

Governance of Inclusive Decision-Making in AI Adoption: Participation and Institutional Readiness in Moroccan Universities

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ABSTRACT

Artificial intelligence (AI) is revolutionizing higher education through personalized learning and data-driven administration. However, effective governance remains an essential issue for AI adoption, particularly in developing countries such as Morocco, where research is still limited. This study examines the role of governance structures, stakeholder engagement, and institutional preparedness in AI adoption within Moroccan universities through a systematic literature review of 37 peer-reviewed articles from Scopus (2020-2026), using PRISMA guidelines and thematic synthesis. Findings reveal a surge in AI studies since 2024, mostly conceptual and from Global North countries, highlighting multi-level, ethical, participatory, and anticipatory governance models. Stakeholder participation remains mostly top-down, with minimal faculty and student engagement, while readiness comprises infrastructure, literacy, leadership, and policy frameworks. Morocco has centralized control through Law 59.24 and Maroc AI 2030, but lacks context-specific studies. The study offers the Inclusive AI Governance-Readiness Framework, connecting institutional coordination, stakeholder engagement, readiness, and ethics for sustainable AI integration.

Keywords: AI governance, higher education in Morocco, institutional readiness, stakeholder participation, systematic review

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INTRODUCTION

It is undeniable that artificial intelligence (AI) is increasingly shaping higher education by impacting teaching, administration, and strategic institutional decision-making. In fact, technologies such as machine learning and generative AI have been integrated into the systems of various universities to provide customized learning experiences and data-informed administration. These developments offer significant opportunities but they also raise several governance challenges urging universities to identify transparent policies and ethical guidelines. Recent studies have established the importance of governance structures, stakeholder engagement, and institutional preparedness in the effective integration of artificial intelligence into universities. However, in the case of developing universities such as those in Morocco, the literature on the subject remains quite scarce.

The purpose of this study is to explore the role of governance processes on the adoption of artificial intelligence within higher education institutions in Morocco. The study focuses on the role of the models of governance, the involvement of the stakeholders, and the level of preparedness of the institution on the development of effective AI governance frameworks. The study is based on a systematic review of the literature to synthesize what has been said on the subject of AI governance and identifies key themes and gaps within the context of higher education.

To guide this research, the following research questions are being addressed:

- RQ1:** What governance models are discussed in the literature for regulating AI adoption in higher education institutions?
- RQ2:** How is stakeholder participation conceptualized in decision-making processes related to AI governance in universities?
- RQ3:** What dimensions of institutional readiness are identified as necessary for effective AI governance in higher education?
- RQ4:** What gaps exist in the literature regarding AI governance in developing higher education systems?

Based on the aforementioned questions, this study has three main objectives. First, it conducts a literature review on AI governance in higher education institutions. Second, it identifies the key concepts on governance structures, stakeholder participation, and institutional readiness. Finally, it develops an Inclusive AI Governance-Readiness Framework to guide the adoption of artificial intelligence in Moroccan higher education institutions.

This study is significant for several reasons. First, it is part of the emerging literature on AI governance in higher education institutions, synthesizing various studies on the topic and identifying new trends in AI governance. Second, the research fills the gap in the literature on AI governance in developing higher education systems. Finally, the study provides practical insights that can inform and assist policymakers and university leaders in developing inclusive AI governance strategies.

LITERATURE REVIEW

University Governance in Higher Education

University governance is a significant area of research in the field of higher education, as it reveals how universities manage their internal structures of decision-making, resource allocation, and adaptation to external changes (Shattock, 2006; Mignot-Gérard, 2003). Governance includes the structures, processes, and relations that shape the university's priorities and activities. It operates at two levels, namely the meso level and the macro level. On the meso level, governance of the university includes its own internal structures, whereas the macro level includes the system of higher education and the relations between the university, the government, and the external world.

Various models have been proposed to explain university governance systems. According to Birnbaum (1988), there are four main models of university governance: the collegial model, the political model, the bureaucratic model, and the organized anarchy model. While the collegial model is characterized by shared governance and autonomy, the political model sees the university as an arena for competing interests among internal actors. The bureaucratic model is characterized by hierarchical procedures and rules, while the organized anarchy model sees universities as loosely structured systems with unpredictable decision-making processes (McNay, 1995; Olsen, 2007). In reality, modern universities are likely to combine several models of university governance systems, given their hybrid nature (Whitley, 2008).

The evolution of university governance models is also influenced by the impact of New Public Management (NPM) reform strategies. NPM strategies incorporated managerial practices from the private sector into the public sector, highlighting efficiency and accountability (Ferlie et al., 2008). Consequently,

universities are operating within a system of governance that balances managerial and collegial models of university governance. This is a result of the ongoing debate about the efficiency of university governance and academic autonomy (Kwiek, 2015; Shattock, 2014). The evolution of university governance models is important in the context of emerging technologies such as artificial intelligence.

Artificial Intelligence Adoption in Higher Education

Artificial intelligence has emerged as a key enabler of digital transformation in the higher education sector. Recent developments in machine learning, natural language processing, and generative AI have helped the education sector adopt AI-based solutions for teaching, learning, and administration. The earlier literature on AI-based education focused mainly on the development of intelligent tutoring systems and adaptive learning environments, aiming to create a more personalized experience for students (Zawacki-Richter et al., 2019). Recent developments in generative AI, such as large language models, have helped extend the scope of AI-based education by enabling solutions such as academic writing, feedback, and decision support for education (Crompton & Burke, 2023).

AI has the potential to support personalized learning through the analysis of performance data to create adaptive learning plans (Okonkwo & Ade-Ibijola, 2021). However, there are various governance issues associated with the adoption of such technology. There is a growing argument that the adoption of AI in universities should be subject to a governance framework to regulate the effective use of these technologies (Holmes et al., 2022).

Inclusive Governance and Stakeholder Participation

Recent research also focuses on the importance of inclusive governance in higher education decision-making processes. Inclusive governance is a concept that entails participatory and transparent institutional processes that include multiple stakeholders in governance structures (Fung, 2006). Universities are situated in a complex social environment and must consider the views of multiple actors such as faculty, students, and administrators.

Inclusive governance relates to larger debates about equity in higher education. Expanding the access to universities does not automatically guarantee equal chances of succeeding academically (Brennan & Naidoo, 2008). Individuals from disadvantaged backgrounds often encounter structural obstacles that prevent their participation and progression in higher education systems. Therefore, inclusive governance in higher education institutions means that these individuals not only need to gain access to higher education institutions but also need to participate in the governance of these institutions (Marginson, 2011).

Institutional Readiness and AI Governance

Institutional readiness is a critical determinant of how effectively higher education institutions will adopt artificial intelligence. It refers to how well a university is able to integrate new technologies through its infrastructure, governance, digital competence, and leadership support. Without these dimensions, a higher education institution is likely to adopt AI technologies without the requisite capability to address their implications in teaching, learning, and organization (Holmes et al., 2022; Zawacki-Richter et al., 2019). There is a growing recognition that AI adoption in higher education institutions requires clear governance frameworks to inform its adoption in teaching, research, and administration while ensuring openness, transparency, and accountability (Chan, 2023).

Outside of the governance structure, human capacity is another important aspect of institutional preparedness. According to various studies, it is important for both teachers and students to develop skills to use AI tools appropriately and effectively within the education system (Zhang & Tian, 2025; Yang et al., 2025). This implies that proper training is required to utilize these tools to enhance learning. If universities are not adequately equipped to handle the implications of using AI tools, they might embrace them without understanding their implications in academic matters (Slimi & Villarejo Carballido, 2023).

AI Governance in the Moroccan Higher Education Context

The university governance system in Morocco is at a crossroads between centralized state control and institutional reforms. Although laws such as Law 01.00 (2000) have been implemented to provide greater autonomy for universities, the system is still largely influenced by government oversight and administrative hierarchies (Ayad et al., 2021). As a result, the scope for wide-ranging stakeholder involvement in university decision-making is limited.

The latest policy developments underscore the dynamic nature of the governance of universities in Morocco. In 2026, the parliament of Morocco passed Law 59.24 on higher education and scientific research, with new governance arrangements to strengthen institutional oversight and strategic coordination (Hespress EN, 2026). The new system is intended to improve the management of universities but has also raised issues regarding centralization and academic participation.

At the same time, Morocco has launched its own initiatives, such as the Maroc AI 2030 program, which aims to develop its own capacities in artificial intelligence. Nevertheless, there is a noticeable gap with regard to the fact that there is a lack of studies on how universities in Morocco are preparing themselves to embrace AI adoption from a governance perspective. Teoh and Tan (2026)

demonstrate how Malaysia's higher education reform agenda must balance human-centered oversight, institutional autonomy, and uneven implementation readiness with ASEAN-wide AI governance principles, positioning universities as intermediary governance actors rather than passive adopters of policy. Similar conflicts between national reform agendas and regional AI governance imperatives have been documented elsewhere in the Global South. The way Moroccan universities understand and implement Law 59.24 and Maroc AI 2030 at the institutional level may benefit from a similar intermediary function.

In other words, the relationship between governance models, participation of stakeholders, and the preparedness of an institution to drive the adoption of AI has not been sufficiently explored. Therefore, this study aims to address this gap by exploring how inclusive decision-making is managed during the adoption of AI, proposing an Inclusive AI Governance-Readiness Framework to guide the adoption of AI in Moroccan universities.

RESEARCH METHOD

This study adopts a systematic literature review (SLR) to investigate the conceptualization and implementation of artificial intelligence (AI) governance in higher education. This approach is appropriate for this study since the literature on AI in the university setting is growing exponentially. The literature is scattered across various themes, such as the governance structures, the university's readiness for AI, stakeholder participation, and ethical considerations. An SLR is a method of review that facilitates the minimization of selection bias while maximizing the analysis of the literature (Snyder, 2019; Xiao & Watson, 2019). This study employs the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) model, which is a widely accepted framework to the identification, screening, and selection of literature in a systematic manner (Page et al., 2021).

The literature search is conducted in Scopus database, which includes a wide range of peer-reviewed journals across education, social sciences, and technology fields, thereby ensuring the intersection of artificial intelligence, governance, and higher education (Falagas et al., 2008). The search terms are as follows: ("artificial intelligence" OR AI) AND ("higher education" OR universities) AND (governance OR "decision-making" OR "institutional readiness"). The results are limited to peer-reviewed journal articles published in English language between 2020 and 2026, as this period witnesses the wide emergence of research in the field of artificial intelligence especially in education and universities.

Inclusion and Exclusion Criteria

On one hand, the articles included in the study are those that cover artificial intelligence in higher education and areas of governance, institutional readiness, decision-making, and the participation of stakeholders. On the other hand, the excluded articles are the ones which focused on K-12 education, the development of artificial intelligence without relevance to the institution, and non-peer-reviewed articles, and other review articles (including systematic literature reviews and bibliometric studies) in order to maintain the analytical nature of the study. This exclusion guarantees that the data relies on primary empirical research.

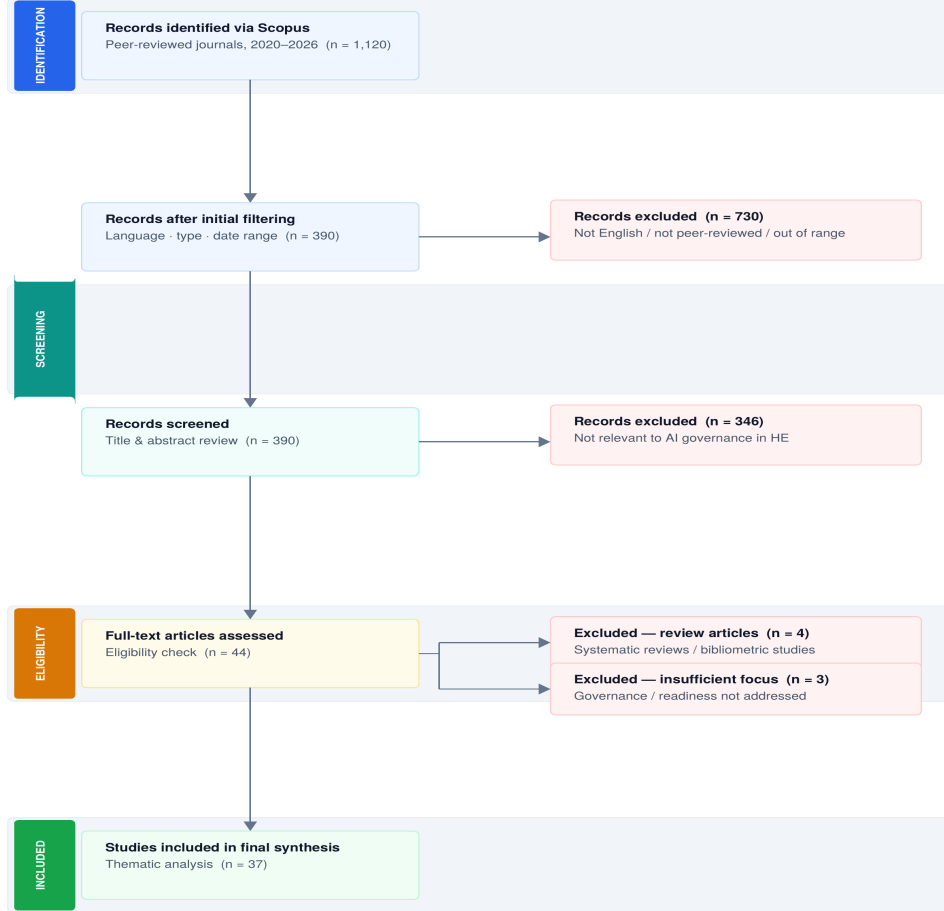
Study Selection Process

The study selection process follows the PRISMA protocol, as illustrated in Figure 1. Initially, 1,120 records are obtained from the search, which are narrowed down to 390 after filtering by language, publication type, and date. Further title and abstract screening results in the exclusion of 346 records, leaving 44 articles. Of these, four articles are identified as systematic literature reviews or bibliometric studies and are excluded to maintain focus on primary empirical research. After assessing their suitability with regard to AI governance in higher education, three articles are excluded as they do not sufficiently address issues of governance, participation, or institutional readiness. Therefore, 37 articles are included in the final synthesis, as shown in the PRISMA flow diagram.

Data Extraction and Analysis

For these articles, data was extracted, including author, year of publication, setting, methodology, model of governance, participation of stakeholders, dimensions of institutional readiness, and findings. The data is analyzed using thematic synthesis, which involved identifying recurring themes in governance, participation, and institutional readiness, informing the Inclusive AI Governance-Readiness Framework for Moroccan Universities proposed in this study (Braun & Clarke, 2006).

Figure 1: *PRISMA Flow Diagram Illustrating the Study Selection Process for the Systematic Literature Review on AI Governance in Higher Education*



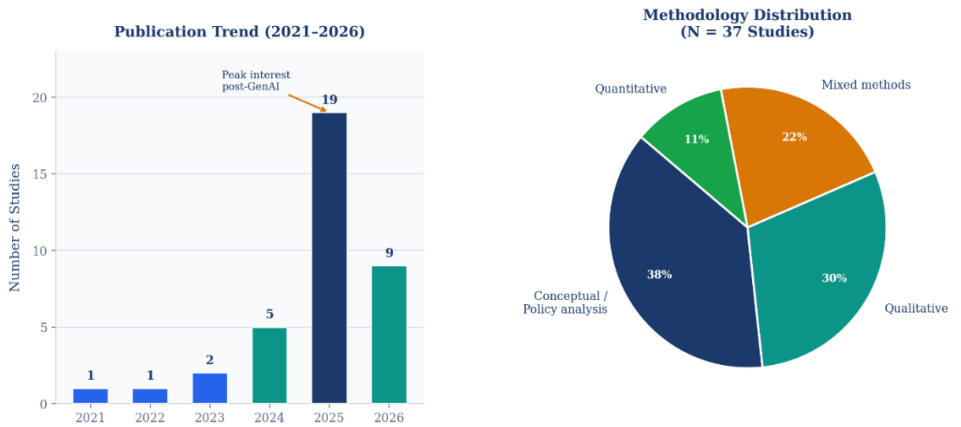
RESULTS AND DISCUSSION

Descriptive Patterns in the Literature

The literature review indicates an increased number of studies on artificial intelligence governance in higher education. As reflected in the review matrix, there was only a limited number of studies that were published in the earlier years of the dataset, while there is an increase in publications from 2024, reaching their peak in 2025 and 2026. Figure 2 represents the exponential rise in publications on AI governance in higher education during the period reviewed, with a significant spike from 2024 onward following the widespread adoption of generative AI tools. This clearly signifies an augmented academic interest in AI governance, especially

following the rapid development of generative AI in higher education institutions. This has encouraged further study on governance and policy implications, as institutions implement AI into teaching, decision-making, and administration (Crompton & Burke, 2023; Zawacki-Richter et al., 2019). This shows that AI governance in higher education is a novel but rapidly developing field of study.

Figure 2: *Publication Trend and Methodological Distribution of AI Governance Research in Higher Education, 2021–2026*



The geographic distribution of the research also shows that the research on AI governance in higher education is internationally diverse and unevenly distributed. Some of the studies are focused on specific contexts, such as China, the USA, Sweden, Spain, Mexico, Oman, Qatar, India, Türkiye, and Ecuador. Other studies are based on a global and regional focus, especially in Europe and Africa. However, the existing literature is dominated by the Global North, while developing regions are less represented. More specifically, North Africa is underrepresented in the existing literature with regard to higher education systems. Previous research on the digital transformation of higher education systems has emphasized the need for more context-sensitive research in emerging educational systems (Bond et al., 2018; Selwyn, 2022). Therefore, the limited representation of Moroccan universities represents a significant gap in the existing literature.

The research methods employed in the reviewed literature vary. However, it is also important to point out that some commonalities exist. For instance, it is clear that most of the literature consists of conceptual analyses, policy discussions, and literature reviews. These studies mostly aim at establishing the governance structures or the institutional challenges that might be experienced while adopting AI. Empirical research is also part of the literature. However, it is less common. In fact, it mostly consists of qualitative methods such as interviews, policy analysis, or case studies, as well as quantitative surveys and mixed-methods approaches.

Based on this review, it is clear that the field is still in its exploration stages (Holmes et al., 2022; Zawacki-Richter et al., 2019).

Table 1: *Representative Sample of Studies Included in the Systematic Review on AI Governance in Higher Education (n = 7)*

Author(s) & Year	Country/ Region	Methodology	Governance Model	Stakeholder Participation	Institutional Readiness	Key Findings
Chan (2023)	Hong Kong	Mixed methods	Multi-level governance	Students, faculty, administrators	AI literacy, policy frameworks	AI governance requires structured institutional policies and ethical frameworks to support responsible adoption.
Hine (2021)	UK	Conceptual analysis	Ethical governance	Researchers, ethics committees	Ethical review expertise	Universities must expand ethics oversight over AI-driven innovation.
Erhardt et al. (2025)	Sweden	Qualitative content analysis	Institutional policy governance	Students, staff, universities	Policy development, AI literacy	GenAI policies remain uneven; academic integrity is a central concern.
Barus et al. (2025)	Indonesia	Mixed methods	Participatory AI governance	111 survey + 53 interview participants	Ethics training, plagiarism detection	Students support AI but demand clear, ethical governance policies.
Cudjoe & Adebayo (2025)	Sub- Saharan Africa	Website analysis + interviews	Institutional AI governance	University administrators and staff	Institutional policy frameworks	Many African universities lack formal AI policies.
Bouaziz & Eddouada (2026)	Morocco	Qualitative interviews	Ethical academic governance	Doctoral students, supervisors	AI ethics training	Lack of clear AI writing policies in Moroccan universities.
Panizzon & Janissek- Muniz (2026)	Global	Conceptual	Anticipatory AI governance	Universities, policymakers	Responsible AI infrastructure, foresight capabilities	Proposes a maturity model for AI-enabled anticipatory governance in universities.

Note. This table was developed by the authors based on the reviewed literature.

Overall, there are three major patterns that can be derived from this descriptive analysis. First, it is evident that research on AI governance in higher education has developed at a rapid pace over recent years. Second, it is apparent that research into this phenomenon is geographically limited, with few studies focusing on North African or Moroccan higher education institutions. Finally, research is still largely conceptual in nature, while more empirical research is necessary. In that regard, this research contributes to a better understanding of AI governance and institutional readiness within Moroccan higher education by synthesizing existing research and presenting a conceptual framework.

Governance Models for AI in Higher Education

One of the most recurrent themes in the literature is related to governance models for regulating and managing AI adoption in HEIs. There are several studies that emphasize the need for governance mechanisms that can effectively coordinate policy, institutional, and practice levels. For example, Chan (2023) emphasizes the need for multi-level governance that can effectively align national policy frameworks with institutional-level decision-making. In a similar vein, Tsao (2025) and Liu et al. (2025) emphasize the need for institutional-level governance in formulating appropriate policies for AI adoption in teaching, administration, and assessment.

Aside from multi-level governance, several studies emphasize the role of ethical governance. According to various studies, the widespread use of AI technologies in universities has sparked several concerns, especially concerning transparency, accountability, fairness, as well as academic integrity (Yan et al., 2025; Hine, 2021; Slimi & Villarejo Carballido, 2023). Therefore, there is a growing call for the use of responsible AI governance systems, particularly to ensure human oversight of AI systems.

Furthermore, the literature also points to the emerging participatory governance approaches, which highlight the importance of the involvement of various institutional stakeholders in AI governance. According to the literature, for effective governance of AI, the active participation of faculty, students, and other support stakeholders and staff needs to be ensured (Barus et al., 2025; Núñez Canal et al., 2026). However, the literature also points to the fact that the governance process, in most cases, is limited to the institutional leadership level (McCusker & Michalak, 2025; Sporrang et al., 2025).

In recent times, new forms of anticipatory governance have been proposed to guide how universities can be proactive in preparing for the future implications of AI technologies. For example, Panizzon and Janissek-Muniz (2026) suggest that universities should aim to build governance structures that are capable of anticipating technological changes. In this sense, new forms of governance are

proposed that do not only view the university as an adopter of AI technologies, but also as an active agent in its own governance.

Stakeholder Participation and Inclusive Decision-Making

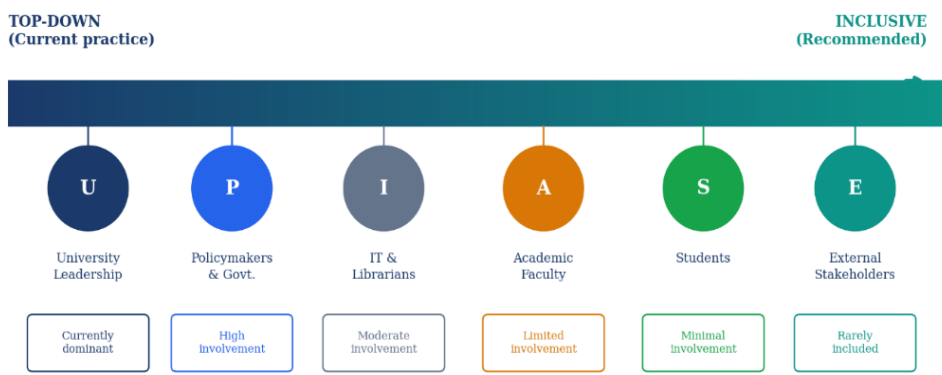
Participation of stakeholders is also revealed as an important dimension in AI governance in higher education settings. The literature emphasizes that in order to ensure effective governance in higher education settings, there is a need to involve a number of actors in the process, such as faculty members, students, administrators, and policy actors. Such an approach to governance is seen as crucial to ensuring that AI implementation is aligned with the needs of the institution.

Several studies highlight the significance of faculty and student involvement in AI-related decision-making processes. Núñez Canal et al. (2026) clearly illustrate the impact of faculty competence in AI on teaching innovation with the integration of AI tools in teaching practices. Additionally, Dilinika (2026) discovered that faculty members engage in continual sensemaking while determining how to respond to students' generative AI usage, balancing conflicting pedagogical and professional agendas under actual uncertainty. This indicates that faculty engagement is also a subject of an ongoing interpretative activity. Barus et al. (2025) similarly found that students are supportive of AI adoption in higher education; however, it is important to have proper policies in place regarding the ethical and responsible use of AI technologies.

Despite this recognition of the importance of participatory governance, the literature reveals that the decision-making process is still mostly top-down. Research on institutional AI policy practices reveals that the decision-making process is mostly limited to the university leadership and policymakers, with minimal inclusion of other stakeholders (McCusker & Michalak, 2025; Tsao, 2025). Figure 3 contrasts the current top-down participation pattern documented in the literature with an ideal inclusive governance model in which faculty, students, librarians, and external experts serve as active co-designers of AI policy.

In addition, there are studies that point to the possible role that other actors, such as librarians and IT experts, can play in the governance of AI. Academic libraries, for instance, can play an important role in promoting AI literacy and responsible research practices (McCusker & Michalak, 2025). These studies suggest that there are opportunities for cooperation that can improve inclusive governance mechanisms.

Figure 3. *Stakeholder Participation in AI Governance: Current Top-Down Model vs. Ideal Inclusive Model*



Note: Circle position on spectrum reflects current degree of participation in institutional AI governance processes.

Institutional Readiness for AI Governance

Institutional readiness is also a notable theme in the literature. For AI governance to be effective, it is important to consider not only technological readiness but also institutional readiness. This is because, as AI tools are being integrated in various aspects of university life, there is a need to consider readiness in order to ensure effective AI governance implementation.

Several researchers define institutional readiness as a multidimensional construct that includes infrastructure, AI literacy, governance, and leadership support. Benayoune et al. (2026) argue that most universities in the world lack formal AI policies, thus making it difficult for them to regulate AI adoption. Cudjoe and Adebayo (2025) argue that most universities in Sub-Saharan Africa have not developed formal AI governance structures.

Additionally, AI literacy and professional training seem to be important aspects of preparedness. Research has shown that educators and learners need to acquire new skills to use AI tools appropriately and efficiently in the educational sphere (Zhang & Tian, 2025; Yang et al., 2025). Otherwise, educational institutions may end up embracing AI technologies without the capacity to manage their educational and ethical implications.

Other factors such as leadership and strategic planning also affect the readiness of the institution. According to Mili (2025), universities must incorporate AI as part of the digital transformation strategy, which includes governance structures, teaching, and research. These findings imply that AI governance must be viewed as part of the institution's transformation processes.

Research Gaps and Implications for Developing Contexts

This review also points to gaps in the literature, especially with regards to the development of higher education systems. Although there are numerous studies conducted on AI governance in technologically advanced countries, not enough has been conducted in developing countries. This demonstrates the importance of addressing governance issues in developing higher education systems.

For instance, studies conducted on Moroccan universities have shown that there are challenges in the use of AI in academic writing and research practices, as seen in the study conducted by Bouaziz and Eddouada (2026), where there are no clear institutional policies on the use of AI in academic writing and research practices. Additionally, Chkarka and Fatmi (2026) have shown that there are concerns over academic integrity and the misuse of generative AI technology by students.

Consequently, governance structures developed in technologically advanced societies may not be readily applicable to the context of the developing system of higher education. This is because the universities in developing societies may need a governance structure that emphasizes the importance of readiness, as well as the training of stakeholders.

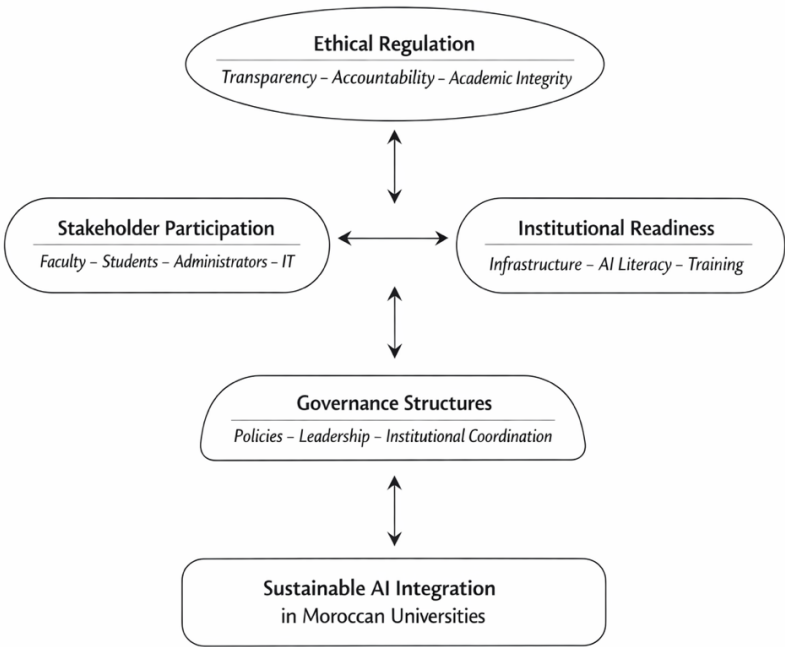
Overall, the synthesis of the studies that were reviewed above points to the importance of integrated governance approaches that incorporate institutional coordination, stakeholder engagement, readiness assessment, and ethical review. These insights inform the Inclusive AI Governance-Readiness Framework for Moroccan Universities that is developed in this research.

Inclusive AI Governance-Readiness Framework for Moroccan Universities

On the basis of the above-mentioned findings, this research is proposing the Inclusive AI Governance-Readiness Framework that could be used by the higher education institutions of Morocco. In this context, the conceptualization of AI governance as a comprehensive process is where institutional coordination, inclusive decision-making, institutional readiness, and ethical regulation intersect. Governance structures are the institutional foundation of AI adoption, while stakeholder engagement is the fuel that enables the process, and institutional readiness is the engine that enables the operational capacity required for implementation.

These interrelated dimensions combine to form an approach to governance that could be effective in facilitating the sustainable integration of AI in Moroccan universities, as well as addressing the challenges that have been identified in developing higher education settings.

Figure 4. *Inclusive AI Governance-Readiness Framework for Moroccan Higher Education*



CONCLUSIONS

The increasing implementation of artificial intelligence in the realm of higher education has presented significant opportunities as well as several challenges in regards to the governance systems in universities. This study addressed the actual influence of governance models, stakeholder participation, and institutional readiness on the adoption of artificial intelligence in higher education through a systematic literature review. The findings of the study suggest that the literature on the governance of AI adoption in universities has seen an exponential increase in recent years; however, it is still largely theoretical and limited to technologically advanced contexts.

Based on these insights, the study proposes the Inclusive AI Governance-Readiness Framework, which is specific to Moroccan universities. The framework understands AI governance as the nexus where university coordination, stakeholder engagement, organizational readiness, and ethical regulation come together, emphasizing the importance of governance processes that are not just about the technology, but about the mechanisms that support transparency, inclusivity, and ethical oversight.

As this study focuses on the higher education system in Morocco, it contributes to the emerging discourse in the governance of AI in the educational sector in developing countries. However, as this study is based on a systematic literature review, empirical studies are needed to investigate the concrete implementation of AI governance practices in higher education and the evolution of such systems as AI further transforms higher education globally.

LIMITATIONS AND FUTURE RESEARCH

This SLR provides significant insights on AI governance in Moroccan higher education; however, like any research endeavor, it has certain limitations that should be acknowledged. First, the search was confined to the Scopus database and only considered English language peer-reviewed articles published from 2020 through 2026. The absence of grey literature, non-English language sources, and databases other than Scopus creates an implicit geographic and linguistic bias in favor of Global North views where English publication is dominant. Future research may include additional databases like Web of Science and ERIC and focus on Arab and French sources to gain a fuller picture of the academic context in North Africa.

Second, this study does not include primary raw empirical data from Moroccan institutions. However, this newly proposed framework for AI Governance-Readiness in an inclusive way is only theoretical at this stage without undergoing validation processes through fieldwork, surveys, or case studies in the Moroccan setting. The approach to conducting the literature review based on thematic synthesis emphasizes coverage over depth, thus masking the specific institution-specific contexts that are important when applying it to developing countries such as Morocco with Law 59.24. In this respect, future research is recommended to undertake empirical research, including surveys and interviews with university leaders, faculty, and students, to validate and fine-tune the model in practice.

Third, thematic synthesis focuses on breadth rather than depth. It helps find common patterns across a wide range of sources, but it might miss the unique details of individual institutions or national policies. This trade-off is noted in systematic reviews (Snyder, 2019).

To address these limits, future research should focus on empirical validation within Moroccan and North African universities. In addition, comparative research on AI governance across Francophone African higher education systems would help create a more grounded regional understanding. Moreover, longitudinal studies could show how AI technologies and regulations shape governance structures over time.

Finally, future research needs to focus more on underrepresented stakeholders such as students, librarians, and support staff. These individuals are

crucial for inclusive governance, but their perspectives are seldom heard in the existing literature.

AI Use Disclosure: The authors used AI-based tools (Anthropic Claude) for minor language refinement and clarity improvements. No AI tools were used for idea generation, data analysis, or interpretation. No unpublished or sensitive data were shared. The authors have reviewed, verified, and take full responsibility for the accuracy, integrity, and originality of all content in this manuscript, including all citations and references.

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