



**ESCP**  
BUSINESS SCHOOL

**From AI Tools to  
AI-Ready  
Universities: Key  
Takeaways from  
the AI in Higher  
Education Summit  
Executive Report**

**Paris - 17-18 March 2026**



# INTRODUCTION

Over two days in Paris, the first **AI in Higher Education Summit** brought together 183 participants — researchers, professors, institutional leaders, accreditation bodies, ed-tech pioneers, policymakers, and industry experts — united by one question: How should higher education evolve in an AI-driven world? With 67 universities represented, 40+ parallel sessions, 8 keynotes, and 3 roundtables spanning more than 27 countries, the summit was the most comprehensive international gathering yet dedicated to this question.

The event was organised by ESCP Business School and its ESCPTech Institute, and chaired by Louis-David Benyayer, Associate Professor of Digital Transformation and AI Initiatives Coordinator at ESCP. It was held at a moment of acute institutional pressure: the question is no longer whether to implement AI; it is how to do so responsibly, equitably, and with lasting educational purpose.

This report synthesises the summit's key insights across six thematic areas, and concludes with ESCP's own strategic position and the five defining debates the summit surfaced but did not resolve because they are debates the entire sector must continue.



*"The question is no longer whether to implement AI. It is how to do so responsibly."*  
— **Louis-David Benyayer, ESCP Business School**

# PART 1 THE ABC FRAMEWORK: ESCP'S ARCHITECTURE FOR AI-READY UNIVERSITIES

The summit opened with a keynote by **Louis-David Benyayer** and **Alara Tascioglu** on AI implementation in higher education. The core contribution was a three-pillar architecture, Accountable, Bold, Creative, that structured not only the summit's programme but also ESCP's own institutional approach to AI. The framework was immediately stress-tested in the Academic Deans Roundtable that followed, moderated by **Alessandro Di Lullo**, CEO of the Digital Education Council.



## The Three Pillars

- **Accountable** means governance before tools. Institutions must define principles, ethical constraints, and stakeholder accountability frameworks before deploying AI systems. Governance is not a compliance burden but a strategic foundation.
- **Bold** means disciplined, system-wide experimentation. Moving beyond isolated pilots to institutionalise AI literacy for both faculty and students, and to build the infrastructure that makes experimentation repeatable and measurable.
- **Creative** means redesigning teaching around human judgment. Rethinking what counts as learning, what counts as evidence of learning, and what remains irreducibly human in an AI-augmented world.

Each pillar is necessary, but none is sufficient alone. Institutions that pursue creativity without governance produce 'creativity theatre'. Those that pursue governance without bold experimentation produce paralysis. All three must move together.

## The Deans' Perspectives

The Academic Deans Roundtable, chaired by **Alessandro Di Lullo**, brought three institutional leaders to the stage to ground the framework in lived strategic reality.

- **Vikas Mehrotra** (University of Alberta) argued that institutions must play where the puck is going, not where it is. Anticipating the world of five years hence rather than optimising for today. He raised a deeper concern: AI's potential to concentrate gains at scale, sweeping 'crumbs into one corner' and deepening inequality if left ungoverned. Human judgment (interpretation, discernment, knowing when to stop) is precisely what AI makes scarce, and therefore most valuable.
- **Sudipta Dasmohapatra** (Georgetown University) introduced the concept of 'Power Skills'. Reframing soft skills not as peripheral but as the core differentiators in an AI-saturated labour market. Georgetown's own 1.5-year curriculum change process illustrated that AI integration is fundamentally a human challenge: it requires time, trust, and deliberate change management. She also flagged a systemic risk: AI could push people to work in silos, eroding the cross-functional, multicultural collaboration that business education is uniquely positioned to develop.

- **Raul Marino** (ITBA, Buenos Aires) crystallised the shift in the simplest terms: in the age of AI, value no longer lies in executing tasks but in structuring them. The differentiator is not knowing how to solve problems, but knowing how to define them correctly. He coined the term ‘augmented judgment’, the ability to frame the right question, with AI as an accelerant rather than a substitute.



*"Value no longer lies in executing tasks but in structuring them. The differentiator today is not knowing how to solve problems, but knowing how to define them correctly."*  
— Raul Marino, ITBA

## PART 2 FROM BIG DATA TO RIGHT DATA: THE GOVERNANCE IMPERATIVE

Across the governance and policy sessions, a consistent finding emerged: AI adoption in higher education is widespread, but governance is not keeping pace. The challenge is not the absence of policies but their fragility. Policies are often fragmented, high-level, or disconnected from daily practice.

### The Governance Gap

**Oliver Matthews** (4Uni Solutions / CarringtonCrisp) presented findings from the See the Future 2026 benchmark study, conducted in partnership with EFMD Global and Full Fabric. The data painted a vivid picture of institutional ambivalence:

- 44% of faculty believe students know more about AI than they do.
- 62% of faculty say AI has improved their teaching — but 43% worry it is dumbing down education.
- 58% of employers believe universities are not doing enough to prepare graduates for an AI-enabled workforce.
- 77% of companies expect new graduates to have AI experience — but struggle to define what AI skills actually means.

**Jason Johnston** (University of Tennessee) examined AI governance in US higher education through the lens of an ‘ethics of care’, arguing that humans are inherently relational beings, and that governance frameworks must reflect this. His analysis found that no institution has banned AI, but very few have moved from policy-on-paper to integrated working practice. Governance must operate at multiple organisational layers: institution, faculty, course, and individual educator.

## The EU AI Act as Strategic Lever

**Franjo Mlinaric** (Kozminski University) reframed the EU AI Act not as a compliance burden but as a strategic opportunity. His 'AI-First for Good' thesis argued that institutions which lead on governance will differentiate themselves on institutional maturity and accreditation leadership: governance becomes a proxy for quality. He introduced the concept of intellectual property leakage: AI models absorb the knowledge institutions create, returning it as commoditised content to private platforms. The response is not withdrawal but the assertion of knowledge ownership, transforming universities from knowledge donors to knowledge stewards.

**Josip Maric** (EM Normandie) benchmarked French business schools, finding that the sector lacks a systematic approach to AI curriculum development. Most French institutions have focused on executive education rather than integrating AI across degree programmes. The geopolitical dimension was clear: building AI talent, retaining European researchers, and developing international partnerships are no longer just educational questions, they are diplomatic ones.

## Digital Sovereignty and the Policy Dimension

**Clara Chappaz**, France's Ambassador for Digital Affairs, delivered a keynote that reframed AI as a geopolitical lever, not merely a technological opportunity. Digital sovereignty, encompassing data governance, secure infrastructure, independent AI capabilities, and ethical regulatory frameworks, she argued, is vital for democracies in the 21st century. Higher education systems must lead in building foundational research, international norms, and partnerships that balance openness with autonomy. For European business schools, this means actively contributing to talent retention, regulatory shaping, and the development of AI capabilities that are not wholly dependent on non-European infrastructure.

## From Black Box to Glass Box

One of the summit's most quoted lines came from **Pénélope Gittos** (Hugging Face): "We don't need a black box. We need a glass box." Her keynote and live demo showed how open-source AI platforms give universities something proprietary systems cannot: visibility into model architecture, the ability to customise and audit, and genuine control over what is deployed in educational contexts. Students building live AI portfolios on the HuggingFace Hub were presented as a concrete model: hands-on, transparent, and transferable. The argument extended beyond tools: transparency in AI is an organisational and institutional challenge, not merely a technical one.

## The Accreditation Perspective

**Helke Carvalho** (EFMD) offered a typology of institutions: early architects who have embedded AI in strategy and governance; experimenters and pilots testing at the margins; and those still questioning whether or not to engage. European institutions are somewhat ahead, she noted, guided by the EU AI Act but significant variation remains across countries. EFMD's approach to accreditation is to ask for coherence and transparency: a clear line connecting faculty development, curriculum design, student experience, and institutional strategy. The target is ambitious: moving from adapting with current students to genuinely educating those born with AI.





*"Adoption is a human challenge, and organisations move at the speed of trust."*  
— Léon Laulusa, Dean and Executive President, ESCP

## PART 3 THE HUMAN SKILLS PREMIUM: WHAT EMPLOYERS NOW DEMAND

The Skills for the AI-Driven Corporation roundtable, chaired by **Louis-David Benyayer** and bringing together six senior corporate leaders, was among the summit's most cited moments in participant feedback. Across very different sectors and geographies, the six panellists converged on a single thesis: AI is shifting the nature of work from execution to judgment, and the institutions that understand this earliest will produce the graduates most in demand.

### Six Corporate Perspectives

- **Myriam El Harraq** (Accor) described a three-level model of AI deployment: task optimiser (saving teams up to two hours per week, freeing time for meaningful human interactions and connections), strategic partner (enabling hotel experience prototyping in under ten minutes, significantly accelerating innovation and development processes), and experience designer (reimagining the guest journey through AI-powered concierge services that offer personalised and seamless experiences). Across all three levels, she stressed that human skills (empathy, creativity, the capacity to challenge machines) remain the differentiator. AI is a strategic enabler; humans must lead its direction.
- **Boyan Dimitrov** (Sixt) offered the summit's most striking data point: >75% of the code at Sixt is already AI-generated in the first months of 2026 - a major jump from 25% in 2025. The entire software development lifecycle has been transformed. Coding was always a means to an end — building experiences — and AI now handles the means. This frees human talent to focus entirely on the experiences themselves. What Sixt therefore seeks from graduates is taste, AI literacy, critical thinking, and the willingness to challenge the status quo.
- **Bruno Gagliardo** (Sanofi) detailed how AI is compressing the pharmaceutical regulatory cycle: dossiers submitted to healthcare authorities that previously took 19 weeks are now targeted at 5 weeks. Content creation across multiple languages and regulatory jurisdictions, equipment maintenance informed by decades of accumulated operational knowledge, and clinical trial design are all being accelerated. But the human remains essential at every stage: for critical validation, for understanding the logic behind the data, and for the emotional intelligence and collaborative capacity that no model replicates. Sanofi reports 20–30% productivity gains in digital engineering.



- **Zoya Zaitseva** (QS) provided the data architecture. No universal, agreed dataset of future skills yet exists, a striking gap given the scale of the transition underway. Currently, AI skills supply is outpacing demand, but by 2030, AI, green, and digital skills are forecast to be the most scarce. When employers say they expect graduates to arrive with AI skills, they have difficulty defining precisely what those skills are, a challenge universities must help resolve, not simply respond to.
- **Marjolaine Catil** (Newfund) brought a venture capital lens. The value in the next decade will not lie in building new AI tools, but in deploying AI in traditional, non-digital sectors to unlock data that has lost value over time. The boundaries between tech and traditional markets are dissolving. What is needed are individuals who can build bridges, who have the fundamentals (structured thinking, domain expertise) and the creativity to apply them in contexts that are currently analogue. Returns on investment will accrue to those who can rethink entire commercial ecosystems, not just optimise within them.
- **Manuela Nelli** (Reply) introduced the concept of "silicon-shoring": combining the



human knowledge of customer needs with the capabilities of AI, replacing the offshoring model that dominated the previous decade. What Reply seeks are people who can identify a problem, assess whether AI can address it well, and understand the full architecture of the solution. Trustworthy AI — explainable, auditable, and aligned with organisational values — is not a compliance requirement but a competitive advantage.

## ESCP'S SYNTHESIS: THE NEW SKILL PREMIUM

- AI literacy — understanding what AI can and cannot do
- Critical thinking — evaluating outputs, challenging assumptions, identifying bias
- Problem framing — structuring the right question before seeking an answer
- Empathy and emotional intelligence — what AI cannot simulate
- Strategic judgment — knowing which problems are worth solving
- Cross-domain creativity — building bridges between technical and human systems

## PART 4 RETHINKING ASSESSMENT: THE TRUST PROBLEM

Assessment was the summit's most practically contested terrain. With nine sessions addressing it directly or tangentially, a field in deep transition was visible — institutions retreating, experimenting, and occasionally leading in equal measure. The Digital Education Council (**Alessandro Di Lullo** and **Danny Bielik**), drawing on data from institutions across six continents, provided essential global context: assessment reform is no longer a local experiment. Institutions worldwide are building repositories of AI-integrated assessment case studies, analysing how AI is reshaping student-faculty-content relational dynamics, and tracking how agentic AI is beginning to reshape assessment design itself. The challenge is systemic.

## The Wicked Problem

**Ørjan Landfald** (BI Norwegian Business School) opened the assessment track with a frank diagnosis: cognitive effort is the essence of learning, and AI is short-circuiting it. The institutional response — retreating to pen-and-paper proctored examinations — is understandable but not pedagogically driven. It is a security reflex, not a design choice. The BI Model offered a more deliberate framework:

- **Testing:** The Assessment Center. A mid-term exam conducted in a controlled environment to assure basic conceptual understanding before students engage in complex tasks.
- **Verifying:** Digital Oral Defense. A scalable validation mechanism using risk-based sampling (5-10% of cohorts) to verify authorship and critical understanding.
- **Assessing:** Process-Based Evaluation. A shift from grading the final product to evaluating the learning journey, utilising real-time AI scaffolding to measure the development of higher-order literacies.

## Responsible AI in High-Stakes Testing

**Alina von Davier** (Duolingo) presented a model for what responsible AI in high-stakes assessment can look like. The AI-assisted Duolingo English Test can be taken from home, costs significantly less than traditional alternatives, and is accessible to candidates regardless of geography. The system integrates human oversight, fairness monitoring, security checks, and transparent validation at every stage. The lesson for higher education: a good AI integration does not simply use AI to scale — it integrates AI thoughtfully, with human values at the centre of the system and accountability built in from the design stage.

## Mode-Switching and Double Standards

**Hsin-Hsuan Meg Lee** (ESCP) introduced the concept of mode-switching competence: the ability to move fluidly between AI-assisted and unassisted cognitive work, and to understand when one is genuinely leading a conversation with AI rather than being led by it. Assessment design, she argued, should create deliberate moments of destabilisation, introducing new information, shifting the scenario, requiring students to argue the opposite position, to ensure that thinking, not output generation, is what is being evaluated.



**Vitor Lima** (ESCP) raised the ethical dimension directly: there is no neutrality in AI assessment. Every system encodes the biases of its designers. But the response to this is not the fantasy of a neutral tool but teaching students to understand that bias is structural, and that critical evaluation of any system, human or algorithmic, is a foundational professional skill. An exercise asking students to design a neutral AI screening interface — and discovering they cannot — proved more powerful than any lecture on the topic.

ESCP's view, synthesised across its contributions to the assessment track, is clear: assessment redesign must be design-driven, not fear-driven. The goal is to evaluate the learning journey — the process of thinking, framing, and deciding — not merely the quality of the final output that AI can now generate in seconds.



*"Students will use AI. The question is how we design assessment that works with that reality rather than against it."*

— Hsin-Hsuan Meg Lee, ESCP Business School

## PART 5 PEDAGOGY TRANSFORMED: FROM PROBLEM SOLVERS TO PROBLEM FRAMERS

The Creative track of the summit addressed the deepest pedagogical question: when AI can solve the problem, what is the educational act for? Across business, engineering, and language education, contributors converged on a common answer — the shift from problem-solving to problem-framing — but arrived there by very different routes.

### AI Literacy Is Not Tool Literacy

**Marc Gonnet** (Clermont School of Business) opened with a structural challenge: tool-specific training scales fast and decays even faster. The shelf life of any AI tool competency is short. What persists are the situations in which AI must be used: analysing limits, collaborating with AI, evaluating outputs, redesigning workflows, supervising AI-assisted decisions. His modular framework built AI literacy around seven invariant situations, assessed not on output quality but on judgment: the ability to reason, verify, and trace.

**Heidi Reed** (Audencia Business School) went further with the concept of 'quiteracy', the intentional, reasoned refusal or abstention from AI use as a form of agency. Under Article 4 of the EU AI Act, AI literacy is becoming a legal obligation for organisations deploying AI systems, including universities. But literacy, she argued, must go beyond tool competence to encompass critical engagement with the ethics and social implications of digital use and non-use. Her 'unplugged classroom' sessions teaching about AI without using AI proved that critical reflection is possible, and sometimes deeper, without digital mediation.

### The Cognitive Struggle as Pedagogical Core

**Daria Mizza** (American University in Cairo) introduced a finding that resonated widely: the relationship between age and AI adoption stress is not linear, but curvilinear. Mid-career educators, averaging around 45 years old, bear the highest psychological burden. They hold positions of responsibility, have built professional identities around established practices, and face what they experience not as a tool upgrade but as an

existential paradigm shift. Educator burnout, she argued, is a systemic signal of under-resourced implementation. The response must be differentiated support: structured pathways tailored to career stage, not one-size-fits-all workshops.

The EDHEC Faculty Development model, presented by **Emmanuelle Houet**, offered a replicable architecture: uncertainty → guided practice → confidence → sustainable change. The central principle is that instructional intention must come before technological novelty. Faculty need not just training but a structured experiential cycle that allows them to experiment safely, reflect on what works, and build confidence through practice rather than mandate.

## Improbable Intelligence: The Human Edge

The summit's most philosophically provocative session was delivered by **Sylvain Bureau** (ESCP) and **Ishita Gupta** (Stanford). Their 'Improbable Intelligence' framework asked a fundamental question: if AI excels at optimisation and probability, what uniquely human intelligence remains?

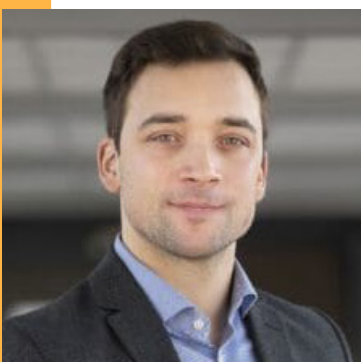


**Bureau's** answer, developed through fifteen years of art-based pedagogy at ESCP, is Artistic Intelligence: the ability to create productions that are improbable, subversive, and embodied. AI generates the probable, the statistically most likely next token, the best-fit answer to a well-formed question. Creation, by contrast, is a social practice that challenges a system of values through productions that should not exist but do. Students must be made uncomfortable to produce something genuinely new. The 'five-star hotel customer' model of student expectation where students expect seamless, frictionless delivery is precisely the model that produces graduates AI can replace.

**Gupta** complemented this with a technical perspective: AI is genuinely good at delivering content and information, but education is more than information. It is learning to ask questions, to resist premature closure, to sit with ambiguity. Design thinking, she noted, has two structural limits — it is utilitarian, and it assumes every problem has a solution. The pedagogy of the next decade must teach students to create without those constraints.



From engineering education, **Romain Buquet** (ISAE-SUPAERO) distilled the same insight to its essence. Engineers trained to solve well-defined problems are increasingly competing with AI on AI's own terms. The pedagogy of the next decade must produce problem framers, people who can command the territory even when they do not control the map.



*"AI commands the map. The human must command the territory."*

— **Romain Buquet, ISAE-SUPAERO**

## PART 6 RESEARCH INTEGRITY AND SUSTAINABILITY IN THE AGE OF AI

### Research Integrity: From Writer to Director

The research integrity sessions surfaced a tension that cuts across every research university: AI is simultaneously the most powerful tool researchers have ever had, and the most serious threat to the epistemic foundations of scholarly production.

**Michael Kopp** (University of Graz) catalogued the acute pressures: industrialised paper fraud, AI hallucinations embedded in citation chains, reviewer fatigue at scale, and the risk of academic deskilling, researchers gradually losing the capacities that AI has begun to perform on their behalf. His prescription was radical transparency: honest disclosure of AI use, 100% human accountability for every word and data point, and a deliberate shift toward impact over metrics. "The academic world was already broken before AI," he noted. AI has not created the dysfunction, it has accelerated it and made it visible.

**Erwan Lamy** (ESCP) offered the most philosophically sophisticated reframing: authorship is not a natural fact but a historically situated concept. The 'fetishism of sweat', the idea that visible effort is the measure of intellectual value, may not survive the age of generative AI. What remains is the director function: impulsion and idea, validation and responsibility. Authors can no longer hide behind effort as a proxy for quality. They must stand behind their epistemic choices, and that, Lamy argued, may actually raise the bar for accountability rather than lower it.

**Aurélien Acquier** (ESCP) introduced the concept of 'AI as invisible pollution', a form of epistemic contamination that, unlike industrial pollution, leaves no visible trace. The emergence of 'science de-polluters', researchers and institutions dedicated to identifying and flagging AI-generated fraud, represents both a new professional role and a systemic acknowledgment that the integrity infrastructure of scholarship requires fundamental redesign.



**Sébastien Bubeck** (OpenAI) offered a counterpoint of genuine optimism. Benchmarks in mathematics and science are advancing faster than anyone predicted, the ceiling is far away, and the question of what AI cannot do in research remains genuinely open. But he anchored his optimism in a precondition: institutions must first ask why we do research, and what constitutes good progress for humanity. Without that foundation, accelerated capability is not accelerated knowledge.

## Sustainability: The Closing Roundtable

The summit closed deliberately with a roundtable on Sustainability in the Age of AI, featuring **Gorgi Krlev** (ESCP), **Sandrine Kergroach** (OECD), and **Mario Calderini** (Politecnico di Milano). The choice to end on sustainability rather than capability was itself a statement: the final measure of AI integration in higher education is not what it enables, but what kind of institutions and societies it helps build.

**Krlev** opened with a structural challenge: there is currently no concrete visibility of AI's environmental impact at the point of use. Institutions deploying AI for teaching, assessment, and administration have limited ability to measure the energy cost of each query, each generated document, each automated feedback cycle. The principle he proposed, not just using less, but using better, reframes sustainability from a constraint on AI adoption into a design condition for it. ESCP has developed a suite of practical tools in response: a Sustainability Curriculum Companion that helps faculty identify sustainability entry points in their courses; a Ranking and Accreditation Aligner that centralises sustainability data; and a Sustainable Pathway Finder that gives students a personalised map of sustainability opportunities aligned to their career goals.

**Calderini** challenged educators to go further: the most important thing higher education can teach in the age of AI is anticipation, the ability to think across timescales, to reason about consequences, and to draw on sources of imagination that optimisation cannot reach. Oblique thinking, the arts, complexity, these are not soft supplements to a rigorous curriculum. They are the cognitive infrastructure of the leaders who will navigate a world that AI is reshaping faster than any institution can track.

**Kergroach** brought global context from the OECD: countries like South Korea are demonstrating that AI leadership and sustainability ambition are not in tension. Smart cities, public services, and educational systems can be designed from the start with both performance and responsibility as design criteria. The challenge for European higher education is to build that same integration, not as a retrofit, but as a founding principle.



# CONCLUSION

## The Five Strategic Debates That Defined The Summit

The summit did not resolve these tensions. It surfaced them with clarity, and in doing so, gave the sector a shared vocabulary for the debates that will define the next five years of higher education policy and practice.

# 1

### Efficiency vs. Educational Purpose

AI brings real productivity gains — faster feedback, accelerated research cycles, streamlined administration. But several speakers questioned whether more output means better learning or better institutions. Efficiency is a means. Educational purpose must remain the end.

# 2

### Adoption Speed vs. Institutional Trust

Georgetown's 1.5-year change management process and ESCP Dean Léon Laulusa's observation that 'organisations move at the speed of trust' both point to the same truth: AI transformation is not primarily a technological challenge. It is a human one. Speed without trust produces fragile change.

# 3

### Automation vs. Human Judgment

Employers, deans, and pedagogy sessions all converged on the same differentiators: interpretation, problem framing, empathy, and critical thinking. These are not soft skills. They are the scarcest and most valuable capabilities in an AI-saturated economy.

# 4

### Open Innovation vs. Sovereignty and Control

Hugging Face's glass-box model, Clara Chappaz's digital sovereignty agenda, Mlinaric's IP leakage thesis, and the EU AI Act together frame a genuine tension: openness accelerates innovation but creates dependency. Higher education must decide what it controls, and why.

# 5

### Scale vs. Responsibility

AI in admissions, assessment, research, and administration only becomes legitimate if auditability, fairness, and accountability are built in from the design stage — not added as compliance layers after deployment. Scale without responsibility is not progress.



*"This Summit made it very clear that no single institution can navigate this transition alone. We need shared frameworks, shared research, shared experimentation environments and shared ethical standard."*

**— Francesco Rattalino, Executive Vice-President, ESCP**

## ESCP's Road Ahead

ESCP's strategic plan for 2026–2030, *Bold and United*, offers a direct institutional answer to each of these five debates. The plan sets a clear ambition: to become the first European University of Management by 2030, built on three complementary pillars.

- ESCP **Business** School — the historic core, educating accountable, bold, and creative leaders with the judgment, empathy, and cross-cultural intelligence that AI cannot replicate.
- ESCP School of **Technology** (from 2027) — dedicated to AI, big data, cybersecurity, and digital transformation, under the leadership of Professor Cédric Denis-Rémis. This pillar ensures that ESCP's graduates are not only users of AI but builders and governors of it.
- ESCP School of **Governance** (from 2029) — dedicated to the institutional, regulatory, and ethical frameworks through which technology must be steered. Governance, in ESCP's vision, is not a constraint on innovation. It is its prerequisite.

The conviction underlying this structure is clear: in an age of profound transformation, hybrid skills at the crossroads of management, technology, and governance are not a luxury. They are the minimum requirement for the leaders that organisations, institutions, and societies will need.

ESCP's role, as articulated by Dean **Léon Laulusa**, is to serve as a living laboratory for AI-powered education — experimenting, reflecting, governing, and sharing what it learns. The AI in Higher Education Summit was one expression of that commitment. The work it has begun continues.





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