader of AI. So all this change was to be in line with the MOHESR and with the National Strategy for AI. Again, for the moment, it's when we decide to embed our AI into our university strategic plan. Definitely, when I say strategic plan, it is reflected on our operational plan, it's reflected on all our reports, on all of our decisions, university council, deans council. Everyone is talking about AI. Technically, we should be very careful again, but maybe later with the question, we will discuss more about the ethics. I'm going to talk about AI, so yeah.

Dr Narimane Hadj-Hamou [00:19:09] Well, definitely touch upon ethics. We can talk about AI without talking about ethics. So I think that it's shaping up nicely because Professor Ghazal talked about the AI literacy, the need of inclusiveness to engage everyone. You talked about strategy, and obviously every institutional strategy is aligned with national priorities. And this is, as you say, the UAE was one of the very first countries to have an AI ministry and a national strategy for the adoption of AI. So let's look, let's talk

to Professor Awad. And Professor Mohamed. What leadership actions have helped faculty really move from initial anxiety about AI? Because I think that there's still a lot of anxiety around the use of AI among faculty members to an active engagement and a responsible use. If you can just give us some ideas about what's going on at AU RAK.

Prof Mohammed Awad [00:20:01] Thank you. Thank you, Dr. Narimane. And thank you for the opportunity in having us. Good afternoon, everyone. So, yeah, I mean, we noticed something that evolved very quickly over the past two or three years. It was a rapid advancement of AI, especially in the large language models created, which created, like, an understandable uncertainty among faculty, as you mentioned. So, I believe, personally, what helped move from an anxiety to engagement was early consistent support rather than restriction. So our leadership did not just frame AI as something that we wanna ban, but it's a reality that needed to be understood and guided. So since the beginning, like for over the past three years, we had early workshops and professional development sessions that played a key role in mitigating this anxiety. So faculty were encouraged to complete an online course on prompt engineering, for example. We believe that helped them see how AI could be used productively in teaching. Also, after that, there are several multiple professional development sessions that followed. My colleagues referred to the ethics and the importance of responsible use of AI and our Office of Academic Integrity was also involved in these discussion and delivering workshops to faculty and to students and sharing how it can be used in research, in teaching and assessment and so on. Seeing peers experiment responsibly helped, I believe, normalise this AI use and build this confidence that we have to give.

Dr Narimane Hadj-Hamou [00:21:38] OK, I'd just like to ask a question, and it's for anyone to answer. Obviously, I still think that we're still at the early stages of the adoption of AI. But there's a big question and debate around the added value of AI on student learning. So you have two schools of thought that believe that AI is actually destroying. You know, critical thinking skills, analytical skills, ability of students and those who basically think that on the contrary, AI is amplifying that. So what I wanted to know from your institutional perspective, have you identified any key measures to really be able to measure the impact of whatever you're doing with AI in teaching and learning very specifically?

Prof Nazih Mallat [00:22:25] Uh, may I start?

Dr Narimane Hadj-Hamou [00:22:27] Yes, please, Dr. Nazih.

Prof Nazih Mallat [00:22:29] Yeah, the way if you put me like very straightforward between one or two, is it destroying the critical thinking or amplifying the critical thinking? I believe I would go with option two. I don't think with this whole technology with this AI we are destroying. However, I'm facing difficulties with my kids to tell them to keep the traditional way of teaching and learning. I know. But to be honest, as major as impact, you see that the speed that the students, he is learning the speed, he is treating information. It's very fast. It's not like before. So it's pros and cons, I believe, but we have to put in mind, to be honest, and this is personal opinion. I mean, maybe my colleagues will agree or they disagree. This is the beauty of this panel. It's okay, we should use it. We don't have an option. In fact, in UAE specifically, it's not an option, what do you think, we'll use AI or not? No, it is not an options because in one of the event I was panellist, I heard one statement, it was a very tough statement, but however, I strongly believe in it. He said, if the university, they did not adopt AI in their, let's say, institutional daily operation, they will be obsolete for within 10 years, you know? No need for a university if they don't adopt AI.

So no, I think AI is a must, AI is needed. It will not replace a human, this is for sure. Okay, some jobs will not be there, but some new jobs will be created. So it's a balance, we will never... It's like when we, you know, when computer appears, oh, many jobs will be obsolete. Okay, many, but another jobs were created. So it's always pros and cons. And we should always look to the, to the advantage that's seen, not to the disadvantage.

Prof Mohammed Ghazal [00:24:03] I just want to add

Dr Narimane Hadj-Hamou [00:24:05] It's tough, Professor Ghazal.

Prof Mohammed Ghazal [00:24:08] I just want to, you know, echo the same sentiments that Professor Nazih has mentioned. However, I also share the concern, the very legitimate concern of how much cognitive overloading, offloading is happening with the students of today. So they are becoming more critical thinkers. Yes, because the way that they explore topics now is more engaging. It's more feedback driven. So, when they get into a chatting session with AI and then it takes them from one point to the other one, they are definitely applying critical thinking and in doing so, become better thinkers. However, at the same time, many of them are engaged in the process of outsourcing to AI. And unfortunately, we are, in my mind, not doing enough to block pathways for students To the lie, yeah. Too much on that skill that we are going to have them essentially deprive from the opportunities to create neural connections in their brains that will be prerequisite to innovation. If we are not focused on the foundations, if we are focused on fundamentals, so much so that our own students are able to question AI, are able... Investigate and critique what AI has to give them, then we will lack the ability in the future to prepare them for innovation. So it's a serious concern. I know that all of us as educators have been facing and struggling with how to ensure that this doesn't happen. So in reality, there are two forces there. They become, as Professor Nadeed said, they become better critical thinkers as they to get their own areas of interest. But they also are less reliant on acquiring foundational skills that are essential for them to be able to assume the new roles as evaluators and auditors of what AI has to give.

Dr Narimane Hadj-Hamou [00:26:15] And I like the point you've made on AI literacy, because I think one core component of AI literacy is not just students' ability to responsibly use AI, but to be in a position where they can actually critique the outcome of AI, and they can make sense of what it is. So, I mean, the reason I've asked the question is that I was recently in a conference and there was a lot of discussion around, we're all jumping into using AI tools, but we're not spending enough time putting the mechanisms in place to monitor the impact of the use of these tools on teaching and learning. And this is why when it becomes an institutional approach, it is important that we have those checks and balances to monitor what is happening, whether in a negative way or in a positive way. Thank you very much. I wanted to actually poll the audience. I'm not too sure technology always lets me down, but let's try to do that. If our audience can try to scan the barcode and I would like to actually, before we get deeper into leadership perspective, I'd like to ask our audience around how is AI currently positioned in your institution? So if you can scan the Barcode And then I will actually.

Prof Nazih Mallat [00:27:27] Dr Narimane, are you allowed to participate?

Dr Narimane Hadj-Hamou [00:27:29] If that makes you happy, yes!

Prof Nazih Mallat [00:27:32] That's what-

Dr Narimane Hadj-Hamou [00:27:34] So I'm just trying to get this going. Okay. I think I am going to have to stop sharing this and share again, because I did not share my screen in fact. Okay, so if you can kindly scan the barcode, I'll give you a few seconds and then I can go to the question. So which one of these statements do you believe reflects the reality at your institution? AI is primarily seen as a set of tools for individual faculty and students. It's a digital innovation project led by IT or an e-learning unit or digital educational technology, whatever. It is a strategic priority mentioned in plans but not yet embedded, or is it an institution capability shaping teaching, learning and culture? We'll just allow a few seconds and then just to have a sense of what's going on in the institutions from which our participants are represented. Okay, so primarily as a set of tools for individual faculty and students is so far the biggest winner with 45 percent. Okay, just want to check the chart that Okay, so we have 45% say that it's primarily a set of tools for individual faculty students versus 26% that talks about being an institutional capability added to 28 and 23% say that it is a strategic priority mentioned but in the plans but not yet embedded. So thank you very much. I don't know if this comes as a surprising thing to our panel. Or no?

Prof Nazih Mallat [00:29:39] I would like to thank for the honesty of the attendees. Honestly, we are still, the way is too long for us. We are still at the beginning. So it's good to say that the most majority, it's set of tools by faculty and admin and students. I think I totally agree with the attendees

Dr Narimane Hadj-Hamou [00:30:01] Okay, thank you very much. So now that we've had our part audience views, I just would like to go into a different perspective. We talked about vision and systems, but we would like you to see more about action. Now, many institutions today have ambitious AI visions because obviously of the external pressure sometimes. But the real leadership challenge is turning aspiration into coordinated system-wide action. So from a leadership perspective, what are the critical moves that translate the vision into structured plans, institutional design choices, and coherent implementation? And the floor is open to whoever would like to start.

Prof Mohammed Ghazal [00:30:46] I want to just comment on the outcome of the poll. I'm actually very happy that this is where we are because, like I said, to shape policy, to be inclusive in the way that the policy will come across in the future, we need everybody to weigh in. Otherwise, the policy would be written by those who understand AI very well, have developed it over the years, They are well positioned to address the majority of the challenges but they do not speak for everyone. The fact that currently we are in a sea of tools that we are experimenting with is precisely what we need to do in my mind because that is how we discover what are the limitations, what can we do, what we cannot do, and what are our problems. This is how to get everyone to A.A. Because as they become better users of A.I. They also become far better. At voicing their own concerns and discovering opportunity that otherwise would have been missed. So we are exploring. And the fact that we, it doesn't really mean because we saw what the Professor Nazim mentioned and what Professor Mohammed Awad mentioned and what is happening at EDU. Policies are being shaped, strategies are being made. All of these things are happening in the background. There are more things, they are maturing with time. But they are, I think that they are where they are right now, thanks to the tools that we have started to explore. Because these tools have just become mainstream and possible for us to try to democratise our input into how AI should change the future. So that is at least the take on the poll.

Dr Narimane Hadj-Hamou [00:32:32] Thank you, thank you very much, Professor Mohammed. And so for our other two panellists, if you had a magical recipe to share with our audience around how do you translate really this vision, this high-level vision into actions and structures and intentional design choices, what would that be?

Prof Mohammed Ghazal [00:32:51] Well, I'll begin with what I believe worked for us, in that we need to understand that we are in the presence of a student that is fundamentally different from the one who sat in our chair a few years back. This is a digital native, a he or she who have already advanced use of AI as a normal, unconstrained skill. And they do not necessarily view content the way that they did in the past. They're not here to receive information. They are here to think and engage and be very critical and build judgments. So we're talking about a different student, an AI-powered students. We're also talking about an AI powered teacher, a teacher who have now. In essence, removed all of the things that used to chuckle them in terms of scalable, what we already know works for education, universal design, being able to give the constant feedback, being to get all of these were resource limited and AI has managed in a way to remove these barriers for implementing what we know worked. So. I think it begins or when you try to start to institutionalise how you want to make AI a transformational change as opposed to tool adoption, it starts with building a new understanding of what kind of students do you have and what kind new teacher do you have and then designing exactly how the interaction is going to happen between an AI-powered teacher and an AI powered student.

Dr Narimane Hadj-Hamou [00:34:35] Thank you very much, Professor Ghazal. And I think this, I was just reading a comment from Dr. Nabil Murshid, who's actually really asking these same questions. Are universities ready for Generation Z, who are in high school right now? And I that you've addressed that, you know, in a way that we need to really understand who our students are and, you now, how they learn and what they expect. And similarly, how our faculty are, who our faculty, are. Can we hear maybe from Dr Nazih or Professor Muhammad or Prof Nazih? You know about your own road map and I've seen another comment that was saying that you know there's a huge gap in many institutions in fact and you know between the vision and what is happening on the ground.

Prof Nazih Mallat [00:35:16] By the way, quick comment, just if Dr. Mohammed Awad allow me to echo Dr. Nabil and the audience. Honestly, in many events I attend and participate, they always talk and last week I mentioned this comment because I heard from another one, you know. So we care about our faculty members, about our admin staff, about the strategic management, about regarding adoption of AI, what to do to our students, and in fact we should between brackets and no offence, we should not care about our students about Gen Z because they are more ready than us for AI. We should care about ourselves. We should see our academic staff, our admin, our senior management, how they care about it, how they use the tools, how they adopt AI in their daily operation. So I think our students, or let's say our Gen Z now in high school, and they will be in the university two, three years later, they are. Much more ready than us for using AI. We should not care about them. They are already ready. When you see someone, how they use social media, how you use technology, how do they use this AI platform, and I think we learn from them, we should not teach them, so we should care about ourselves. This is just one comment. Back to the question, how to translate the vision into an action plan. As my colleague, Dr. Ghazal, mentioned, And I know that his centre is already in advance. You know, they are doing, I am following them. They are doing great job. So I would like to congratulate him for that. First, the institution should develop comprehensive AI policy. And when he said policy here, because this is a major change, I'm not talking about policy to be submitted for accreditation purpose or for ranking purpose. It should be

really comprehensive, very comprehensive that include ethical frameworks, governance procedure, operational guideline. This plan covers key areas such as teaching, learning, scientific research, student forecasting. This policy should cover the student forecasting, now in the budget allocation, for example, the student expected student, it should be used by AI because when you have all this data, now again, you are back. Will you upload all your confidential data to chat GPT or to Gemini? No, this is another challenge. We should have our own, let's say, AI tool in the university, AI server in the University. This is what the University should work on that. The alignment also labour market trends. We know the Moheesha now, they are following us with the internship, with the labour market. All of this should be included in the comprehensive AI policy. It should be integrated with the University broader strategic objective. This policy is very important. Again, I insist and I underlined the second comment. It should not be policy for the sake of the policy. It should be really very comprehensive policy because the change is major. It's not like a policy, for example, about I don't know how to use the tool in the university, how to service. No, it's adoption of AI into the university strategic plan. So they should be having comprehensive AI policy which include all aspects.

Dr Narimane Hadj-Hamou [00:38:12] Right, so if I read you, I understand you well, obviously, you know, we're talking about a roadmap. So it is important to have a clear strategy and vision for the adoption of AI. Do we have an AI institutional strategy, which is on-court to our vision, mission, strategic plan and strategic priorities that looks holistically at the ecosystem? And then obviously at the heart of it is making sure that the strategies align with the supportive resources. And that includes the resources for capacity building and so forth. And then, obviously, to have all those programmes to build up literacy. Professor Ghazal talked about student literacy. We don't want just students to use tools. We want students to be able to ethically, responsibly, critically use these AI tools. So do we understand when we do? I mean, we've seen a lot of universities in the UAE introducing a course on AI as part of the general education. But the course on AI is not just understanding the principles of AI and so forth, it's really looking at the main elements of what AI literacy are. And we don't have to reinvent the wheel, there are frameworks and models around that. So maybe, Professor Mohammed, we talked about strategy and vision, we talked about resources, we talk about AI literacy. What else do you think should be part of the road map?

Prof Mohammed Awad [00:39:26] Thank you, Dr. Narimane. Yeah, I agree. I mean, it's been great to listen to my colleagues on the panel. And I agree also with Professor Nazih. The other day, one of my students told me that they're more capable in recognising deep fakes than us like the Gen Z can detect it quickly. So they are catching up. And they can use the technology very efficiently. But also We also, we know the other, the dark side of AI and so on. And so I'll talk later during my presentation about our colleagues experimenting with AI tutor that does not spoon feed, but the encourage critical thinking and these kinds of things, which is all important. The polls showed that where we are and I believe it's not a bad thing. We are now experimenting and sharing experiences and learning from others. A policy should be there to guide our practise and set the guidelines, but with some flexibility for innovation. And as you mentioned, at our university, for example, we have multiple courses that include elements of AI to make sure in general education and so on. And we're trying to get our students also certified, you know, during their, their, on the ethical use of Gen-I, which will be good also, you know, in their first year basically, so they understand what to do and what not to do. I think sharing experiences and learning what's been working and what's not working is the right way to start and based on that policies can be shaped and red flags may arise, you that this is something that's happening that could be avoided.

Dr Narimane Hadj-Hamou [00:41:08] Thank you. Thank you very much. So let's just before we move to our next question, let's try to poll the audience another time. And this time, basically, I wanted to ask them about what do you think are the main barriers to translating AI vision into institutional action? Because we all agree that AI is important. It's the future. We must adopt that. But what do think is the major one obstacle or barrier? So let's see if we can get this going again. Okay, so in case you needed to scan the barcode. Do you need to scan a barcode? If you haven't closed it, you actually will still have access to the monty. And then let me share with you the results because we're having some results in here. Okay, are you able to see the results? Lack of clear institutional strategy, and I think this is why we're having this conversation, is that we're all doing something with AI in one way or another, but do we have a clear vision for the adoption of AI at an institutional level? That is followed by limited governance, policies, and guidance. And again, most of the time the strategy will inform the governance arrangements and the policies and so forth. And then it is followed equally with concerns about risks, ethics, and academic integrity. And I'm hoping that, you know, with the limited time we have, we can touch upon integrity as well. Anyone who would like to comment on these results?

Prof Mohammed Ghazal [00:42:51] Yes, I'd like to do so, and I'd like to take a stand, which might not necessarily agree with the audience, which is give leadership a break. The world is figuring out the clear guidelines and policies. There's still an ongoing debate, a huge one, on, let's say, authorship and AI, research and AI. What is a contribution? If I prompt my way into a formula that is a slight change over one that existed a long time and thus produce better results. So is this enough to publish? Somebody might view it as yes, you already pushed the status, you already have better results, although it's a minor change in an existing formula, it's big enough to have an impact. Somebody else might think no, This is too little. All what you did was a prompt. That prompt is not enough. That is AI's contribution in this case and not yours. So these are very tough waters to navigate. And take that question and you will find a hundred other questions that all do not necessarily have a very agreed upon answer. Let's put it this way. There are views. We don't know how these views would come to impact. Many of the things that we care about, learning outcomes, financial resources, risks, and so on. So the policy and the strategy for AI, to me, I think is an evolving document. And one that every time we feel we have a version of, gets revisited by new realities and so. So I think that there will be very few universities in the UAE. That are not ahead of many other universities elsewhere in order to meet at the very least the Ministry of Higher Education and Scientific Research guidelines and push towards that direction. So there are documents in the works, there are discussions that are being, you know, currently had and the problem here is that we are dealing with something that the world is figuring out. And it takes a bit of time for it to shape. One more thing is in order for this strategy to be something that we can all buy into, in order to be a policy that we all agree upon, it needs participation for everyone. And I don't think that we are all as fast in understanding AI and the new realities as we need to be so that we participate in those documents as they shape up. So we are still, and then there are new realities. For example, as the sustainability of the AI choices that we, you know, for a considerable amount of time, we're so happy with green AI. Most of our policies, we're not taking in how green are the choices that we make when we ask the students to prompt or not prompt. Do we need to tell them, support your innovation and keep exploring and prompt away? Or do we tell them that every prompt that you do has a carbon footprint that you have to be aware of It's a work in progress and it needs participation and we are learning ourselves to contribute the input that is needed for this to shape up into what it needs to be.

Dr Narimane Hadj-Hamou [00:46:24] So I think we all agree, we're all experimenting, no matter how experts we think we are, we're are all experimenting and only time will tell us actually, you know, the impact of AI, whether it was negative or positive on the long run. I don't think it's something we're gonna be able to assess in a year or two years. I wanted to ask maybe Professor Nassif before we move to ethics. Obviously you're an institution that have multiple disciplines, you know, you have social science and humanities, but you also have dentistry and pharmacy and so forth. Now, how do you ensure that AI is actually meaningfully embedded across different disciplines, you know within the teaching, the assessment, the curriculum, the overall student experience, because we see sometimes a lot of it happening in engineering colleges and computer science, but that not necessarily in social and science and humanity.

Prof Nazih Mallat [00:47:15] Well, regarding Al Ain University, usually we have, let's say, this line of sequence, and I think it's in any other university, but however I will be talking about Al Ain University. As you said, Dr. Nariman, currently we have eight different colleges, let say engineering, pharmacy, law, education, business, communication, dentistry, and nursing. So as you said it's a very comprehensive university and so but at any rate all academic department in the colleges. Across the university, they are all the time, they are always invited to propose AI initiatives, AI initiatives and any other thing. And all initiative will be discussed by the university council, which meet regularly. To ensure, let's say, strategic coherence, because every information should be dispatched to all other colleges to benefit. And it should be aligned with our institutional priorities. Any approved initiative are... Automatically broadcasted to all relevant academic department to benefit from this initiative. So it should be going to a university council, which we have represented from academic units and admin entities. And if approved, it will be broadcasted to all other colleges to benefit. However, scientifically speaking, any rule we have, however, as you said, the diversity of the colleges, you cannot talk to someone in engineering where we have two programmes, one called Bachelor of Science in AI, and master of science in AI, like someone with my full respect, I'm not saying anything bad, not because I am electrical engineering guy. So with College of Law. Honestly, we face this problem. We discovered suddenly in College of Law when you introduce AI course in College of Law, who can teach this AI course in College Of Law? So okay, it's good to adopt AI, but we have many challenges. But at any rate, we should be very careful to talk to the disciplines. From engineering to pharmacy to other, especially the social sciences. However, they can shine in adoption AI and different thing in assessment, for example. But when you talk to the engineering college, all initiatives are let's say quickly and automatically approved by university council. Definitely subject to budget approval for sure.

Dr Narimane Hadj-Hamou [00:49:23] So, Dr. Nazih, is there like a minimum threshold, like a minimal that is expected in terms of adoption of AI, you know, where you can monitor actually these things, you invest in capacity building, you invest in tools and obviously you want to see the return on investment as well.

Prof Nazih Mallat [00:49:38] Yeah, on paper, no, but to be also honest with you, like we are trying to build this AI lab for engineering in our campus in Abu Dhabi and Al Ain. And I can tell you the truth. It's not something easy, you know, because budget allocation and budget wise, it's not easy to do it. But however, we have full support from our board of trustees to anything related to AI since it's recommended by the ministry. Again, I mean, we are working on the umbrella of Moheeser. Okay, I can say that we are very happy to adopt AI, but it's not because we are very happy because it's highly recommended and required anyway.

Dr Narimane Hadj-Hamou [00:50:11] Right, right. Okay. So before I go to Professor Mohammed, and I'd like to talk to him very specifically around ethics and so forth. Do you mind that we get one last time, our audience opinion on actually where is AI currently most active in their institutions. So.

Prof Nazih Mallat [00:50:32] Dr. Narimane, again, you have to specify which Professor Mohammed because you have two of them.

Dr Narimane Hadj-Hamou [00:50:39] Professor Mohamed Awad, so see, this is the thing we have.

Prof Mohammed Awad [00:50:44] Is here. Let's do the menta.

Dr Narimane Hadj-Hamou [00:50:46] Okay, so in the mentimeter question that you have here, the question is, where is AI currently most active in your institution? Is it in a small number of pilot courses or department? Is it centrally run workshops or training sessions that you're running? Is it specific programmes like IT, business, engineering, or is it across multiple disciplines as part of the mainstream teaching and learning strategy that you've have? So far, we have a 50-50%. If you did not have the chance to scan, you can use the Manti, go to manti.com. And there is a quote that my colleague Udaya has shared with you. It will allow you also to vote in case you have not scanned the bar. Okay, so 50% say that it is in small number of pilot courses or departments, followed by 33%, which is quite an interesting percentage that says that. They are implementing this across disciplines as part of the mainstream teaching and learning. And it's very interesting because the earlier question around the strategy, the biggest barrier was the lack of strategy. But then the results here are showing that, I don't know, they're changing, actually. They're changing as we speak. So 55% is in small number of pilot courses versus 29% across institutions. Very interesting results that we have here. And I think that it makes sense that, you know, as we're experimenting, we're basically piloting and hopefully have success stories that we can we can share. I'd like to go to Professor Mohamed Awad because I know that we have only a few minutes left and then we'll go to the case studies and then hopefully we'll open the floor for the audience. In higher education, Professor Mohammad Awad, trust, values, and credibility are central. And AI must be ethically responsibly and culturally aligned by design and not by correcting things when issues happen. So where do you see the tension raised between innovation and integrity and how should leaders integrate and navigate this?

Prof Mohammed Awad [00:53:05] So first, thank you. And just to comment on the poll, because it's related. I mean, from my experience and from my chats with colleagues from different departments, everyone is experimenting with AI on a different level and to different extent. So it's not really limited to the School of Engineering and Computing, for example. I noticed many use it to develop and design rubrics, to encourage students to critique their input, to verify. Prepped in for exams, for example, so it doesn't have to be something that is highly technical. So, and I think that's the beauty. So, this is what encourages innovation, you know? So the tension, I believe, typically arises when it comes to integrity in three aspects, I would say. Like Professor Ghazal mentioned, authorship. Also, it could be a concern when it comes to assessment validity and also the ethical use of AI. So setting these guidelines and differentiating what's what to do and what not to, is the way to go. So rather than responding with prohibition, for example, ERIK address these tensions through education and clarity. So the Office of Academic Integrity and the university delivered sessions to both faculty and students focused on the proper and ethical use of AI. We have multiple courses that address that, and a policy statement that

varies from one course to the other. So there is some kind of room for flexibility. And this varies from an assessment to the another, you know, within the same course. So there could be clear guidelines on what is, what can you, and to what extent can you use AI tools. So our leaders emphasise that AI can be used, but that transparency and responsibility is important. So faculty have the flexibility, and this is paired with kind of ethical clear expectations, ethical expectations, which helps them and helps the students to understand the boundaries. So we treat it as an evolving space, like my colleagues mentioned, and just like you said, and policies and practises are reviewed and adapted as AI use matures. And these things are going to continue to evolve as we progress.

Dr Narimane Hadj-Hamou [00:55:24] I think that many institutions have even been revising their code of conducts to redefine what plagiarism means and identify what is acceptable and unacceptable use of AI tools among students. Sometimes you know this what we call intentional and non-intentional plagiarisms. I think AI makes it a bit more complicated. So obviously the fact that you're offering you know capacity building programmes and you know policies and guidelines for your students is a good thing. Professor Nazeer, you spoke very often on strategy and obviously because you are the VP for Quality, so I think strategy falls within your jurisdiction. I'd like to know how does Al Ain University embed ethics and responsibility into the AI strategy, if you had a standalone strategy or within your university strategic plan and how it addresses AI?

Prof Nazih Mallat [00:56:17] Frankly speaking, we are still working on that, to tell you, for example, we embed ethics and responsibility in our AI strategy and that's done. No, I'm not telling you the truth. So we are working on this with this, let's say, formulation of this comprehensive AI policy. We include ethics and responsibilities and we form such a decentralised committee of deans, department heads and centre managers. Because we always keep talking about academic stuff, but sometimes we forget that admin stuff are equally important in the university, as academic stuff. So we try to ensure that ethical standards reflect both an university core values and disciplinary norms regarding, again, the eight diverse colleges we have. But we still have a lot of work to do. So first, we are still now, let's say, excited about this AI adoption, this AI tool, this AI, let say, new language to be spoken in the university. However, ethics and these norms should be more reflected in our policy and currently we are still working on that.

Dr Narimane Hadj-Hamou [00:57:19] Thank you very much. I mean, I have a closing round question, but I will ask you that after you do your presentations. We'd like to go now to the mini case studies that you are going to present. So we'll have around 12 to 15 minutes for each one of you. And we will like to start with Professor Awad, who's going to share with us the first case on AI adoption at the American University of Ras al-Khema. Professor Awat, the floor is yours.

Prof Mohammed Awad [00:57:48] Yes, can you see my slides? Yes, we can. Thank you. Thank you very much. So again, hello, everyone. Thank you for joining us. So when I wanted to put this presentation together, I contacted several colleagues and I asked them about their approaches and how they've been utilising AI. And I wanted it to come up with something as comprehensive as possible, even if it's kind of breadth approach. So here I'm gonna provide you with a few things and also I'm wanna talk about some of our students' achievements because this is also something that we are proud of and how they utilise AI as well. Right, so I will talk a bit about AI in teaching and assessment feedback and other student-led problem-solving approaches. Um, I want to keep this brief because, uh, this part, because it's been, um, discussed and answered by me and my colleagues and, and Dr. Neriman. So, so basically, uh. Uh, the key point is that AI is, uh or was

framed, um as something to guide thoughtfully and we're not, of course, it's here to stay. It's not something that we're thinking about. Banning but also on the other hand it's not something that we're thinking about imposing or believe in imposing in a uniform a uniformal way. So this created the conditions for meaningful use cases to emerge and this is something that I'm going to be showcasing to you. Um, so, uh, across disciplines, um, uh faculty use AI to support learning delivery. Um, the examples include AI supported visualisation and simulation, for example, from the architecture and engineering, uh programmes. Um, also AI assisted explanation and example generation and technical courses. There's also my colleagues from. Of how to use AI tool to generate an entire product from finish to end. The same for writing assignments and English composition. Now it is more challenging with the use of AI to make sure that students are really using it responsibly and instead writing and practising it thoughtfully and using their critical thinking sense and... Logic to come up with a draught for example. So the use of AI and what to do and what not to do and how to criticise was used to shopping their own writing means as well. So there was an emphasis on supporting understanding really rather than replacing instruction. Another example is also like all faculty stress out that during their use of and while they use AI in their courses, there's always because of AI hallucination and such, faculty are always involved in the process. So it's not something really that is generated without any thought that's been pretentious. So many faculty redesign the assessment as well with AI in mind. Instead of focusing only on the final products, assessment emphasise design thinking, decision, rationale, reflexion, and evaluation of AI output. This way as well, we're ensuring academic integrity, making sure that student has been involved through the process. They could be asked to submit multiple drafts throughout their. Submission and attend some oral conference meetings to explain their product. Some courses or assessments may limit AI use and may ban it completely, and this is clearly stated. Others may allow co-piloting, for example, to some extent, and while it's clearly stated in a transparent way how it was used. Um, now. Faculty also use AI to support feedback and learning. So again, we're not replacing instructors, but we are using AI to to support them in the classroom. So the AI assisted feedback that is reviewed by instructor, AI tools used by students for exam preparation. I mentioned during my talk, the AI tutor. For a specific course. This AI tutor, you can chat with it and ask your questions about the topic itself. And it's not gonna give you straight answers to your homework, but rather guide you through the steps that you need to understand a problem and detect weaknesses and so on. And this feedback also can be used by instructors to identify gaps in errors. So. Can be used for exam preparation, for debugging in a programming course, or also for self-checking. This is always again paired with the instructor guidance. Now, again, all this is with integrity in mind, so the integrity concerns are addressed through assessment design and pedagogy. The students are required to share drafts, virgin history, process logs, reflective explanation, for example, of how they use the AI. And also faculty are also explicitly, when they teach and use AI, they understand what is, and they share their experience about what's inappropriate and how it can be unreliable and share these with students, because it's important that they understand that this is not something that they can rely on and trust it blindly. So some of my colleagues mentioned how they share incorrect output provided by AI tools. For students to see how also they can be misunderstood due to bad prompt or to just a simple hallucination. On the other hand, we also wanted to involve our students, and especially those who are in the domain because they're expected to graduate and be really experts in how it works and how to master and how provide solutions. So an initiative that over the past year, we add in addition to our senior capstone projects, students from the computing department and others also in the school of engineering. Have worked with specific units in the university to see how they can help them digitise and adopt AI to enhance their daily operations and add some automations and flexibility to their daily tasks. So for example, we had a team that worked

with the career services department. And created a solution that when let's say a student uploads their resume or CV and tries to apply for a job, it does some kind of matching what skills they have, what skills are needed, what they don't have basically, and proposes some courses to bridge this gap and certificates that they can obtain. So that this was something that they worked on and they created from scratch. Um, also some paired with the HR department and listened to what issues they face. And they mentioned, um, their need to vet a relevant CDs or resumes, for example, and then they screen them and generate some opinions and feedback. Um, so another team worked with them on providing such a solution. Uh, these are all students and their senior year basically. The same also for policy generator with HR for operational policies, how it can be reviewed, what recommendations, what gaps and so on. Also we have a team now working on providing some advisory and decision support tools. This could be for students at risk who are struggling and trying to improve their CGPA, what kind of support they need. So they can chat with it, they can upload their, we're using copilot for that, by the way, in line with our university's policy to use copilot as our large language model. And basically... The tool would describe what courses they should take, and this could be based on many factors, such as their current CGPA, the number of credits they're limited to, weakness in a specific course, and even that the course timing schedule could be taken into consideration. So these are things that they're working on and testing. Try to develop and provide the needed support to students to make sure that they take the right courses and make the needed progress within a specific timeline that is determined by the student in consultation with the advisor.

Dr Narimane Hadj-Hamou [01:07:50] Of course, we still have two minutes left. Yeah, I'm done.

Prof Mohammed Awad [01:07:55] Just a couple of slides. And also we had a library chatbot and we also have also academic policies chatbots, right? So if you have questions about possible textbooks in a given subject that you may have, you want to know more about the library, its office hours, its guidelines, how to check a book, is it located, is available or not, and when will It'd be the same for if you need any policies, questions about. What is my academic standing, how many credit hours am I limited to, and so on. There are also chatbots that have been developed for that purpose. So just to wrap up, thank you, Dr. Karima, almost done. So these are examples that show AI adoption becomes meaningful when faculty and students are actively involved. So all these projects involve faculty and a students while the leadership just did the matching and facilitated the standard. So leadership matters, but it's the use cases that make AI for every academic life, for everyday academic life is what matters. So my closing statement is really, as my colleagues mentioned, and as we all agree from the beginning, this is an ongoing, evolving process. It's not a finished model, but rather just a living example. Thank you, Dr. Narimane. Thank you.

Dr Narimane Hadj-Hamou [01:09:12] Thank you very much, Professor Awad. And if any one of our audience has questions, please do write them down. We will take questions at the end of the presentations. We'll go now to Professor Nazih. Obviously, I'm cautious of time. We really would like to keep some time for the audience questions as well.

Prof Nazih Mallat [01:09:29] Yeah, thank you. I will try to to be on time. But Dr. Awad, he did not leave us anything to say, you know, he mentioned everything. Okay, so I'm not sure. Can you see my screen now? It is sharing.

Dr Narimane Hadj-Hamou [01:09:46] Yes.

Prof Nazih Mallat [01:09:58] Okay, so just let's say about the case study for Al Ain University, we choose this title from vision to practise. And I'm sorry, maybe some information will be redundant with what we said in the question in the panel, but this is very normal. So Al Ain university institutional strategy for AI enabled teaching and learning. So my presentation will be composed of the following points, strategy and AI adoption, strategic approach through four pillars and the implementation approach, we have two steps. Step two because step one is strategic approach and the key lessons learned from this. Let's say journey So artificial intelligence as strategic enabler So it's again again. I insist. Yes. We are very excited. We're very happy to adopt AI But it's it's because it's aligned also the a leadership vision a strategic commitment. So again, I would like to highlight, it's not, let's say, luxury for us to adopt AI. It's recommended, it's highly required to be in line with the UAE leadership vision and with the MOHESER. So the main idea is to prepare a graduate for AI-enabled workplaces. At the end, okay, we should go, as Dr. Ghazal said, for the basics and the foundation. We should never forget the main target or the main goal of any academic institution. Is to prepare the students to the labour market needs. This is the main idea. When the students spent in your university for five years, it's to be ready for the labour-market needs. And I think in our days, if someone will be graduated without having any information or any skills about AI, I think he will struggle in the labour markets because it's highly recommended and highly required. So again, it's like we embedded this through across teaching and learning. But it's not, as Dr. Awad said, it's not finishing model. We still have a lot to do, a lot, a lot. It's not like something to be done in two, three weeks, or two, three months, or three years. It's like a question of major change in our university's strategic plan. So our strategic approach, and as you see here, people, they like the left figure. People, they hate the right figure. It's always the same balance. To be honest, I like both figures. We should be in the middle, let's K? The traditional methods are still needed, but also AI-driven methods are also needed in the classroom. So this strategic approach, we have four pillars about it, which were when we said that.

Dr Narimane Hadj-Hamou [01:12:21] Would you mind putting your slides on slideshow?

Prof Nazih Mallat [01:12:26] Like this?

Dr Narimane Hadj-Hamou [01:12:30] It's okay. Yeah, should be fine. You could have it on slideshow, but it's fine.

Prof Nazih Mallat [01:12:37] It's OK, but tell me slide show and the problem I have this.

Dr Narimane Hadj-Hamou [01:12:41] From the bottom on the left side.

Prof Nazih Mallat [01:12:46] On the right side for me.

Dr Narimane Hadj-Hamou [01:12:47] Sorry, on the right side, I'm sorry. It's me who's getting confused. Can I find my left from right?

Prof Nazih Mallat [01:12:56] Now it's talking you can see it full screen

Dr Narimane Hadj-Hamou [01:12:59] It's showing the next slide as well, so it's fine.

Prof Nazih Mallat [01:13:05] Sorry, the problem here...

Dr Narimane Hadj-Hamou [01:13:08] It's okay though, Prof.

Prof Nazih Mallat [01:13:09] It's okay. We've done two. Okay, so we have four pillars for the strategic approach governance framework, faculty capacity building, teaching learning assessment, innovation, and student engagement. Regarding the governance framework, what we have done till now in Al Ain University, we have established a state-dedicated AI centre. In fact, not this year, two years back. And we have designated staff in this research AI centre and we have created this committee, decentralised formed from different colleges and administrative units and entities to formulate a comprehensive AI policy on the institutional level. Definitely when we said research centre for AI, I know they have some targets, but they are trying to lead this AI change in the university. The responsibility will be to develop this policy to ensure ethical AI use. With inside the policy data privacy and academic integrity. Last week we were with ADEC also like pilot study about AI, and we have been asked about this question. Everyone is happy to say, I am using AI, I'm using AI. But how come are you using your confidential data? You uploaded to charge GPT to Gemini and that's it? No, the response is no. We are trying to build our own, let's say AI server and AI data storage. The outcome will be accountability, consistency, and I know when it's accountability, not all people will agree with you because there will be more, let's say, control and you will be watching more what your staff is doing and if they are doing good job or if they need any area for improvement and the responsible innovation. For the faculty capacity building, we try to create and to provide workshop. And in fact, here I have a little bit, something I don't understand with some institution, because suddenly they start to adopt AI. Suddenly they start to include courses in their study plan in different colleges. But however, when you ask them, what did you do for your faculty to teach AI? The response is not very convincing, to be honest. So how come you include AI and you do not prepare your faculty to be able to teach a AI? Because usually what we heard, for example, Dr. Nariman is computer science, she can teach AI. But I'm not sure if this is really true. I mean, it's not necessary to be computer science to teach AI for students of education or pharmacy. So we should be very careful if our faculty member are ready to teach a AI in specific disciplines. In a line university, we have professional development centre. They are trying their best to provide workshop to all our faculty members and admin staff. So this is the list of what we did, let's say one year and a half back and starting in fall 2024. They are trying to do their, and definitely in the next two, three years, we have more workshops to come and we have more, let's say, opportunity for our faculty, staff, and admin to be exposed to AI technology. For the rethinking assessment in the AI era, to be honest, still now is still based on the faculty member, let's see, efforts on the college level, we are not reaching the institutional level to make it institutional wide. However, As we said, in the College of Engineering, no need to tell them what to do. For example, they are not waiting for the senior management to tell them since they have two programmes, undergrad level and post-grad level, about AI. For example in GUE, General University Education, as Dr. Nehman mentioned at the beginning, we introduce a new course for all our students on bachelor degree. They have to take this course as general requirement. Also, we implemented in some disciplines like Bachelor of Business Administration and Master of Business Administrative in focus area. The student engagement. Building AI, graduate in literacy embedded across curricula and discipline specific integration. As we said, for example, in BBA, Bachelor of business, we have introduced, we have eight bachelor degree, BBA. We have one college course, so all students to the business, they will take it plus one course. Any graduate from the business college undergrad, he must be taking six secret hours of AI in his journey at the Al Ain University. Is it enough? Definitely no. However, things are moving forward and you are trying to make more progress in this direction. The implementation approach, as we said, the foundation governance, we started in fall 2024. With this AI policy, the capacity

building, we are still in training faculty and strength integration, teaching and research, and also expansion and curriculum integration. Last fall, we launched this two new programme and we introduced AI courses across all colleges, and we enhanced the existing course with AI application because there is also another way for AI. Is it application or the theory? So when you talk to people from social sciences, they would like to get more about the application. They don't care about theory, about programming, about computer science. But when you're talking about with engineering, with computer science, no, they should be exposed to the theory of AI before getting forward to applications. The continuous improvement, the measuring impact, and here I think it's the responsibility of the centre I'm managing for the Quality Assurance Centre. Honestly, we have a plan at the end of this academic year, we will try to make surveys and feedbacks and questionnaires distributed to all our stakeholders, internal and somehow external in the following year, not this year, to just get their opinion about this major change, this AI courses introduced, the AI workshop, what they feel, what's the impact. So by the end this academic here, we should have let's say some recommendation from students and faculty and admin, which will help us to build our action plan for the next year. The key lessons, as usually, as my colleague said, Dr. Ghazal, Dr. Awad, it's not one main job. It's not a one-day job. It's like, let's say, a senior management job. Everyone should be involved. This is a huge, major change. And when we said it's embedded, it's reflected in the university's strategic plan. So it's a one time day, one time initiative. It's an ongoing institutional journey. It will not be finished today or tomorrow or after one week, one year. No, it is continuously updated. It's continuously moving forward. Again, back to my first comment, it's not an option, it's recommended, it's highly required to make sure that the university will not be obsolete after 10 years or after 15 years. What does this require? This requires strong leadership. This required to have courageous people, like we have to adopt AI. It's not the traditional way of teaching. The traditional, no one will ask to remove traditional way. But AI now is our new language of teaching and learning in the next, let's say, 20, 30 years. So, yeah, and here I think I finish on time even before.

Dr Narimane Hadj-Hamou [01:19:52] Yes, you did finish on time. Thank you, Professor Nazih, for a comprehensive overview of how Alain is implementing AI from a strategic perspective. We'll hear our last presentation, and then we'll open the floor for the audience. I'm sure they have lots of questions. So please do write down your questions. Do not write them now on the chat box. You can put them a bit later on towards the end of this session. Professor Mohammed Ghazal, the floor is yours.

Prof Nazih Mallat [01:20:18] Here dr Ghazal owe me credit because i give him five minutes more right?

Prof Mohammed Ghazal [01:20:22] That is so nice of you

Dr Narimane Hadj-Hamou [01:20:26] It's not five minutes!

Prof Mohammed Ghazal [01:20:30] Thank you so much, colleagues, for the great presentations. And I'm going to try to steer away from the great talks and all of these institutional level implementation strategies, which our colleagues and the entire institutions are commended on following. And I am going to focus on something which is on a lower level. Something that all universities are doing, as we saw from Professor Awad and Professor Nazih's presentations, which is how do you really take AI and make it into an early scalable and universal competency? It's no longer something that can be taken and assumed to be confined within one major. And I will give our case study of how we have started to do this six years ago. And if you're keeping track of dates, that was before

GEN.AI started to emerge as this global force to be reckoned with. I will focus on low-level implementation issues that we face and how teaching innovation has helped us address them. That will give some strategies that you can apply within your classroom to try to achieve the same thing. The goal was this, how can you teach AI to everyone in the university as early as the first semester, when before this you had to overcome barriers related to math and programming and computer science in order to build what is necessary to make this happen. And then if you're going to make that AI literacy course, how you can really drive value out of it? We don't want students to just learn the fundamentals of AI. We want them to apply AI. Apply to during their four year with us and apply beyond. So the kind of understanding that we wanted to do was one that is founded in the basics of AI and then goes all the way to include the application areas. We wanted to give them ideas about the ethics and how to navigate the waters in relation to AI, but we wanted it to do it after they have understood why certain aspects of these ethics emerge. They needed to understand bias and they needed to understanding data and issues with data. They needed understand privacy as a concern and explainability and sustainability. So all of these required that kind of deeper understanding we had to build to get them where we needed to be. So the idea was early, everybody, scalable. And we're dealing with an audience that is unmotivated at the time because Chajibiti was not there to tell them the future is here. They are largely heterogeneous in terms of their background and we cannot rely on anything. We cannot rely some stat or some math or some programming that they've acquired. The system that was in place in the years that preceded the university also did not feature AI to a big degree. Now it does. Because they are the head of the curve when it comes to the Ministry of Education's curriculum for AI, but at that time it wasn't. So we had to avoid a course which was highly related to tools and then start to build that fundamental understanding and to do it at scale. Scale everything, scale feedback, scale assessment, scale the entire process. Of course, to do this, to design such a course, which ended up winning the QS3 Imagine Education in the area of AI education last year. We had to, of course, first look at the experiences that have shaped where we are. We had, in the past, some competitions in AI, we had some research in AI and we started to understand better what are the needs. We started to say, how can we redo everything that we wanted to do or that we used to do in the classroom, but do it at scale? If we're gonna say that a teacher engages the students, how can you engage hundreds of students all at the same time? If we gonna say that a teachers is able to read the emotions of the students right in the middle of the class, how can we do that at scale? How can we read the motions? Because you had to do it at a scale. If you're gonna be introducing AI for everybody and the numbers were there, then you either had to some massive increase in terms of resources, which would take time to materialise, or you had do things at scale. How can you make the experience adaptive. How can every single one of those students get engaged in a project that drives value in their own major? Those who are in architecture are working on an AI for architecture projects. Those who aren't in aviation are working on an A.I. For aviation and so on. And then once you're able to do assessments, how can you give the actual feedback that can help students learn and improve and how do that at scale. And then also how would that course look like? So there were many, many issues that we had to put together in order for us to be able to shape such a course. So the idea was in order to adopt that principles of AI for all. And we were really guided at the time by a course which was done by Andrew Nigg, one of the leading figures in AI which was called AI for Everyone. And I thought at the times it was strange, how can you have six years ago, how can AI be something that is everybody's cup of tea? So we had to remove barriers, redesign the course without programming, redesign the course without calculus, without linear algebra, without stat, introduce things quite early so that embeddings would still reap benefits in the future. Do the scale thing, but do it quality-wise. Be focused. Every step that you do is one that you have to think about quality before

you do. And then emphasise skills. This course has to be about skills. We did not want this course to be about knowledge because we knew knowledge is going to go away. We wanted labs, even for students who are not necessarily familiar with labs. We wanted project-based learning. We wanted to demystify workflow so that students would come to build that kind of understanding that help them appreciate what AI can do, understand what it cannot do, and then also create an awareness of what are the issues and where those issues stem from. So this was a situation where this was as many students as we had in a very large classroom. And then we had to use prompt engineering in order to create different learner paths. And then use retrieval augmented generation, which is where we get AI to be confined in a set of documents that we can trust in order minimise hallucinations. And with these two in place, generate specific content that is adapted to the student's need in bite size and then push that content to the measures that actually subscribe to that particular content. We had to worry about pre-assessments. So we had to put things in place in order to be able to do assessments at scale and still do that quality so that again the exam would be contextualised for somebody in biomedical in a different manner than somebody in mechanical or somebody who is in business and so on. And then during assessment, we had to also be able to proctor and maintain rigour. So we had invent robots that would be able to navigate environments, look at student behaviour, and then analyse that behaviour for any issue. So we also had to use AI in order to produce projects that are specific to a student's major, solve those projects, and then use AI order to provide that feedback at that step-by-step level that students would need in order to learn. This, of course, meant that we capitalised on expertise that were present in-house. Every university has excellent teams of AI professionals, computer science professionals, and IT departments can really come to bring these innovations to life. So we created a device. This is how that device looked like. It's put on every disc, and it uses AI to analyse behaviour and engagement. We built that device, and that device gave us what you currently see. It gave us a window for the students. To ask questions in the classroom by engaging with anything that the instructor has said. It gave us emotion analysis and detection that we now do at scale to bring together classroom-level analytics in real time that can help the faculty update how they teach, and detect if there were any behaviours that required engaging the students so that those behaviours would stop during exams as well as in the class. This has given us dashboards that facilitated how this course ran. And that dashboard allowed us a time dimension whereby we could look at collectively how students were engaged in the class, what kind of activities were going on for a class that had so many students in it, and then use that feedback to improve teaching and learning. We really were focused on added value because the students again at that time remember we did not have Tadjubiti shape the future or GenAI shape the future. So to convince all of the majors that they had to do this, we had to really bring in something that they could be really believe in. We've also started to adopt a situations whereby we struggled at first to try to get every particular major to engage in projects that are pertaining to that major. Again, at a time where we could not leverage any AI to do so, but it was still an exercise that was worth it because it meant that the demonstration of value happened regardless of how the student perceived the course. And that has improved significantly the student's engagement in it. Finally, we started to look at how we can give feedback and analytics that would facilitate the improvement of the course over time. So we start to look at continuous improvement powered by AI, the process of reviewing how students work was evaluated, the process self-reviewing. How the course file was produced, the process of looking at the reports from the direct engagement of the students and the emotions, all of it as as agents outputs to a centralised LLM that gave us insights on how to improve the course. Was that something that led into an impact? We believe so. We started to get an increasing number of students who are graduates of this course, whose learning outcomes come to demonstrate they have understood what we wanted them to out of the course. In

terms of opportunities, being able to spot them, limitations, then fundamentally understanding them and then driving value through applications. We started to get excellent testimonies from students about the course and what they were able to learn from it and an uptake in the number of undergraduate research publications in the AI area. We start to see students get engaged in more AI projects across many national and international competitions and then do well. That is because we allowed them the time to apply what they have learned in a very early on course. And eventually we started to see this spill out to the community in terms of outreach activities where our students were involved in mentoring others and our faculty involved in the process of reviewing curricula and shaping up the intake that we have. And thank you so much. I hope I was on time.

Dr Narimane Hadj-Hamou [01:32:22] Yes, you were, you are. Thank you very much, Professor Ghazal for a very insightful presentation. We do have a few questions here for you, so we'll start with those because you've just concluded. If we can make the answers short so we can take as many questions as possible. The first question comes from Salim and he was asking about privacy concern, you know, in particular for image processing of students, you know, in the region is going to be a challenge.

Prof Mohammed Ghazal [01:32:49] It's definitely one of these biggest challenges that we had. However, when we started to do this, we had educated our students to the fact that most of the processing that involves any sort of visual images happens on device. And we had to show them that the data is not stored in any way and that the measures that we took we're in our approach best. Practises in preserving their privacy. So in dealing with AI, especially AI that interfaces with the human, you always have to do the ethical thing when it comes to dealing with data and privacy. If you do it, if you educate them, if give them the opportunity to buy in or buy out of that experience, if follow the standards of how to do this in terms of if a research component was involved, you do the IRP for it and so on, then you can safeguard as mentioned by, I think it was the Professor Awad, you need to balance two things here. You need to balanced innovation and how innovation can help address your issues, but you also need to that against putting guardrails and ensuring that students' privacy is upheld, that those who are buying in are opting in into the experience and they understand the value of what they're doing. So, uh... That's a great question and we did our best in order to put every measure in place to uphold the privacy.

Dr Narimane Hadj-Hamou [01:34:22] Thank you very much. And we have another question also to you, Professor Ghazal from London. And she's asking whether does these AI tools take into account actually, you know, student learning issues, you now, students who have ADHD or any other learning disability.

Prof Mohammed Ghazal [01:34:39] Yes, in fact, if there is one aspect where AI excels, it is in its ability to scale and adapt. So this is an opportunity for us to reach to students of determination, to find the best way that they can be integrated into society and learn from the experiences we can arrange for them, and do that without any stress on resources. So definitely, acceptability has improved significantly thanks to what GenAI has to offer us. In fact, now I think we can gain deeper understanding into how to support the students of determination.

Dr Narimane Hadj-Hamou [01:35:25] And I think that this is one probably of the beauties of AI, you know, being able to address, you know. Yes. This question might not necessarily be to Professor Mohammed, I think to any one of the institutions that have been implementing AI in teaching and learning. And the question from Christina is asking whether you have actually tangible evidence of the attainment of institutional, of ILOs

between students who rely heavily on AI versus those who minimally use AI. And I think that's part of the really monitoring that we need to do in order to really be able to be in a position to know that whether it's a positive or a negative thing. So any one of the institutions that might have done some kind of comparative analysis or studies.

Prof Nazih Mallat [01:36:08] Well, no, too straightforward. And I think it's still too early for my institution, I'm talking, to see this difference, if it does have this big impact or not. And also, we have to define in the question, what does it mean to rely heavily on AI and use it minimally? So we have two to define this criteria, but still too early. I think next two or three years, we may have a better response for this question. I'm sorry, Christina, but just is the current situation, you know. Yeah.

Prof Mohammed Ghazal [01:36:42] Professor Mohammed go on.

Prof Mohammed Awad [01:36:43] Well, Professor Ghazal will have the answer because he showed the slide with the improvement. But if I may add, yeah, we have some colleagues who did conduct research, you know, with pre and post. And those showed how they benefited actually from the use of AI and improvement on their English language attainment and so on. So there is some kind of evidence done not at the institutional level, but by my colleagues conducting their own research in the classroom.

Dr Narimane Hadj-Hamou [01:37:12] And I mean, there's a number of questions around the effectiveness of providing AI formative feedback, the effectiveness on the attainment of ILOs and all these aspects, which are usually part of the strategy, how are we going to basically monitor the impact of everything that we're doing, whether that is a positive or a negative impact. So I know that Professor Ghazal has shared something already with us, but I don't know if other institutions has views or insights on that. And I still have like 30 stages maybe.

Prof Mohammed Ghazal [01:37:44] I will just give two anecdotes, which are some eye-opening experiences for me. One of them is where we have given students a product, and their performance in the project was absolutely outstanding. We did not believe in this inflated results, so we gave the students an AI-deprived environment where they had to redo a simplified version of that project. And only two of them out of 50 were able to do so. So this has really taught us that cognitive offloading is real and that we had to do something in order to institutionalise VIVAs and oral exams to block pathways where we would falsely assume that students would not rely heavily on using AI. And we did that. So there are, as Professor Mohammed said, there are always faculty members that are experimenting now with how to change the assessments from being output-driven into being process-driven, from being without guardrails for quality to installing ones that would block pathways for free-riding through AI. So experiments are happening at the course level. But I'm going to mention now the second story, which is this is at the institutional level. Last time we did learning outcome assessment for our programme, we've noticed that outcome three for engineering, outcome three is related to communication, is extremely inflated. Because students were now using AI to write their reports, whether they are project reports or lab reports, far more than what they were. Doing in the past in terms of writing. So we have learned that we cannot rely on lab reports and project reports in the way that they used to be done at the programme level and we had to do some changes in order to create a scenario where the students would find it absolutely necessary to improve their writing because we believe that the writing skills would be very conducive to acquiring critical analysis skills later on. So we have institutionalised proctored lab report development, so environments where the students would come and

they would do far less writing, but writing that is in an environment that is controlled, that would allow us to give them feedback and through that feedback to improve. And that has led into, it's not going to be improving the learning outcome, but it has led into better measurement of the learning outcomes, which still is a continuous improvement. So now we can measure it better. We can tell that it's no longer inflated and thus since we can measure it we can improve it.

Dr Narimane Hadj-Hamou [01:40:40] Thank you very much, Professor Ghazal. I think we're still along those same lines. We have a question, which is what we call the $1 million question. And maybe we've heard from you, Professor Ghazal, where you were talking about rethinking assessment and moving from product to process assessment and all. But the question is really, how can we ensure fair and reliable and transparent assessment when students are actually using AI tools? And it would be nice, maybe we can hear also other perspectives from the other two institutions as well.

Prof Mohammed Awad [01:41:10] Yes, if I may. So I'll follow up on Professor Ghazal's point on the importance of oral assessment. Actually, a colleague of mine also developed a solution. He shared it the other day. I'm planning to experiment with it. And it's for using AI for oral assessment, basically, after an assignment is submitted, students will set for some kind of AI-generated questioning. About how did they submit, well, what did they submit, what kind of approach did they follow, ask them to explain these things. And it's oral, you know, so it's basically assessing the conversation itself for her to try to flag it. And I think that that could be something that can be conducted in a supervised environment after that, you now, so, it doesn't have to be the instructor really. Interviewing or meeting with the students to ask them how did you achieve this solution or what steps did you follow and so on. So I mean it's a double-edged sword, right, so can be used by students to submit the solution but it also can be use to assess whether they really submitted this solution.

Dr Narimane Hadj-Hamou [01:42:22] We do have another question from Dr. Connie from Princeton University in Saudi Arabia, who's obviously thanking you for the insightful presentations, but she's also asking you, what is the one institutional decision related to AI or digital capability or teaching practise that have made the biggest difference to graduates' readiness?

Prof Mohammed Ghazal [01:42:53] The biggest institutional decision. Well, I don't think that there is one particular decision that is said to be, you know, bigger than other. It's a collective approach. Yes, it's a collected approach that has to address many different aspects of what challenges are posed now by new realities in the age of AI, as well as what opportunities do exist. But I think if we have to select one big decision, it's the easiest one. You adopt AI and you move on, and then deal with the realities of the situation. So resistance is essentially increasing the equal time. You have to accept that we are now dealing with a new teacher and new students. There are opportunities for you. I know you care about learning. I know care about teaching. You are passionate about them. Whatever issues you feel like you are going to face as a teacher, there are solutions to those. As Professor Mohammed said, For every problem that existed because of AI, there is a solution to that problem that exists because of the AI as well. So I think that whole abandoning of the idea of, do we still do it or we don't do it, that was the biggest decision that we had to move past.

Prof Nazih Mallat [01:44:18] I'll take the last two questions.

Dr Narimane Hadj-Hamou [01:44:20] Yes, please.

Prof Nazih Mallat [01:44:21] Yeah, just to respond, Dr. Connie, usually, and again, I'm echoing my colleagues, technology will not work alone, you know, policy will not work alone and the training will not work alone. So it should be, I think the main decision could be, but I don't want to keep saying, let's say, vague statement, because we should say some measurable, you know actions. So the institutional decision will be like, let us say, to define what competence means in an AI-enabled world and how to assess it explicitly. We are talking, let's say, for two hours now, okay, what do you want the competence of your graduate to be in the labour market? This should be the main thing. And AI enabled world, you know? Now the world is totally changed. And how to assess it explicitly. So this should be the main decision for higher academic institution to consider.

Dr Narimane Hadj-Hamou [01:45:08] Thank you very much, Professor Nazih. We'll take just two last questions. Unfortunately, we have a flow of questions, but hopefully that will give us more for future sessions that we will be planning. One of them is actually from Kay, and she was asking, I think that it was Professor Mohamed Awad who talks about oral exam. Would the oral exam have to be in person or they can use AI to answer the question?

Prof Mohammed Awad [01:45:33] From my experience and the proposed solution, yes, students will do the work at home. It's an assignment or a project. And then they would have to sit all together at the same time, like, you know, and put their headsets and they open it and it just takes place in class. It has to be monitored, you now. Because otherwise, yes they could have another tool generating answer or someone doing it on their behalf or something. So yeah, for now the proposal is It's a supervised assessment.

Dr Narimane Hadj-Hamou [01:46:06] And of course, we have the other one million dollar question as well, but maybe we can answer that with giving a concrete example of how AI is being used to develop critical thinking and foundational skills. Rather than just getting the student, you know, outsource cognition to AI. So can we give an example where AI tools, whatever it was, have been used to, you know, enhance or amplify critical thinking skills within your institutions, you know something that you've been doing?

Prof Mohammed Ghazal [01:46:41] I will mention one example, one concrete example. In order to, and that's an engineering example, but you asked for concrete, so it has to come from my own experience.

Dr Narimane Hadj-Hamou [01:46:52] It has to come from engineering.

Prof Mohammed Ghazal [01:46:55] I have always, always been bothered by my students' skill in mathematical modelling. And these are PhD students, so they had to do mathematical modelling in order to be able to express their algorithms and their techniques and so on. In order to do so, they had to learn how to be to read the mathematical analysis and derivations that you would find in keepers and understand it. But it was always a huge challenge, because every time that you would hit something that you don't get, you would have to go and read an entire topic on that particular element in order for you to go back and continue the math. So the derivation involved many long trips and side quests to come back and understand. That was such an expensive exercise. So I remember maybe we all do, you know, the PhD times where we had to go and read so many papers and every paper that we read. Involved further readings in order to understand what that paper had to offer and critique it and you know wrap around the contributions and why did the results

come and so on so that was always something that is a challenge how to develop the mathematical skills necessary to understand complex derivations in papers that was the issue now that is critical thinking because they they're understanding somebody else's algorithm and idea. But they need to understand it fundamentally in order to be able to critique it at the end, then to say it doesn't work because of this. And that's the enhancement that I made. So that was an exercise in critical thinking. Now that GenAI has the opportunity to explain the math in any particular paper in very different layers of abstractions, that process in terms of time has shrunk. And students' ability to understand that used to be difficult math has improved significantly. And that is an example of their critical thinking. Becoming far better, because now they can critique papers and look at the methodology differently because of how it became possible for them to get access to a mathematical expert on demand at different abstractions. That is what I have found.

Dr Narimane Hadj-Hamou [01:49:05] Thank you very much. Any other example very quickly from?

Prof Mohammed Awad [01:49:09] Yeah, if I may add just for less than a minute. I already referred to it maybe earlier. I mean, these tools can be, you know, trained not to provide immediate answer, you know, but rather to engage the students like guiding them through the steps. So it's not going to really solve the homework for you, right? If you use the right tool like that tutor, the AI tutor, but, rather than provide you with a step and ask you for input, and engage with you to do it really more like them. I'll give you a final answer that you can copy and paste, learn along the process.

Dr Narimane Hadj-Hamou [01:49:45] Okay, so I think that there was a very interesting question around when would we be fully prepared to implement AI across the institution, teaching, learning, assessment, administrative, and whether there was timeline. And I think that it is a timeline that is pushing because the capabilities of AI are augmenting. Every month almost and there are new opportunities that are being created and therefore it's becoming very challenging to put the timeline. I mean I was working with an institution recently and they said should we be actually doing two years three years plans or should we shorten actually our planning cycle because of all the developments that are happening and you know we're needing to basically be agile and adapt and align ourselves. So thank you very much for to our panel. But as we come to the end of our panel, I'd like to ask you one thing. Usually we always ask for a piece of advice that you would give the leadership team or, you know, universities to institutionalise the use of AI. But I don't want to ask you that. I want to ask you what is the one leadership mistake higher education leaders should avoid in order to institutionalise AI in their institutions? So what is it that they should not be doing?

Prof Nazih Mallat [01:51:07] They have to be very patient and to go step by step, you know.

Dr Narimane Hadj-Hamou [01:51:10] So I shouldn't be impatient.

Prof Nazih Mallat [01:51:15] Especially we should not look to other institution because we always like let's say we live in a world like it's competition No, it's not competition. Sorry Al Ain University, American University, Ras Al Khaimah, Abu Dhabi University Every institution has their own mission their own vision So every institution they have their own let's see way to do it We should not like look we can benefit from each other But this is a spirit of competition and we should we should remove it honestly And we should be taking the adoption of AI as per our own needs, you know

Dr Narimane Hadj-Hamou [01:51:43] Contextualization of the adoption of AI is crucial and to make sure it's aligned with our purpose and what we stand for. Professor Mohammed.

Prof Mohammed Awad [01:51:51] Yeah, I mean, I just believe it's not a single policy, you know, it's an ongoing process and there is, I don't think there's any one solution that works for all, you know, from one course to the other. So I think we need more of a guidelines and then recommendations and guardrails to, for faculty and students to explore that space, setting clear do's and don'ts and then leaving the, I believe that's how innovation could happen.

Dr Narimane Hadj-Hamou [01:52:19] Thank you very much. Anything that leaders should not be doing, Professor Muhammad Ghazal, you already told us to give them a break, so we're giving them a- Yeah.

Prof Mohammed Ghazal [01:52:28] Yes, I'll say one thing is don't have your AI policy be written by those who are in the area of AI alone. This has to be something that works for all of us. It has to be inclusive. So always, and it has to dynamic, it cannot be static. So when when setting a course for the future, don't wait too long. Put together what you're not going to solve all of the problems. Put together, what works now. Experiment and adapt in a manner where you do not adopt the one solution fits all, but rather empower everyone to create their own local version of how AI drives value for them and their majors.

Dr Narimane Hadj-Hamou [01:53:16] Right, thank you very much. And I think you emphasise very much Professor Mohammed Ghazal, the importance of inclusive engagement. You don't want AI to be developed by those who are working in AI. You wanna have those different perspective, students, faculty, administrators, employers, who knows, and so forth. I think it was, I have personally very much enjoyed the conversation with... All of you. I have also enjoyed reading the comments, the questions from the audience. I do apologise if I was not able to pick every question that came in. I think that as we come to an end, some of the key takeaways, because it is a panel around the role of leadership, is that successful AI adoption requires leadership-led system-wide coordination and not isolated initiatives that we do. Institution's capability is built through phased action, inclusive engagement, and aligned governance structures. We need to have the structures in place to support the adoption of AI. We're all experimenting, and it's ongoing. So I think that it will take time, and platforms like this really allow us. To come together and share experiences. Please, if you do have the best practise, do share it with us. You'll make it available to the wider higher education community. Responsible, contextualised AI design is also very important. We talked about fitness for purpose, making sure that not just every institution is different, every discipline is different as well. And ensuring that whatever we're doing is aligned with our strategy and in our case with the national priorities as well. Thank you very much to our panellists. Thank you, very much, to our audience. Thank you to my colleagues from Studiosity and from Glix for your support. I hope that you have enjoyed the session with us, and we look forward to seeing you in future events. And if we do not meet you until Ramadan and you celebrate Ramadan Mubarak, may God bless you with good health and blessings, inshallah. Thank you very much. Thank you. Thank you, everyone.

Prof Nazih Mallat [01:55:21] Thank you, thank you so much. Thank you everybody.