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Artificial Intelligence in Higher Education Institutions in Tanzania: Analysis of Policy Perspectives

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Abstract: Artificial Intelligence (AI) presents significant opportunities as well as challenges within the educational landscape. Proper mechanisms are, therefore, needed for AI to be deployed in safe and ethical ways in the education sector. Against this backdrop, the present study was conducted to examine the policy perspectives regarding the use of AI in higher education institutions (HEIs) in Tanzania. The study specifically sought to determine the extent to which AI policies are adopted in Tanzanian HEIs, the role that AI policies play in HEIs, and the challenges hindering the effective implementation of AI policies in Tanzanian HEIs. A qualitative research methodology was employed, with data collected through interviews with key informants. In total, 14 key informants (KIs) from eight different Tanzanian HEIs participated in the interviews. Content analysis was used to analyse the collected data. Findings revealed that, despite the numerous advantages and potential risks associated with AI for both students and educators, none of the HEIs participating in this study had established any AI policies. The underlying reasons for this include the rapid advancements of AI technology, a lack of clear focus on which specific AI elements the policy should govern, a lack of expertise in the AI field, and insufficient push from HEIs' top leadership. The study, therefore, calls for HEIs to ensure that appropriate AI policies are formulated and operationalised, among other recommendations.

Keywords: Artificial intelligence, higher education institutions, AI policy, AI guidelines, Tanzania.

1. Introduction

Advancements in technology, particularly Artificial Intelligence (AI), enable machines to replicate and outperform human intelligence (Kuleto et al., 2021). With major ramifications for the near future, AI has profoundly changed the educational landscape by equipping students with novel abilities to learn and acquire new knowledge (Asthana & Hazela, 2020; Liu et al., 2018). As described by Pedro et al. (2019), AI has the potential to enhance learning by providing students with flexibility regarding what, where, and when they choose to learn. Within the framework of Technology Enhanced Learning (TEL) and its development over the past few decades, Urmeneta and Romeo (2024) argue that AI's educational potential offers a wide range of perspectives that must be considered. This observation aligns with the intricate role technology has played in raising expectations about how effectively it can assist the teaching and learning process. According to Nguyen et al. (2023), AI in education is viewed as a powerful tool to support new paradigms of instruction and advances in educational research that are considered impractical in traditional classroom settings. Spivakovsky et al. (2023) added that in higher education contexts, AI can be applied in learning, teaching, assessment, and administrative tasks. Through AI, educators may create dynamic and interactive learning spaces that transcend geographical boundaries (Mahboob et al., 2024).

Various scholars have underscored the benefits of using AI in higher education settings (Saúde et al., 2024; Magrill & Magrill, 2024; Yusuf et al., 2024; Gruenhagen et al., 2024). Although the use of AI has proven potentially beneficial in higher education institutions (HEIs), research has shown that there

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is a need to balance its usefulness with its drawbacks and to maximise its potential in academia (Chan, 2023; Kim & Wu, 2024; Wang et al., 2023). Among the drawbacks of AI in HEIs identified by scholars are the diminishing of students' critical thinking abilities, untraceable cheating, promoting students' laziness, generating poor literature and publications, lack of data privacy and security, and other forms of academic dishonesty (Spivakovsky et al., 2023; Luan et al., 2020; Tanveer et al., 2020; Matto, 2024; Kuleto et al., 2021; Gwagwa et al., 2020). In response to these concerns, higher education institutions have been striving to formulate precise policies for instructors and students regarding the appropriate use of AI (Ullah et al., 2024).

In responding to the challenges posed by the use of AI in higher education, the United Nations Educational, Scientific and Cultural Organization (UNESCO) declares that AI holds great promise for education, but only if it is deployed in a safe and ethical manner (UNESCO, 2025). Consequently, as stated by Liu et al. (2023), the organisation provided recommendations emphasising several important areas, such as the need to formulate legal and regulatory frameworks and rules at every stage of the AI lifecycle, ensuring academic integrity, and safeguarding data privacy and security. In a similar vein, the government of Tanzania has initiated several policies to ensure the responsible use of emerging technologies like AI in higher education institutions, aiming to promote learning, teaching, and research with the view of producing competent graduates who can contribute to national development. According to the Tanzania Education and Training Policy 2014 (edition of 2023), the government places a strong emphasis on using science and technology for teaching and learning at all educational and training levels (URT, 2023a). Likewise, the Tanzania National ICT Policy of 2023 stipulates that the government is responsible for ensuring the effective implementation of ICTs (including generative AI such as ChatGPT) in both formal and informal educational settings (URT, 2023b).

To fully harness the potential of AI in teaching and learning and to ensure its ethical and efficient use by both students and staff—which will enhance the learning process and support administrative tasks—the implementation of AI in higher education institutions (HEIs) ought to be regulated by clearly defined policies. A study by Mambile and Mwogosi (2025) suggests that such policies must be put in place to support academic integrity and meaningful learning experiences. This also aligns with the government's focus and directives on ensuring the effective implementation of ICTs in educational settings. However, little is known about how AI policies are adopted and how they influence the use of AI in teaching and learning in Tanzanian HEIs. On these grounds, this study was conducted to analyse policy perspectives regarding the use of AI in higher education institutions in Tanzania.

2. Theoretical Framework

This research was guided by the AI adoption framework proposed by Kurup and Gupta (2022). According to this framework, three primary factors influence the adoption of AI in organisations. These factors include organisational culture, which involves leadership vision and change management; technology, which covers capabilities, relative advantages, and AI readiness; and the environment, which relates to competitive pressures and partnerships with trading partners. The study employed this framework to highlight the necessity of aligning AI adoption with the implementation of relevant policies. In other words, the elements that affect AI adoption are consistent with those that impact policy adoption. Therefore, to facilitate the successful implementation of AI policies in HEIs, it is crucial for HEI leaders to take an active role through their leadership vision and change management strategies. Additionally, it is important to ensure that technology is effectively integrated, accompanied by the availability of necessary expertise and that the environmental conditions are appropriately established. This study, however, considers environmental aspects as national-level policies and regulations that outline AI aspects to be governed by institutional tools. A summary of this framework is illustrated in Figure 1.

In alignment with the framework established by Kurup and Gupta (2022), this research highlights the significance of several key components that are essential for the successful integration of AI in higher education. Specifically, it underscores the importance of effective leadership, which plays a pivotal role in guiding institutions through the complexities of adopting new technologies. Additionally, substantial investment in technological resources is necessary to facilitate the implementation of artificial intelligence tools and systems, along with their associated policies. Furthermore, the establishment of cohesive national policies is deemed crucial, as these policies can provide a structured approach and support for educational institutions in their efforts to incorporate AI in teaching and learning, as well as in administrative processes. Collectively, these elements are identified as fundamental to fostering an environment conducive to the implementation of AI policies in higher education settings.

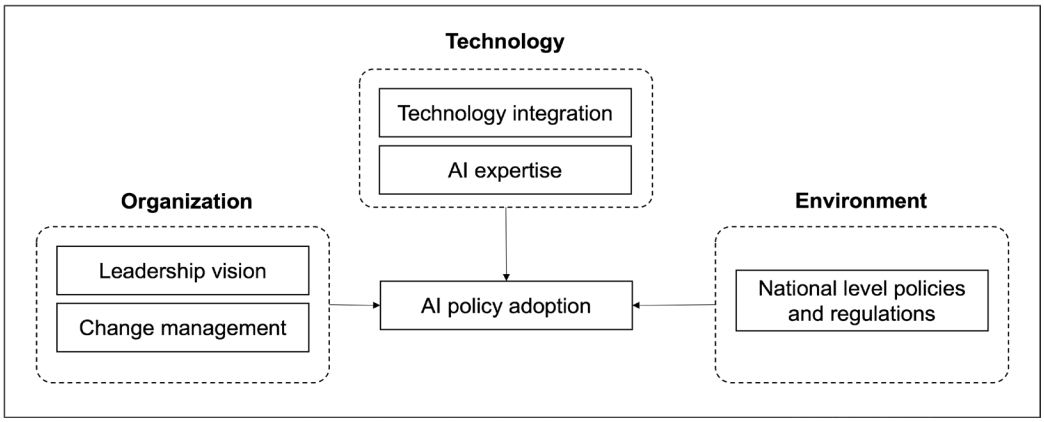

Figure 1: *AI policy adoption framework, Modified from Kurup and Gupta (2022)*

3. Methodology

The study employed a qualitative research approach, gathering data through interviews with key informants. A total of 14 key informants (KIs) were selected from eight distinct public Higher Education Institutions (HEIs) in Tanzania. The study aimed to include at least one individual responsible for administrative ICT services at each HEI, one librarian, and one ICT instructor, as these individuals were expected to possess first-hand knowledge regarding the study's focus. However, during the data collection phase, not all categories of participants from each HEI agreed to take part, with some declining due to time limitations. Details of the HEIs and key informants involved in this research are presented in Table 1. In institutions where multiple participants from the same category expressed their willingness to participate in the study, their inclusion was permitted, as this would enhance rather than compromise the results.

Table 1: *Details of participants involved in the study*

S/N	Name of HEI	KI involved	Number of KIs
1	University of Dar es Salaam	Head of Computer Science Department	1
		Senior Lecturer (ICT)	1
2	Nelson Mandela African Institution of Science and Technology	ICT Manager	1
		Librarian	1
3	University of Dodoma	Senior Lecturer (ICT)	2
4	Moshi Co-operative University	Head of ICT Services Department	1
		Senior Lecturer (ICT)	1
		Senior Librarian	1

5	Institute of Finance Management	Head of Department of Library Reader Service	1
6	State University of Zanzibar	Senior Lecturer (ICT)	1
7	Ardhi University	Lecturer (ICT)	1
		Assistant Lecturer (ICT)	1
8	Mbeya University of Science and Technology	Librarian	1
Total			**14**

Data were collected in January 2025 using semi-structured interviews. The interviews were conducted via phone calls, with each session averaging 18 minutes in duration. Discussions with participants were documented using both a voice recorder and written notes. Participants were informed about the use of the voice recorder and provided their consent for its use. All recorded interviews underwent transcription before the analysis phase. A deductive method was employed, with initial codes developed based on the framework by Kurup and Gupta (2022), from which thematic categories were created. Three steps were involved in developing these thematic categories. First, initial codes were generated as a result of a thorough examination of the data. Second, related codes were grouped together to form sub-themes. Third, the generated sub-themes were reviewed, merging or splitting them to form overarching themes. A six-stage process, as outlined by Clarke (2006), was employed to analyse the collected qualitative data. The first stage involved becoming acquainted with the data, which was achieved by rereading the transcripts. The second stage focused on generating initial codes, accomplished by creating codes after revisiting the transcripts and relevant literature. The third stage entailed searching for themes, during which initial themes began to emerge. The fourth stage involved reviewing the themes to identify their similarities and differences. The fifth stage consisted of defining and naming the themes, followed by the final stage of producing a report. The study employed the framework proposed by Kurup and Gupta (2022), illustrated in Figure 1, to develop a list of variables that would assist in identifying patterns within the data.

4. Presentation of Findings

Below are the themes emanating from the data, along with the discussion of findings.

4.1 The extent of adoption of AI policies in Tanzanian HEIs

AI is playing a crucial role in transforming the educational landscape in Tanzania, as it is in other countries across the globe. This reality is evident in the increasing usage of AI not only by higher education institution (HEI) students but also by instructors (Mambile & Mwogosi, 2025; Stuart, 2024). This study, like several previous studies (Matto, 2024; Mwakapina, 2024), found that the increased use of AI in higher education presents both advantages and potential challenges, such as cheating, lack of academic integrity, privacy and data security issues, bias, diminished critical thinking abilities, and other forms of academic dishonesty. Nevertheless, participants from all HEIs involved in this study indicated that their institutions did not have AI policies or regulations in place. During interviews, one participant reflected on this by saying:

> *"Artificial intelligence is presently transforming the educational landscape within our universities. Both students and faculty are utilising AI-driven systems to facilitate the learning process. Unfortunately, our university does not have any specific policy or guidelines to govern the application of AI in education. I think this case is the same in many other universities in Tanzania."*

Participants indicated, however, that issues pertaining to AI use are featured in the ICT policy, anti-plagiarism policy or other related policies. Insinuating on this, a participant stated,

> "*Our university currently lacks a dedicated AI policy. However, aspects related to AI are addressed within the ICT policy*".

Another participant said:

> "*We have an anti-plagiarism policy that ensures academic integrity even in this current age of artificial intelligence*".

This indicates that although AI is increasingly used in Tanzanian HEIs, there is a lack of proper tools to govern its sensible use in education. Consequently, it is likely that AI is being misused in several ways. Students, for example, do not have adequate guidance on the responsible use of AI in their educational pursuits. Furthermore, instructors lack resources on how AI can be incorporated into their teaching and how to assess students' academic integrity in the current AI landscape.

The tools currently employed by HEIs to regulate the use of AI are generic and, as a result, lack a focused approach towards AI.Without clear guidelines, the incorporation of AI in educational settings may also raise issues related to data privacy. According to Vaza et al. (2024) and Huang (2023), the use of AI in education often involves the collection and analysis of massive amounts of student data, including personal information, learning habits, and performance metrics. While this data is essential for tailoring educational experiences and improving outcomes, it also poses serious privacy risks if not properly governed through appropriate policies and guidelines. This is why scholars such as Patel and Ragolane (2024) and Al-Zahrani and Alasmari (2024) recommend that HEIs formulate rigorous policies to address privacy, security, and ethical concerns.

The lack of proper AI policies may lead to unchecked academic dishonesty practices such as cheating, plagiarism, and laziness. It may also result in a lack of data privacy and security, as there are no clear guidelines on how to handle personal data while using AI. Additionally, the absence of clear AI policies may lead to improper academic assessment and integrity.

4.2 **Recognition of the Importance of AI policies in higher education**

Given that none of the surveyed HEIs implemented AI policies and guidelines, the study aimed to understand whether participants recognised the significance of such policies in higher education. To achieve this, a question was posed to assess participants' perceptions on the matter. Findings indicated that participants acknowledge the importance of AI policies and guidelines in higher education. One participant, for instance:

> "*…it is imperative for our universities to develop specific and comprehensive guidelines to regulate the use of artificial intelligence in teaching and learning*".

Another added,

> "*Artificial intelligence is sometimes misused by students. So, if I have to advise, I would recommend that management of our universities should ensure that they develop and operationalise artificial intelligence policy for the ethical use of artificial intelligence by students*".

This advice concurs with Wang et al. (2024), who asserted that more precise policies and guidelines are required at HEIs to address ethical concerns. According to Funa and Gabay (2025), ethical AI use policy encompasses numerous essential characteristics, including academic integrity, transparency in AI use, human oversight, and data privacy.

It was not surprising, therefore, that participants proposed the development of specific AI policies, even though their HEIs had other policies that, in some way, incorporate the use of AI in education. The fact that those policies do not focus on AI means they do not establish frameworks for the effective integration of AI in higher education. This aligns with da Mota (2024), who stated that it is necessary for policies on the use of AI in academic contexts to be developed. In addition, Liu et al.

(2023) suggested that HEIs should update their policies regarding the use of AI in teaching, learning, and assessment. In the same vein, UNESCO recommended that HEIs need to develop legal and regulatory frameworks and guidelines for all stages of the AI lifecycle to recognise the role that AI plays in higher education and the potential risks associated with it. These include state-level regulation of data (including data protection), ethical impact assessments, and the creation of oversight mechanisms to evaluate algorithms, data, design processes, and AI systems (Liu et al., 2023).

Participants also raised the issue of regulations at the national level. In addition to institutional policies and guidelines regulating the use of AI in higher education, participants indicated that there is also a need for nationwide policies on the same. Regarding this, a participant commented:

> *"We need to have AI policy at the national level in which individual universities will customise their institutional policies from the national policy… The Tanzania Commission for Universities [TCU] should also develop minimum guidelines for incorporation of AI in teaching and learning processes in Tanzanian universities".*

This indicates that participants acknowledge the significance of these policies and regulations, not only within their institutional settings but also at the national level. In fact, these policies will provide a unified framework at the national level for the application of AI in higher education across the country.

Regarding the same, a study participant stated:

> *"…a national wide policy on artificial intelligence is essential as it will address issues related to digital literacy in the context of AI usage, access to technological infrastructures necessary for fostering AI diffusion, and unified moral standards in the era of AI at the national level. These issues are not comprehensively covered by institutional policies".*

This raises key issues for creating a level playing field regarding the use of AI in education. Although there are also negatives, the literature has indicated several benefits of AI in education (see, for example, Mwogosi, 2025; Stuart, 2024; Matto, 2024; Mwakapina, 2024). Thus, as stated by Cacho (2024), it is essential to establish an equitable environment in which all higher education institutions can equally benefit from the advantages of artificial intelligence in education. A national AI policy is necessary to create an atmosphere where AI is smoothly integrated into teaching and learning processes, considering diverse socio-economic, cultural, and infrastructure aspects.

4.3 Challenges impeding adoption of AI policies in Tanzanian HEIs

Regarding the challenges hindering the implementation of AI policies in higher education institutions in Tanzania, the study identified several issues as expressed by participants. The following were common among many participants: Rapid advancements in AI technology, lack of clear focus on which specific AI elements the policy should govern, lack of expertise in the AI field, and lack of push from the university's top management. These challenges are explained further in subsequent sections.

4.3.1 Rapid advancements in AI technology

One of the challenges that impedes the adoption of AI policies in Tanzanian HEIs is associated with the rapid advancements of AI technology. For instance, generative AI, such as ChatGPT, Grammarly, and DeepSeek, has been rapidly evolving and impacting higher education in Tanzania. Participants feel that the escalating use of AI is coming so fast that institutions are not well prepared and are thus caught by surprise. A participant, for example, said:

> *"…as to my understanding, in the past few years we didn't have the kind of AI usage in our universities as we have them today. Our institutions were stormed by this technology unexpectedly. They were not yet ready and prepared to handle it".*

This suggests that many higher learning institutions are still handling the teaching and learning process using a conventional approach, whereas the present age of artificial intelligence necessitates new methods.

4.3.2 Lack of clear focus on which aspects of AI to be governed by the policy

Participants articulated concerns about the lack of clear focus on which specific AI elements the policy should govern. This was due to the multifaceted nature of AI. AI applications – such as Bing AI, Quillbot, Grammarly, image generators, Bard AI, and ChatGPT (Ponera & Madila, 2024) – take different forms, such as personalised learning, adaptive learning, assistive learning, chatbots, content creation, virtual assistants, interactive learning, and instructional games. As a result, participants felt that a single policy might either be too restrictive or fail to cover all aspects of AI in education. The following, for instance, was remarked:

> *"I think we don't have a policy because maybe we are uncertain regarding the specific aspects that such a policy should regulate. Both students and staff use AI in numerous ways, making it challenging for a single document to adequately address all potential scenarios".*

This indicates a lack of understanding, which is an essential component in the policy formulation process.

4.3.3 Lack of expertise in the field of AI

Lack of expertise in the field of AI is another challenge that hinders the implementation of AI policies. The rapid evolution and advancement of AI technologies present significant challenges for regulators to keep up with how these technologies work, how they may be applied, and the potential risks they pose. A lack of adequate expertise in the AI domain complicates the formulation of practical policies and regulations, as members of HEI communities may not be fully equipped with the necessary skills and knowledge to engage effectively with and contribute to the rapidly evolving AI landscape.

> "*The university has many ICT specialists, but we lack artificial intelligence experts, which hinders our ability to establish an effective AI policy. Their presence could have offered valuable guidance".*

The lack of AI expertise not only hinders HEIs' ability to create informed policies but also restricts their potential to leverage AI in ways that could enhance their academic and operational capabilities. For instance, the experts would help HEIs understand the latest advancements in AI, assess the potential risks and benefits associated with its use, and develop clear strategies that align with its ethical use (Chan, 2023). This situation underscores the urgent need for deliberate efforts to enhance AI knowledge and skills among Tanzanian HEI instructors and students alike.

4.3.4 Lack of push from the university's top management

Study participants also expressed a lack of push from the university's top management as a challenge hindering the adoption of AI policies in Tanzanian HEIs. They noted that the majority of policies are typically formulated in response to directives or priorities set by the university's leadership. Several examples were provided where policies were established due to explicit requests from top management. However, in the case of AI policies, there has been a noticeable lack of demand from the management. It was stated that:

> *"If the university management expressed a need for these policies, they would certainly be developed".*

It is essential to note, therefore, that the successful adoption of AI necessitates clear directives and support from university management. University leaders play a pivotal role in this process by establishing a comprehensive institutional vision regarding the use of AI, defining the desired outcomes, and allocating the necessary resources.

5. Discussions of Findings

The use of AI has brought about changes in the education sector due to the potential it offers to students and instructors. This aligns with the study by Ponera and Madila (2024), which established that AI offers several benefits, including facilitating the learning process, language editing, and report writing. Consequently, there has been a rapid increase in the use of AI in Higher Education Institutions (HEIs), which brings associated risks that necessitate the formulation of policies and guidelines to govern its use by both students and instructors in their academic activities. Unfortunately, there is a lack of AI policies in Tanzanian HEIs. This is why studies, such as that of Stuart (2024), recommend the establishment of explicit guidelines for the use of AI in educational institutions in Tanzania.

The AI policies should clearly outline what constitutes violations in the use of AI in academic assignments, university examinations, and other academic-related tasks, along with the consequences for students. Additionally, the policy should stipulate requirements for instructors to transition from traditional methods of setting class assignments to more advanced approaches that require students to employ their critical thinking abilities when solving assignments rather than relying solely on AI tools such as ChatGPT and DeepSeek. This is also supported by previous scholars (see, for example, Sarakikya and Kitula (2024)), who suggested that addressing the ethical and educational concerns associated with AI necessitates the implementation of appropriate tools to manage AI-generated content.

The formulation of AI use policies in HEIs in Tanzania will help determine the current and future integration of AI by incorporating changes occurring in the fields of technology and education. The development of AI policies demonstrates the readiness of HEIs in Tanzania to respond to technological advancements that impact the education sector in both positive and negative ways. HEIs play significant roles in the development of any nation; therefore, the formulation of AI policies is expected to ensure that HEIs in the country produce competent and skilled graduates capable of undertaking various assignments across different sectors of the economy. The absence of a policy framework on the use of AI may result in incompetent graduates who cannot perform their tasks effectively without AI assistance. Thus, HEIs are expected to produce graduates who can thrive in both AI-enhanced and traditional environments.

The development of institutional AI policies should be supported by national policies and guidelines. National-level policies should establish strategic frameworks necessary not only for regulating the use of AI in education but also for promoting its use to enhance educational outcomes. Such policies should also encourage the use of AI to streamline administrative tasks, such as enrolment processes, grading, and resource allocation in higher education institutions (HEIs). By automating routine functions, HEIs can free up valuable time and resources, allowing instructors to focus more on teaching and student interaction. To achieve this, national policies should create frameworks that ensure the availability of essential technological resources, including necessary ICT infrastructure, internet connectivity, and other related services, as well as the requisite digital skills in all HEIs.

Significant challenges remain within HEIs that impede the development and implementation of AI policies and guidelines. Many HEIs in Tanzania were taken by surprise by the rapid rise of AI use in education, which did not give them enough time to establish the necessary tools to govern its effective deployment. As AI continues to be extensively used within these institutions, its complex nature further complicates the establishment of clear policies. This situation may be compounded by the lack of AI experts in many institutions, who could have facilitated the policy development process. Consequently, the overall advancement of AI initiatives within the country is stifled, preventing Tanzanian HEIs from fully harnessing the potential benefits that AI technologies can offer to higher education. Notably, if the senior management of HEIs, including the Vice-Chancellors and their deputies, were to prioritise the development and implementation of AI policies and actively

advocate for their adoption, it is highly likely that comprehensive and effective AI policies and regulations could be established and executed within these institutions. By taking a proactive stance, these leaders would not only facilitate the integration of AI technologies into their educational frameworks but also ensure that such initiatives are guided by well-defined policies that address ethical considerations, data privacy, and the overall impact of AI on the academic environment. This strategic focus on AI could lead to enhanced educational outcomes, improved administrative efficiencies, and a stronger alignment with the evolving demands of the digital age. Addressing these matters altogether is likely to lead to the formulation of the required AI policies in HEIs, as illustrated in Figure 2.

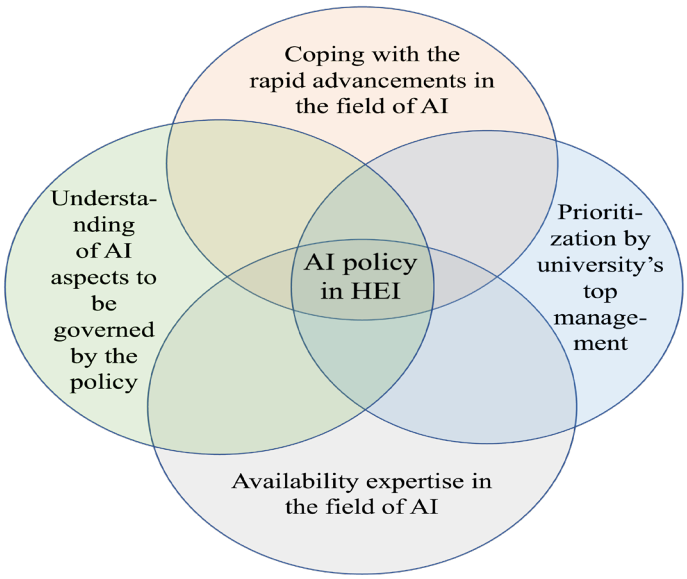

Figure 2: *Factors for successful adoption of AI policies in Tanzanian HEIs*

6. Theoretical Implications

The findings of this study validate the AI adoption framework proposed by Kurup and Gupta (2022) in two of its three factors. According to this framework, the adoption of AI policy is influenced by three factors: technology, organisation, and environment, as illustrated in Figure 1. This research aligns with the framework concerning the technology and organisation factors but does not support the environmental factor, as depicted in Figure 2. In terms of technology, the study identified that the challenges posed by rapid advancements in the AI field and the lack of AI experts are significant barriers to the implementation of AI policies in Tanzanian HEIs. With respect to the organisation factor, it was found that the prioritisation of AI policy adoption by university leadership significantly impacts its implementation, which corresponds to the concept of leadership vision in Kurup and Gupta's framework. However, the study did not determine whether the presence of national policies and regulations related to environmental factors influences the adoption of AI policies in HEIs. Instead, it has shown that a lack of a clear understanding of particular aspects of AI that should be governed by AI plays a role in the adoption of AI in HEIs.

7. Conclusion and Recommendations

This study was conducted to analyse policy perspectives regarding the use of AI in higher education institutions in Tanzania. The study established that, although the use of AI offers several benefits as well as potential risks to students and instructors, it is not being regulated by appropriate policies and regulations. This is because none of the surveyed HEIs had implemented AI policies and guidelines. Despite this, participants demonstrated an understanding of the role that AI policies play

in regulating the use of AI in HEIs. The study further revealed that AI policies are not implemented due to four factors. The first factor is associated with the rapid advancements in AI technology, which many HEIs are not well prepared to handle in light of the growing use of AI in the teaching and learning process. The second factor is the lack of a clear focus on which aspects of AI should be governed by policy, given the multifaceted nature of AI. The third factor is the lack of adequate expertise in the field of AI. The fourth factor is the lack of initiative and directives from the university's top management in formulating relevant AI policies.

Based on the study's findings, it is recommended that HEIs ensure that appropriate AI policies are formulated and operationalised. In the policy formulation process, policymakers, instructors, and researchers should be engaged to ensure a common understanding of the policy. To address the challenge posed by the multifaceted nature of AI, the study recommends that HEIs consider creating more than one AI policy document. They could establish, for example, the following policy documents: a policy and guidelines for teaching and learning with the aid of AI; a policy and guidelines for assessment and academic integrity in the era of AI; and a policy and guidelines for research undertakings in the era of AI. The study also recommends that HEIs should consider hiring AI experts to guide the creation of actionable AI policies. Finally, HEI management should prioritise the development of AI policies by establishing a comprehensive institutional vision concerning the use of AI, defining the desired outcomes, and allocating the necessary resources.

This study, while successful in its objectives, has some limitations. First, it involved only eight public HEIs, which may restrict the generalisability of the findings, especially in relation to private HEIs. Future research should aim to include a broader range of HEIs, encompassing both public and private institutions. Second, the study employed only a qualitative research approach; future research could consider employing various methodologies, including quantitative and mixed-methods approaches. Third, the study focused exclusively on three categories of respondents within the HEI framework. Involving other stakeholders, such as students and other HEI stakeholders, could provide additional insights and enhance the study's findings. Future research should consider including these groups to improve the overall results.

8. Declarations

Author Contributions: Conceptualisation (G.M. & J.M.P.); Literature review (G.M. & J.M.P.); methodology (G.M. & J.M.P.); software (N/A.); validation (G.M. & J.M.P.); formal analysis (G.M. & J.M.P.); investigation (G.M. & J.M.P.); data curation (G.M. & J.M.P.) drafting and preparation (G.M. & J.M.P.); review and editing (G.M. & J.M.P.); supervision (N/A); project administration (G.M.); funding acquisition (N/A). All authors have read and approved the published version of the article.

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Conflict of Interest: The authors declare no conflict of interest.

Data Availability: The data supporting the findings of this study are available from the corresponding author upon reasonable request. Access will be granted to researchers who meet the criteria for data sharing established by the institutional review board or ethics committee.

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