AI IN ACADEMIA ACROSS THE GCC: Survey Study

Research Syndicate Group 2024-2025
UK-Gulf Women in Cybersecurity Fellowship

EXECUTIVE SUMMARY

This study by the Research Syndicate Group members of the UK-Gulf Women in Cybersecurity Fellowship, explores the integration of artificial intelligence (AI) in the education sector, assessing the sector's usage and awareness of AI policies, and perceptions of AI. It provides insights and recommendations for educators and policymakers to understand how AI can enhance learning and support educators in improving learning outcomes.

The study also analyses potential risks, such as concerns about the integrity of education and issues related to varying academic aspects, along with the necessity for training. The study recommends that policymakers define clear AI guidelines, provide training, and raise awareness to ensure ethical use.

1. INTRODUCTION

Artificial Intelligence (AI) refers to the simulation of human intelligence in machines programmed to think and learn like humans. To understand the term AI better, we must first define human intelligence. According to Stanford University's Human-Centred Artificial Intelligence (HAI), intelligence is "the ability to learn and perform suitable techniques to solve problems and achieve goals, appropriate to the context in an uncertain, ever-varying world" [1].

Thus, it is established that humans are inherently intelligent, but intelligence is not exclusive to humans. Intelligence has also been observed in animals - from adaptiveness to social intelligence. For instance, bees learn to adapt to the disruption of their habitat by nesting in heavily urban areas [2] and even innovate, learning to pull strings to access food rewards [3]. These are all learned behaviours for the goal of survival. Similarly, pets, like cats and dogs, demonstrate observational learning and engage in mimicry [4] [5] as a way of bonding with their owners. These showcase some of the forms of intelligence seen in non-humans.

The early concept of AI began as dreams of transferring such intelligence to machines to automate the mundane [6]. Machines were therefore programmed with this intelligence to learn and adapt to the environment, leading to the development of what is now call AI.

AI can be categorised into three main types based on capabilities [7] [8], as illustrated in Figure 1. All existing applications and tools fall under Artificial Narrow Intelligence (ANI), or weak AI, meaning they are designed to tackle specific tasks [1]. Strong AI or Artificial General Intelligence (AGI) is human-like intelligence, capable of reasoning, self-learning and creativity [7] [8]. Artificial Superintelligence (ASI), on the other hand, is a hypothetical AI that would far surpass human cognition [6-8].

Figure 1 AI Capabilities

Even the most advanced AI today falls short of replicating the full range of human intelligence and cognitive flexibility, as both AGI and ASI remain purely theoretical [7] [8].

1.1 Why AI in Academia

AI in academia, much like it has in other sectors, is disrupting the status quo by reshaping traditional pedagogical approaches and requiring educators to rethink teaching methods and assessments [9]. It is also transforming research practices and administrative workflows by enabling personalised learning, predictive analytics, and automation in academic processes [10] [11]. Its impact is comparable to past technological shifts, particularly the introduction of search engines, which became foundational infrastructures

for accessing information and reorganised cultural and social practices, a phenomenon compellingly called the "search-ification" and "mundane-ification" of everyday life [12].

AI is also expanding accessibility by adapting learning environments to diverse needs, particularly for individuals with dyslexia. AI-powered adaptive learning systems dynamically adjust content delivery, instructional strategies, and pacing to align with individual learning profiles, fostering a more inclusive academic experience [13].

However, AI integration in education raises concerns, particularly about over-reliance on technology. Excessive dependence could diminish the essential human elements of education, such as social interaction, emotional resilience, and critical thinking, as education is not just about acquiring knowledge but also about developing interpersonal skills and creativity. If AI dominates the educational process, it may reduce face-to-face engagement and collaborative learning experiences, which are vital for personal development.

Additionally, the adoption of AI in academia presents ethical and institutional challenges. Faculty members are concerned about academic dishonesty and the potential decline in critical thinking skills as students increasingly turn to AI for assistance [14] [15]. Furthermore, many institutions lack clear AI policies, leading to confusion about responsible use. The adoption of AI in the Gulf Cooperation Council (GCC) region has been fragmented, with limited research and regulatory frameworks to guide its integration [10] [11]. Inconsistent AI adoption risks hindering rather than enhancing academic progress.

AI's growing importance and integration in GCC countries is reflected in their national strategies, where it plays a central role in shaping future visions. Saudi Arabia and the UAE have established AI governance bodies, such as Saudi Data and Artificial Intelligence Authority (SDAIA) [16] and the UAE’s Ministry of AI, Digital Economy, and Remote Work Applications [17], while Bahrain [18], Qatar [19], Kuwait [20], and Oman [21] have similarly integrated AI into their national initiatives and programme for economic development and technological advancement. Despite these efforts, not all countries have clear AI ethics guidelines for education. This research aims to explore AI's role in academia across the GCC, examining its impact and the need for ethical frameworks.

1.2 Study Scope

This study, conducted as part of the UK-Gulf Women in Cybersecurity Fellowship (UKWICF), explores AI's role in higher education by assessing awareness, adoption trends, and policy challenges within GCC institutions. To understand AI's role in academic environments, the research was structured around the following key questions:

- **Awareness**: Do students and faculty know the available AI tools?
- **Utilisation**: Are AI tools effectively integrated into learning and academic workflows?
- **Teaching Approach**: How has AI influenced faculty teaching styles, and do professors encourage its use?
- **Learning Impact**: Are students enhancing their understanding with AI, or is over-reliance a concern?
- **Regulations**: Do universities have clear and enforceable AI policies?

2. METHODOLOGY

The study employs a dual-path research design, integrating quantitative with qualitative responses to assess AI awareness, adoption maturity, and policy in academic institutions across the GCC region. Given the limited representation of AI policy research in this region, the study aims to contribute region-specific insights that can inform future research or comparative analyses with global AI adoption trends in academia.

2.1 Survey

The survey was structured as a dynamic and adaptive questionnaire, where participants were segmented into two primary categories:

1. Students
2. Faculty Members

The survey customised follow-up questions based on participant responses, ensuring relevance and depth. For example, AI users were asked about benefits and ethical concerns, while non-users were asked about barriers to AI adoption. Additionally, optional open-ended questions were included throughout and at the end of the survey to capture qualitative insights on AI's impact, ethical considerations, and policy gaps.

2.1.1 Survey Structure

1. **Demographics & Academic Role**
    a. Role (Student or Faculty)
    b. Country & Institution.
    c. Level of Study (Undergraduate, Graduate, Faculty Rank)
2. **AI Awareness & Adoption**
    a. Familiarity with AI tools
    b. Frequency & purpose of AI tool usage
    c. AI adoption trends in academia
3. **AI Policy & Governance in Academia**
    a. Awareness of AI policies at universities
    b. Institutional vs. professor-specific regulations
    c. Clarity of AI usage guidelines
4. **Open-Ended Qualitative Insights**
    a. Ethical concerns and AI-related academic integrity challenges

b. Perspectives on AI's impact on research and learning accessibility
c. Recommendations for AI policy improvements

The hierarchy of the conducted survey is illustrated in Figure 2.

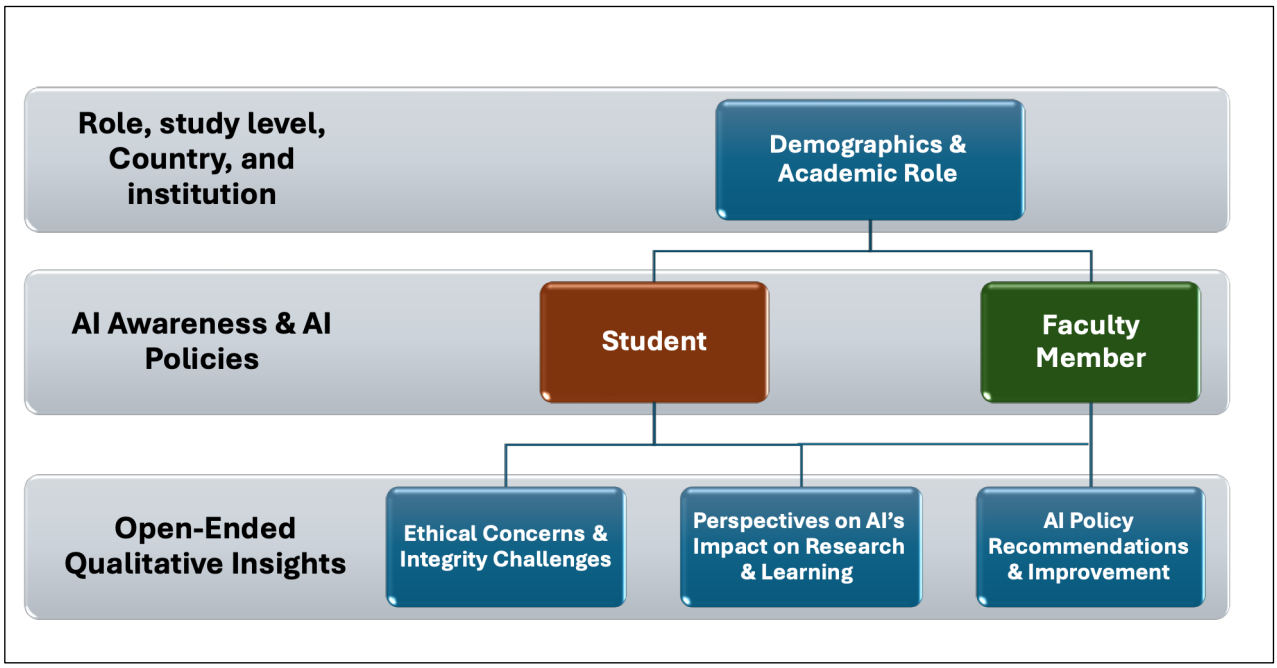


Figure 2 Survey Hierarchy

2.2 Interviews

The research acknowledges there is an opportunity to develop on the research by conducting further in-depth interviews with professors to gather more detailed insights into their understanding and awareness of AI policies, exploring their personal experiences, perceptions and challenges regarding the implementation and communication of AI policies in academia.

2.3 Data Analysis Approach

To ensure a comprehensive understanding of AI awareness, adoption maturity, and policy trends, a structured approach was used to analyse both quantitative and qualitative data.

2.3.1 Quantitative Data Analysis

- **Google Forms Charts** were used to visualise initial response distributions.
- **Custom charts** were created using Python's Matplotlib library for enhanced data visualisation.
- **Pattern analysis** A data-driven analysis was performed to uncover relationships among key variables, revealing deeper insights into AI adoption trends.

2.3.2 Qualitative Data Analysis

- **AI-assisted sentiment analysis** was applied to open-ended survey responses to classify sentiment as positive, negative, or neutral.
- **Keyword extraction** techniques were used to identify recurring themes and concerns raised by participants.
- **Manual review** was conducted to verify AI-generated insights and ensure contextual accuracy.

This structured approach allowed for a comprehensive, data-driven analysis, integrating statistical findings with qualitative insights for a holistic understanding of AI adoption and policy awareness in GCC academic institutions.

2.4 Software and Tools used

In this section, an overview of the software and tools used throughout this study is provided. These tools played a crucial role in facilitating the development process, enabling efficient workflow, and ensuring the successful implementation of various tasks. Each tool was selected based on its functionality, compatibility, and ability to meet the specific requirements of the study.

2.4.1 Artificial Intelligence Tools

AI was used in this research as an aid to enhance research efficiency. Specifically, AI facilitated tasks including proofreading and rephrasing authors' content, ideation support, and conducting automated sentiment analysis. While sentiment analysis is typically automated using specialised data analysis software, using AI allowed for a simplified, more intuitive process through natural language interactions.

Specific AI Models Used:

- GPT-4.5
- GPT-4o

- GPT-3o mini high (for coding assistance)
- Copilot (for coding assistance)

No “deep research” feature was used during the research gathering. To ensure methodological rigour, all AI-generated results underwent comprehensive manual review and verification.

Example of one of the structured prompts used in sentiment analysis is shown in Figure 3.

Analyze the sentiment of the following survey response and provide:
1. Sentiment (Positive, Negative, Neutral)
2. Confidence for accuracy score (0-100%)
3. Code or keywords
4. A short summary of key themes

Survey Question: "Example Question."
Response: "Example Answer."

Figure 3 Sentiment Analysis Prompt

2.4.2 Google Forms

Google Forms was used to gather and organise survey data. Built-in Google Forms charts were used to visualise basic trends.

Python was used in combination with AI to automate sentiment analysis and streamline the data processing workflow. Additionally, Python’s Matplotlib library was utilised to generate visual representations of the survey data, enhancing the analysis through graphical insights.

3. RESULTS AND DATA ANALYSIS

The survey was distributed online to universities and colleges across the GCC, yielding a total of 88 responses from both students and professors. Of these responses, 61.2% were from students, while the remaining responses

came from faculty members in various positions, as shown in Figure 4. A detailed analysis of the survey data is provided in the following subsections.

3.1 Survey Data Analysis

This section presents the survey quantitative findings on the use of AI tools among students and professors, their familiarity with these technologies, and their awareness of AI policies within their academic institutions. The data reveals the extent to which AI tools are incorporated into academic practices, as well as the challenges related to AI policy implementation.

3.1.1 Demographic

Figure 4 shows the participant pool surveyed, 67.9% of surveyed **students** are from Kuwait, with most at the undergraduate level; 77.1% attend major local institutions such as Kuwait University (**KU**) and the Public Authority for Applied Education and Training (**PAAET**). Among **professors,** 77.1% are Kuwaiti and 17.1% are from Saudi Arabia, reflecting a primarily Kuwait-based participant pool. The age distribution skews younger for students, while professors represent a wider range of mid-career to senior academic positions.

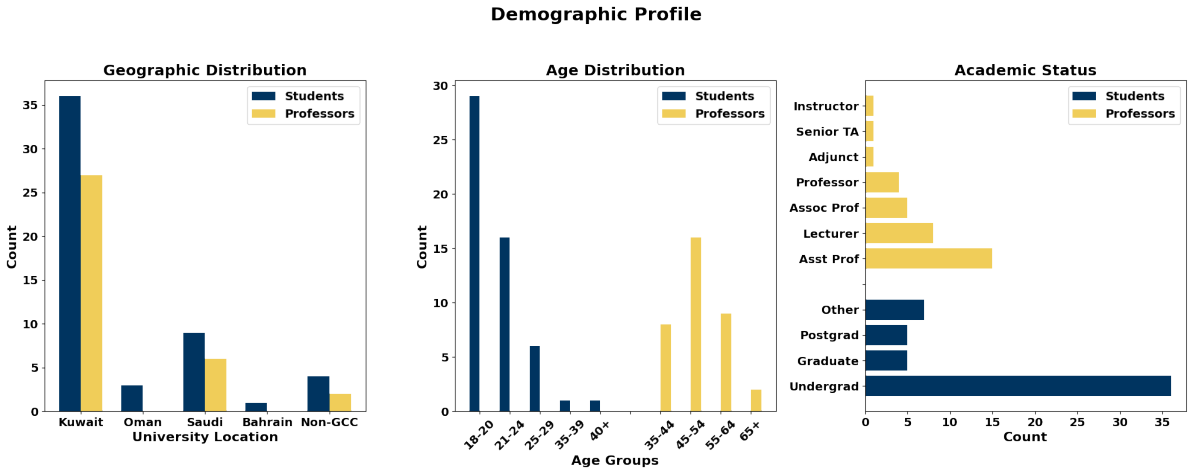


Figure 4 Demographic

3.1.2 Students AI Awareness & Adoption

a) **AI adoption**: 67.9% of **students** believe that AI is **widely adopted** within their academic community as shown in Figure 5. This perception may not always align with the reality of how deeply AI tools

are integrated into academic practices. There could be a gap between the students' experience with AI tools and the broader institutional policies or infrastructure supporting these technologies.

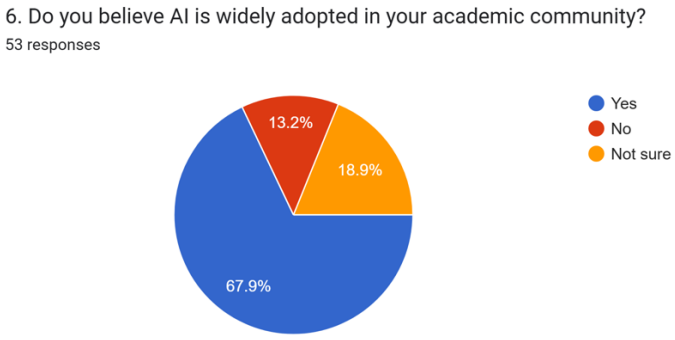


Figure 5 Student AI adaption

b) **Daily Use of AI Tools**: 81.1% of **students** use AI Tools for academic purposes, and 53.5% of them reported using AI tools **daily**, highlighting the growing integration of AI into their daily routines. Refer to Figure 6.

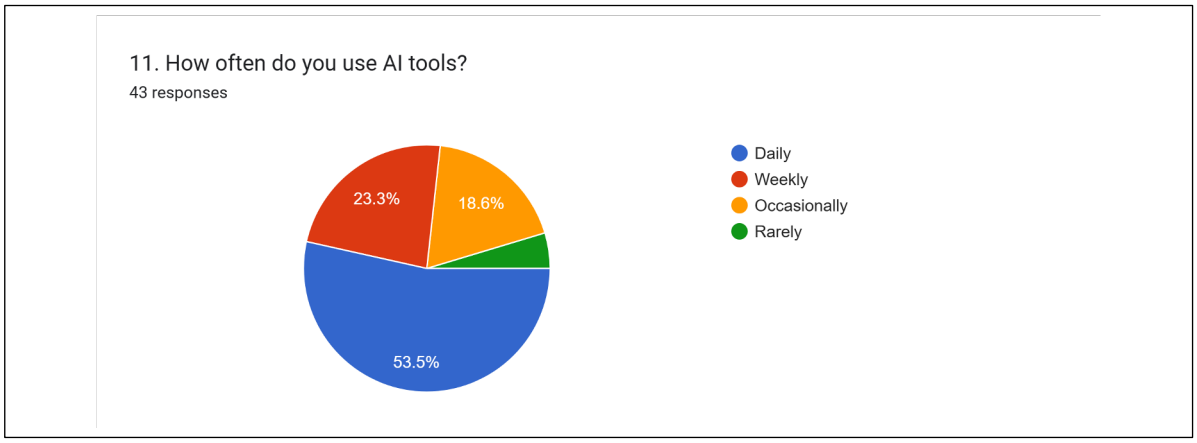


Figure 6 Student AI tools frequent usage

Among these tools, **ChatGPT** stands out as the most popular, with 93% of students using it. Meanwhile, 39.5% use **Grammarly**, primarily for writing and grammar assistance, as illustrated in Figure 7. Despite the widespread presence of AI tools in education and students' beliefs in AI adoption within

their academic community; as mentioned previously; students are not fully leveraging these resources for academic purposes. This indicates a clear need to raise awareness about the educational potential of these tools and how they can enhance learning outcomes.

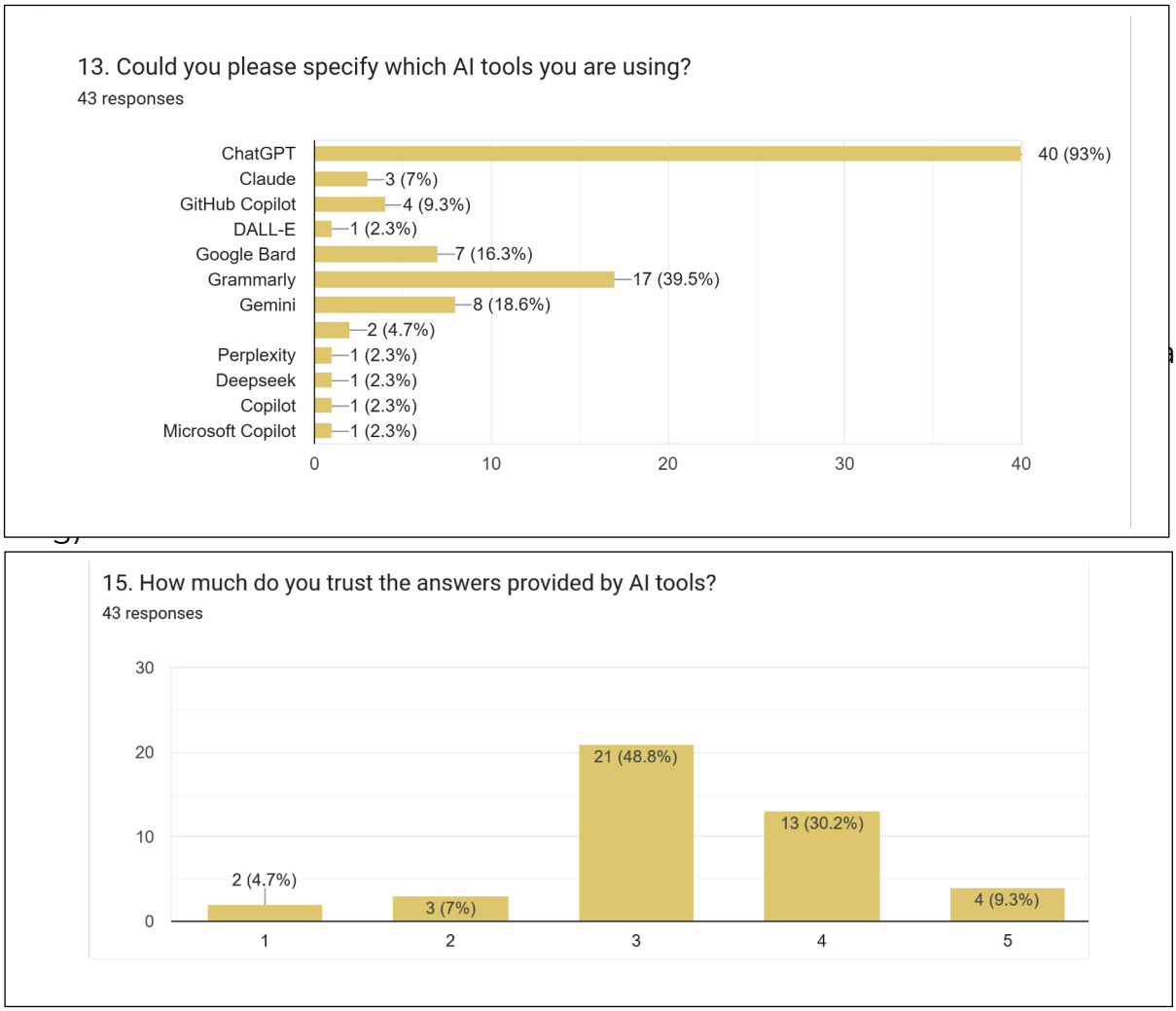


Figure 8 Student Trust in AI Tools

3.1 Professors AI Awareness & Adoption

a) **AI adoption**: Only 28.6% of professors believe that AI is widely adopted within their academic community, as shown in Figure 9. This finding stands in contrast to the higher levels of perceived AI adoption among students (67.9%), highlighting a potential disconnect between how students and faculty view the prevalence and impact of AI in their academic environment. While students may be more attuned to AI's presence in tools like ChatGPT and Grammarly, professors may be more critical or sceptical of AI's role, particularly in areas such as teaching methods, assessments, or research practices. Professors are also hesitant to adopt AI due to

concerns about its impact on traditional teaching methods, academic integrity, or the loss of personal engagement with students.

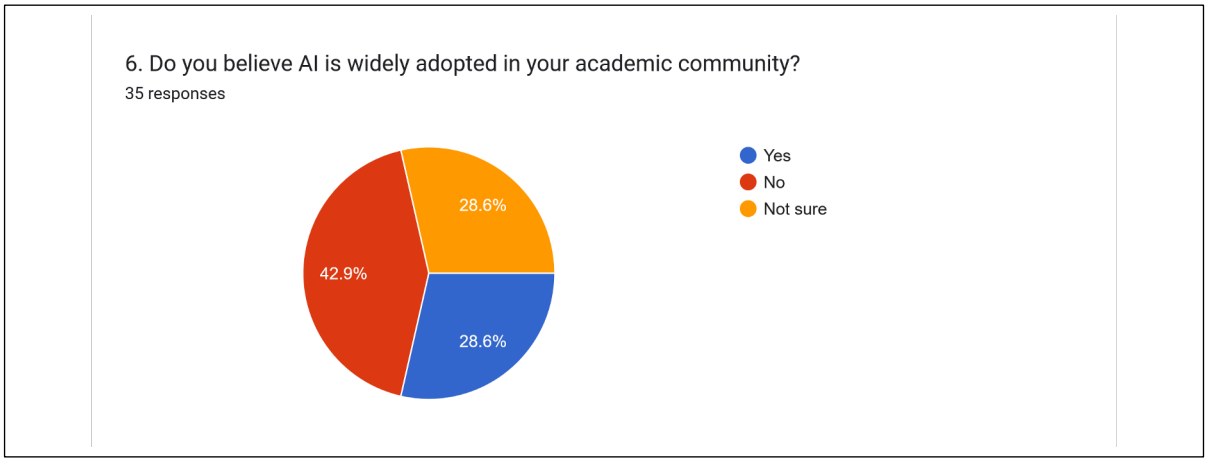


Figure 9 Professors AI Adoption

b) Familiarity with AI Tools: 71.4% of professors are familiar with AI tools, indicating a notable awareness of these technologies among faculty members as in Figure 10. However, 68.6% of professors use AI tools for academic purposes, highlighting their practical integration into teaching and research. As in Figure 11, 74.3% of professors use **ChatGPT**, while 48.6% use **Grammarly**, similar to student usage patterns.

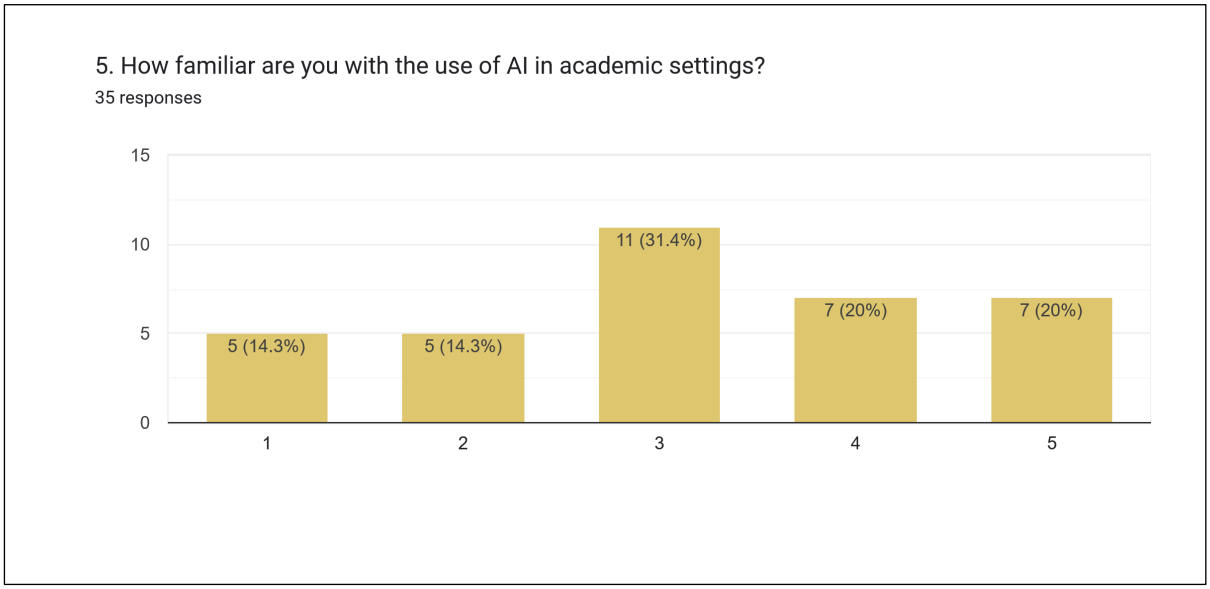


Figure 10 Professors AI tools familiarity

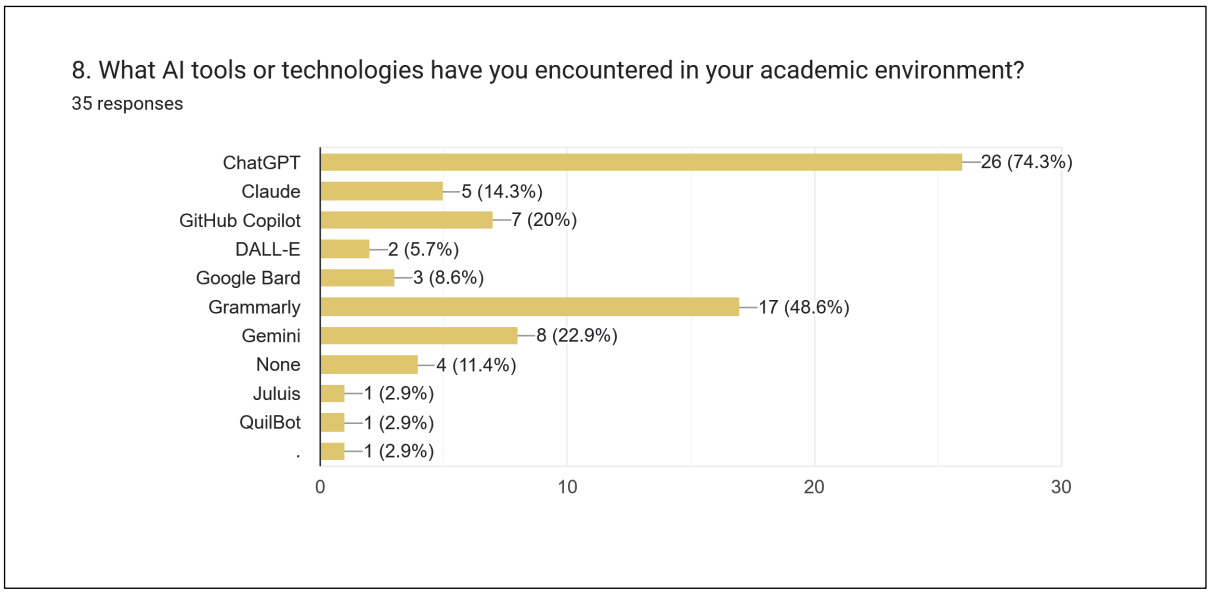
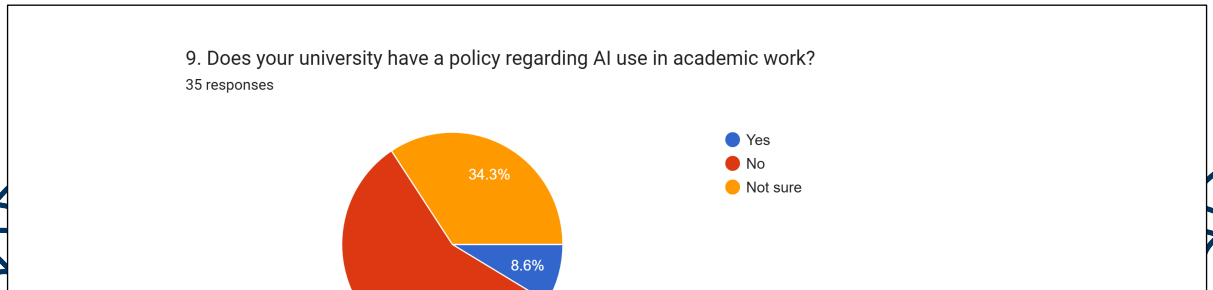


Figure 11 AI tools used by Professors

3.2 Awareness and Implementation of AI Policies

a) **Lack of AI Policies**: The lack of formal AI policies within educational institutions is a significant concern that both students and professors have pointed out. This issue highlights a gap in the current educational framework, which has yet to fully adapt to the rapid rise of AI technologies and their potential implications on teaching and learning. As seen in Figure 12, a notable **91.4% of professors** indicated that either no AI policies are in place or not sure, either at the university level or from individual instructors. This is a striking figure that demonstrates the widespread absence of clear guidelines or frameworks regarding AI usage within academic settings in this region. Without formal policies, educators may struggle to integrate AI effectively into their curriculum or to set clear expectations for its ethical use. Additionally, this gap could result in inconsistencies in how AI is used, which might lead to issues related to academic integrity, intellectual property, and privacy.



On the **student** side, **49% of** responses pointed out the lack of clarity or the complete absence of AI policies within their institutions as shown in Figure 13. Many students are uncertain about how AI can be used in their studies, particularly when it comes to assignments, research, and exams. This uncertainty can lead to confusion, as students may not know whether using AI tools is acceptable or if it could lead to academic misconduct. The lack of formal policies could create an environment where students unknowingly violate rules or face penalties without having clear guidelines to follow.

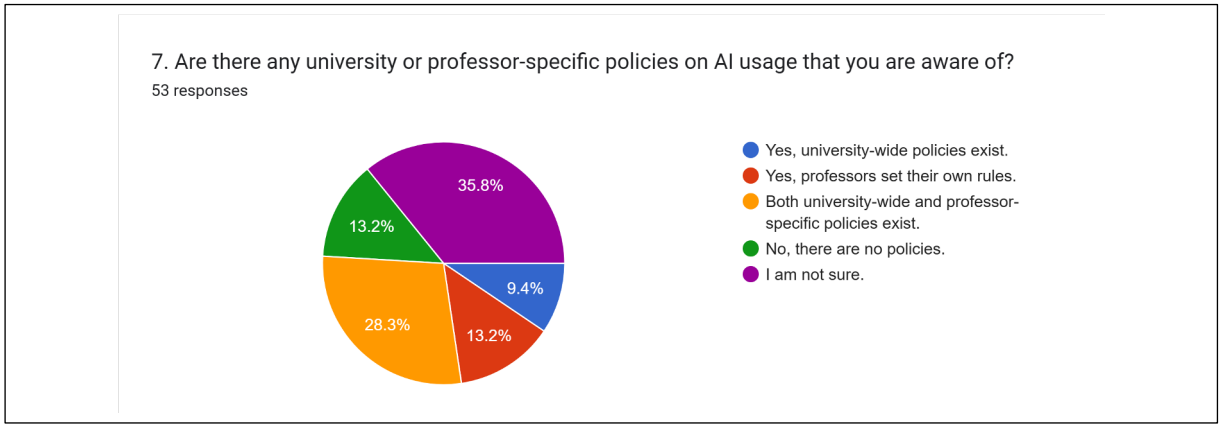


Figure 13 Students awareness of existing AI policy

The absence of AI policies across both faculty and student groups underscores the urgent need for educational institutions to establish clear, comprehensive frameworks. Such policies would not only provide clarity but also ensure that AI tools are used ethically and effectively in a manner that benefits all parties involved.

b) **Creation of AI Policies**: As depicted in Figure 14, only **20% of professors** reported having set their **own AI policies** or guidelines for their students, suggesting that AI policy development is still in its early stages in those institutions. This low percentage indicates a proactive approach to managing the integration of AI tools within their courses. These policies might address concerns related to academic integrity, the ethical use of AI, and the appropriate scope of AI applications in assignments or research. However, given that this represents a small fraction of the academic community, it also signals that a majority of professors have yet to establish similar frameworks.

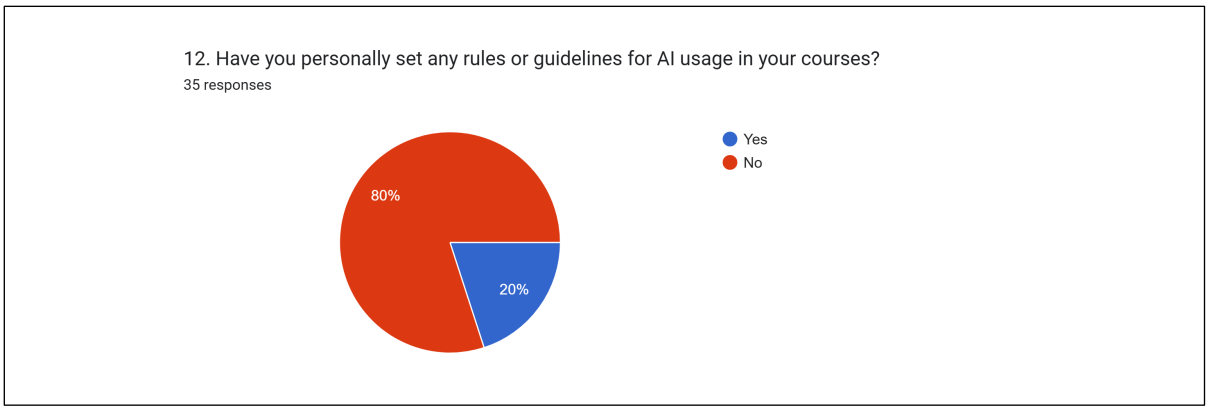


Figure 14 Professors and their own AI policy

3.3 Challenges and Discrepancy in Responses

A. Challenges in AI adoption in Academia

Discrepancy in Responses: The discrepancy in the responses between professors and students regarding AI adoption in academia reflects a notable divide in perceptions about the integration of technology in educational settings. Only 28.6% of professors believe that AI is widely adopted within their academic communities. This is a stark contrast to the 67.9% of students who perceive AI as having a significant presence in their academic environments, as. This gap highlights a potential disconnect between students' and faculty's views on the prevalence and impact of AI in academia. Refer to Figure 15.

The disparity may stem from the different ways in which students and professors engage with AI. Students are often exposed to AI in more direct and visible forms, such as AI-powered writing assistants like ChatGPT and Grammarly, which can be integrated into their everyday academic tasks. As a result, students may be more attuned to the prevalence and usefulness of AI tools that support their learning and academic work.

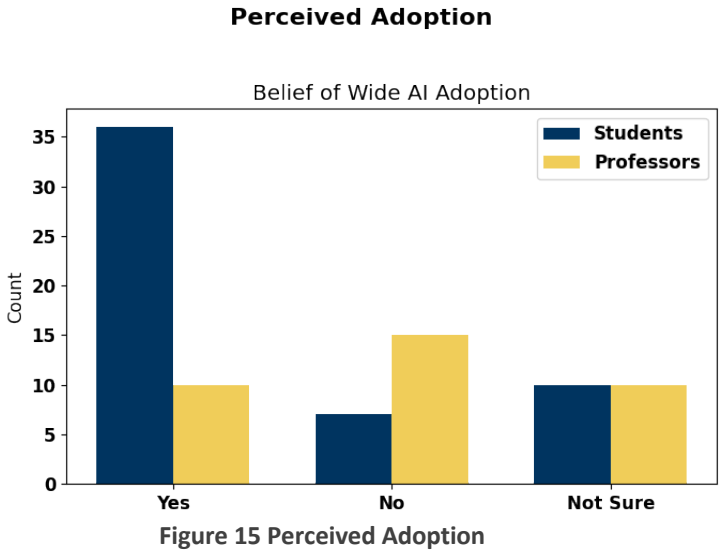


Figure 15 Perceived Adoption

Figure 16 Perceived adoption of AI among students and professors

In contrast, professors may adopt a more critical or cautious stance toward AI, particularly regarding its application in teaching, assessments, and research. Many professors express concerns about how AI might disrupt traditional teaching methods, erode academic integrity, or reduce meaningful personal interactions between educators and students. Professors may also worry that over-reliance on AI could diminish students' critical thinking skills or result in a decline in the quality of academic work.

Additionally, the hesitancy among professors to adopt AI could be linked to broader institutional and cultural factors. For instance, there may be resistance to change within academic communities that value established pedagogical practices. Some professors may also feel overwhelmed by the rapid pace of technological innovation and its potential implications for their roles as educators and researchers.

As AI tools become increasingly integrated into academia, it will be important to address these concerns and foster dialogue between students and faculty to ensure that AI adoption is balanced and effective in enhancing the educational experience.

B. Challenges in Awareness of AI Policies

Discrepancy in Responses: The findings reveal a discrepancy in the responses regarding AI policy awareness. While 91.4% of professors reported that no formal AI policies exist at their institutions, only 49% of students indicated a similar lack of clarity or awareness regarding such policies. As in Figure 16, this divergence suggests potential challenges in communication or a difference in understanding of what constitutes an AI policy. For professors, the 91.4% figure likely reflects their awareness of the absence of formal, written policies or institutional guidelines related to AI usage. Professors, who are often involved in decision-making at the academic level, may be more attuned to the institutional framework and, therefore, more likely to recognise the absence of formal AI regulations.

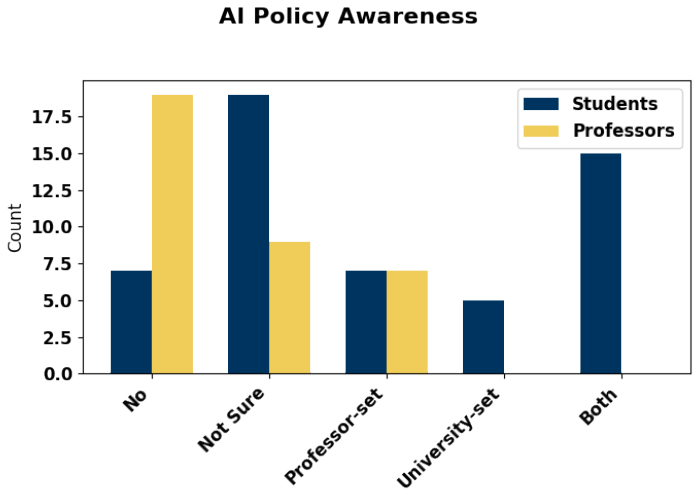


Figure 16 Discrepancy in Responses with AI policy

On the other hand, students' responses, with only 49% reporting a lack of clarity or absence of AI policies, could suggest that they may not be fully aware of the absence of formal policies. This could be due to a range of factors, such as students possibly perceiving informal or unwritten guidelines as sufficient or not realising the need for clear, formal policies. It is also possible that students are simply less familiar with the institutional decision-making processes, making them less aware of the broader context surrounding AI policy development.

This discrepancy points to a communication gap between professors and students regarding the existence and nature of AI policies. Professors might assume that students are aware of unspoken or informal rules regarding AI use, while students might be unaware that no formal policies are in place. This gap could lead to misunderstandings, with students possibly inadvertently violating expectations or guidelines that they are unaware of.

3.2 Sentiment Analysis Overview

Sentiment analysis was conducted on survey open-ended responses from students and professors to examine their perceptions toward AI in academic settings. Responses were categorised into Positive, Neutral, or Negative sentiments, then analysed for themes and insights across groups. The *optional survey section* included 39 students and 35 professors, who voluntarily shared their perspectives through student-only, professor-only, and mixed-group questions. Additionally, consented quotes were selected to illustrate the sentiments expressed.

3.2.1 Sentiment analysis for Open-ended Questions

Table 1 summarises the dominant sentiments from open-ended responses on AI in academia, categorised into three question themes: Benefits vs. Challenges in AI, Concerns About AI in Academia, and AI Impact on Integrity & Originality.

Table 1: Sentiment analysis for Open-ended Questions

Theme	Dominant Sentiment	Students' Perspective	Professors' Perspective
Benefits vs. Challenges in AI	Positive	AI aids research, writing, and learning. Concerns over accuracy, unreliable responses, and over-reliance.	N/A

Concerns About AI in Academia	Negative	N/A	AI threatens academic integrity (plagiarism, unchecked AI-generated content, grading issues). Concerns over student reliance, laziness, and critical thinking.
AI Impact on Integrity & Originality	Neutral	Recognise both benefits and risks; call for ethical guidelines. Concerns over over-reliance and ethical issues.	Concerns over plagiarism, originality loss, and weak policies fuel skepticism. Unified call for clearer regulations.

3.2.2 Thematic Insights

Benefits vs. Challenges in AI for Academic Work – Student Group

Insights:

- 56% of students express positive sentiments in finding AI helpful for research, writing, and learning support.
- Recurring challenges conveyed include accuracy issues, unreliable responses, and misalignment with professors' expectations.
- Some students state concerns about over-reliance on AI reducing critical thinking.
- Clearer academic policies and improved AI accuracy are key student recommendations.

"It makes everything easier by giving examples and making sure you understand the topics, organizing the information flow for better understanding, I didn't face any challenges"

Concerns About AI in Academic Work – Professor Group

Insights:

- 85% of Professors, an overwhelming majority voice concerns about AI reliance, stating it may lead to laziness, reduced critical thinking, and academic dishonesty.
- Many responses highlight the threat to academic integrity, particularly in relation to plagiarism, unchecked AI-generated content, and grading challenges.
- A few neutral responses, 10%, indicate uncertainty on how AI should be balanced between assistance and over-reliance.
- 5% of professors acknowledge AI's potential benefits if used with proper guidelines but stress the need for student accountability and ethical oversight.

"I'm concerned that students might not think. They just take whatever they get without questioning or criticizing"

Perceptions of AI Impact on Academic Integrity and Originality – Mixed Group

Insights:

- Professors are largely sceptical, with many expressing concerns about AI reducing originality, enabling plagiarism, and requiring stronger policies to maintain integrity.
- Students acknowledge both risks and benefits, noting AI's potential to enhance research and learning but also recognizing over-reliance and ethical concerns.
- Neutral responses highlight uncertainty, with some respondents stating AI's impact depends on usage and regulation.
- Both groups call for clearer guidelines on ethical AI use in academia.

"To be honest, it helped me with finding creative topics to use for uni work, but I feel like I've reached a point where I, myself, started becoming dependent on it, finding difficulty being original on my own sometimes..."

3.4 Overall Summary

The overall sentiment on AI in academic work is evenly split as highlighted in Figure 17 reflecting diverse perspectives across students and professors. A neutral stance (34.9%) suggests ongoing uncertainty, with many acknowledging both AI's benefits and risks. Meanwhile, negative sentiment (34.9%) is largely driven by professors (85%), who express concerns about academic dishonesty, over-reliance, and diminished critical thinking. On the other hand, positive sentiment (30.2%) is primarily from students (56%), who see AI as a valuable tool for research, learning efficiency, and academic support. This balanced distribution highlights the need for well-defined academic policies that establish ethical guidelines while effectively integrating AI's potential in education.

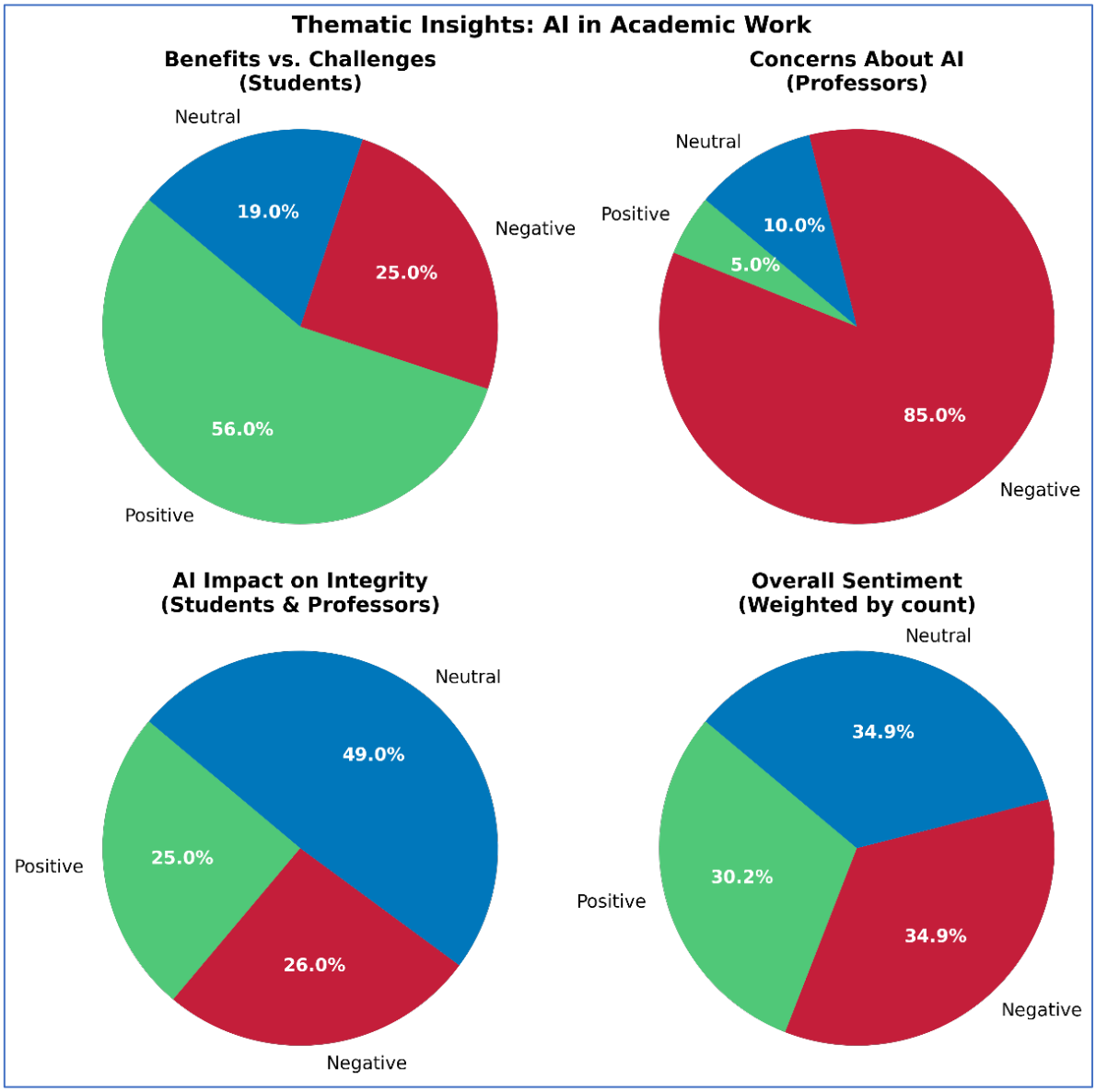


Figure 17 Thematic Insights: AI in Academia Work

4. CONCLUSION

In conclusion, the widespread use of AI tools in academic settings, coupled with the lack of formal policies, presents significant challenges for educational institutions.

AI tools, such as ChatGPT and Grammarly, have become widely integrated into academic environments, with both students and professors utilising them to support various aspects of their work. However, there is also an absence of utilisation of other existing AI tools that could further enhance academic performance, such as those for data analysis, research assistance, or personalised learning platforms. Despite the extensive use of tools like ChatGPT and Grammarly, a significant gap remains in the form of formal AI policies within academic institutions. The widespread adoption of AI tools contrasts sharply with the lack of institutional guidelines, leading to potential ethical and operational challenges.

The absence of formal AI policies poses several risks. Without clear regulations, there is no standardised way to ensure the ethical and responsible use of AI tools in academic settings. Issues like plagiarism, misuse of AI for assignments, and potential bias in AI-generated content are real concerns that could arise without policies in place. Moreover, the lack of formal policies can create inconsistencies in how AI is used across different courses, institutions, and even professors, making it difficult for students to understand the expectations.

Additionally, the discrepancy between student and professor perspectives on AI policies further underscores the need for clearer communication. While professors seem more aware of the absence of formal policies, students may not fully grasp the implications of this gap. They might assume that informal or unwritten guidelines are in place, leading to misunderstandings and potentially unintentional breaches of academic integrity.

To address these challenges, academic institutions need to prioritise the creation of formal AI policies that are clear, comprehensive, and widely communicated. These policies should provide guidance on the appropriate and ethical use of AI tools, ensure consistency across academic

departments, and establish a framework for accountability. Moreover, fostering better communication between faculty and students will help bridge the gap in AI policy awareness and contribute to the responsible integration of AI technologies into education.

5. RECOMMENDATIONS

- **Develop Clear AI Policies**: Universities should establish formal AI usage policies, providing clear guidelines for both students and professors on how AI tools should be used ethically and responsibly in academic work.
- **Increase Communication and Training**: Universities should enhance communication about AI policies and provide training for both students and faculty on the ethical use of AI tools.
- **Increase Awareness**: Efforts should be made to educate students about the AI tools available to improve their learning experience, ensuring they are well-informed about the expectations and guidelines for using AI in their academic work.
- **Faculty Engagement in AI Policy Development**: Professors should be encouraged to develop their own AI guidelines for their courses and collaborate with university administrations to create a consistent set of policies that are communicated to all stakeholders.

6. REFERENCES

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