

Professor Yusra Mouzughi with Professor Judyth Sachs on Reimagining Higher Education

Professor Judyth Sachs [00:09:01] It gives me great pleasure to be able to talk to, Professor Mouzughi, who is currently the Provost at the University of Birmingham, Dubai campus. But I'm not going to introduce you any further than that, because you have had a remarkable career and you've worked in some remarkable jobs. So could you talk to me about your career, how you got to where you got to and really in particular, what's it like being a woman leader in the Middle East?

Professor Yusra Mouzughi [00:09:35] Well, Judyth, first of all, thank you so much for the invitation, for having me. I'm looking at the list of, other contributors to this podcast series and really feeling, humbled and honoured and, and in awe of, of that really impressively so thanks very much for having me on this morning. I've been looking forward to reflecting and talking to you about, I guess, the journey. Let's maybe start at the very beginning and in terms of where I started and how I've come about. I'm originally from Libya. I was born in Libya, but I, I'm, I identify as a British Libyan. So I, I left Libya when I was very young. I was only seven. My parents had moved for, for work. My father had moved for work purposes to London. And that's where I grew up, and that's where I studied.

Professor Judyth Sachs [00:10:29] And that's why you've got this accent.

Professor Yusra Mouzughi [00:10:31] Indeed. That's why I've got a distinctly British accent. Absolutely. So I grew up in the UK, with, you know, with, within a kind of an Arab, Libyan family, I guess. But, you know, a kind of almost a dual identity. I'm privileged to, to speak Arabic as well. And, you know, I'm bilingual and apparently one of the definitions of bilingual is, is you, you dream in both languages, which I do dream in both languages, depending on what it is I'm dreaming about. So, so that, you know, that also, forms part of the story. But I grew up and I, and I studied, my undergraduate, for I did business, business and management, and actually I studied in an American style, kind of liberal arts type, which gave me a really good grounding, very good understanding of, of the broader, I guess, business and management perspectives. Went on to do my MBA in Heriot-Watt in Edinburgh, enjoyed that and then started work. I actually started my, my career in industry, not in academia. So I worked in, in insurance, and I ended up becoming a kind of a project manager in the insurance industry and, you know, enjoying that very fast paced financial services. It's extremely fast paced all over the world. But in the UK, particularly at the time, and we're talking, late 90s, early 2000s now. Gosh, I'm feeling very old as I say this now, but you know, it does feel ages ago. And that was actually the catalyst for going back into academia because I felt that, we were continuously training new recruits into financial

services and they're being paid a little bit more money by, you know, the competitor institute, organisations. But, we were, you know, losing them. We were losing that knowledge that comes with that. So, so we, I spoke to my boss at the time, and, I said to him, look, I'd like to do some more research into managing knowledge, into how we can retain knowledge in the industry. I don't think I knew it was called knowledge management at the time. So I said to him I think we need to understand to how, you know, we we retain some of this training that we're doing, some of this knowledge. And he said, well, what do you mean? He said, what do you want to do? I said, look, I think I should I could do a PhD, I could start a PhD. And, you know, I, I think times have probably changed since then. And he said, well, okay, that that sounds good. What would you like from me? And I said, I'd like you to pay for it. And I'm not kidding. This was how the conversation went. I remember it distinctly, it was a Friday morning, I went into his office and I spoke to him, and I came away with an agreement for him to fund my PhD or for the institution, obviously for the, for the organisation I was working at, in Liverpool at the time, to fund my PhD and me being quite pushy, I guess, and quite cheeky at times, I said to him, look, you can't do a PhD without having some time to work on it. So I will need some time away from work. And he said, well, what do you need? I said, well, I'll need a day a week. In my mind, I was thinking, if I ask for a day a week, he'll probably negotiate it down to about half a day, which is fine, and I can do that. And he said yes. So I walked out of his office, 45 minutes later, agreement to, for him to fund, for the institution to fund the PhD, for the company to fund the PhD, and a day a week to, to, to study. So that was wonderful. And that was the start of me exploring the idea of further study and academia in a very different guise. My first experiences were as a full time student, no family commitments, nothing. The PhD was very different in terms of, you know, I was married at the time. I had to kind of work responsibilities, so very different journey, I guess. I started my PhD and before I knew it, I was made an offer to do some teaching at the university where I started my PhD, which was Liverpool John Moores. And it just really struck me, Judyth, about the opportunity that that could pose. I was doing very well in financial services and my kind of roles in project management. I could see the growth, the opportunities that, as an Arab Muslim woman, to have an opportunity to be teaching in an academic institution in the UK, to be teaching within the business and management field, not necessarily possibly a humanities, which would have been more and I know this is very kind of stereotypical, but that was the situation. And I took a job. I, I decided to leave industry and start back at the very bottom, doing sessional teaching. And I enjoyed it. I really enjoyed it. I really enjoyed interacting with the students. Getting back into, the literature, understanding, where all of this comes from and trying to get the students to move along with me on that. So I started as a sessional lecturer then, which, you know, for those who are not aware of the idea of a sessional lectures, almost like a on demand, you know, you, depending on the need, you would have the, the hours and the teaching requirement. And then a job came up, and I was invited to apply for the job, and I did, and, you know, I was fortunate to

be made an offer for the, you know, for the, for the, lecturing post, but that came with a, a request along with it. As a condition of employment I also had to do the PG cert, so the postgraduates certificate in learning and teaching in higher education. So at that point, Judyth, I was moving careers, so I'd moved from industry to academia. I was doing my PhD. I was embarking on this postgraduate certificate and I was also pregnant, about to have my, my first child. So you can imagine that I had a little bit of a heavy load, at the time, which was, you know, interesting. And I have to say, the support my husband and my family gave me was immense. But at the end of the day, you know, we lived in Liverpool, we didn't have family in Liverpool. And it was more, I guess, emotional and moral support than actually somebody coming in and helping you to get things done. But I did the PG cert, I had my daughter and continued to work and plod along on the, on the pitch. The it was, a hard journey. It really was a very difficult journey in terms of the time commitments. And I used to wake up at 4:00 every morning. That was the only window of time I'd have. 4:20 till 7:00 was my PhD time. The rest of the day was taken in terms of work commitments or childcare commitments or, you know, just getting on with, with life. So, since that was an interesting and challenging journey, but it was a, it taught me a lot of resilience and a lot of, I guess, strength. I went on to, you know, develop along the academic career. So moving on from, from lecturer, senior lecturer, applied and became a principal lecturer, or reader, as we would, you know, in the UK. And then an opportunity came along to be involved in the development of the doctoral programs at the university. So I had an opportunity to build, I guess, the, the DBA Doctorate of Business Administration, put together the case study, the business case the how do we make this work? You know, the financials, the the market, the feasibility study, etc., etc. And, I led on the development and initiation and setup of the program and thankfully that was successful. So we, I managed the doctoral programs, both PhD and DBA for about eight years actually for the university. And it was such a great learning experience because I had moved from teaching first year, second year students to final year students, to executive MBA, executive masters students, whether it was MBA or otherwise, to working with and developing stronger and longer relationships with PhD or doctoral students more broadly, and I found that to be extremely rewarding. It's wonderful teaching on the undergraduate programs because you see a very different type of student, but the shortlived nature of the relationship, it was, it was three months. They were in for that semester, they took a module and off they went. And they did something else. So for me, the longer relationships with the doctoral programs was where I, with the doctoral students was I really, really enjoyed. And I guess I still miss that. And that's one of the pieces that, you know, having moved on in my career, I don't get to do so much now. And having done all of that, I was then approached, by somebody who I'd met, in a conference who'd actually lost my business card and looked me up on LinkedIn. So a gentleman, called, Kevin, Dr. Kevin Dancy approached me from Oxford University, you know, the consultancy arm of the University of Oxford, UK. They were, consulting on the development of a new

university in Muscat in Oman. And they were looking for a Deputy Vice-Chancellor, Academic Affairs. And he thought it might be a good idea for me to have a think about that position, which I did. And, I interviewed for, for the post, and it all happened ever so quickly, Judyth. I, I interviewed, and during the interview, I felt that it was going a little bit too seriously, you know, and but, you know, they're asking when can you start? At that point, I'd never even been to Oman. So I, you know, I said, look, I think what I need to do is visit and get an understanding of the situation, bearing in mind at that point, I'd spent 35 years in the UK, had never worked anywhere outside of the UK. So I visited and I really liked what I saw. Oman is a beautiful country. It's a beautiful place, beautiful people, very kind, very polite, very aspiring, very high work ethic. So, I interviewed in June, or July even, July, I think. I visited Oman in August, early August. And I moved over in December of that same year, with two young children at that point. So my daughter was 14. My son was, 7. My daughter was 13, my son was 7. And moving to set up a new university from scratch. And when I say a new university, I mean absolutely a new university. It was still on paper at the time. We were securing contracts, agreements, campus students licenses, programs, everything. And it was amazing. As a start-up. It was the then Vice-Chancellor, myself as Deputy Vice-Chancellor Academic, Deputy Vice-Chancellor Finance, and the project manager, and one admin support. So it was a very small team, worked very closely together to develop this brand new university. [00:22:47] So that gave me a breadth of expertise in terms of understanding everything in the academic development of universities, you know, breadth of programs, undergraduate, postgraduate, governance structures, and you name it. [17.7s] To everything in terms of developing a campus, choosing a site, being involved in actual physical development of a campus. I used to go into the site every Thursday morning wearing a hard hat and boots and and go in and walk around and look at, you know, windows and thickness of windows and where do you place the switches, and, and I always say, you know, I was involved in the choice of the tiles for the bathroom. So it was that level of granularity, you know, which is wonderful. It really was, really, you know, building the team, choose, you know, doing interviews, bringing people on, onboarding them, getting them settled. And sometimes you got it right and sometimes you didn't get it right. So there was a lot of of that. 18 months on, I was asked to become Vice-Chancellor. So that was a really important point in my career, not only because of the position of the leadership position, but also because, I was the first and I believe I remained the only female Vice-Chancellor in Oman. And that's a, you know, a position of responsibility on many fronts for us as women, I guess. But but also for, for female leadership, generally for Arab female leadership. So, yeah. So it was something I really enjoyed and, you know, worked hard to ensure that we could really portray the best image possible. Spent five and a half years, beautiful years in Oman, developing the university. And, when I left, we had graduates, we had programs, we had alumni, we had partnerships. We had industry partnerships. We had quite a few firsts, I'm very proud of, and we had a really strong team. So that was Oman. I was, I then moved on to Bahrain, to head up, the Royal University for Women.

Another really interesting piece of the puzzle, in the sense that I'd never worked in an all women's setting. Not a school, not, not a university. Never led anything of that type. So it was amazing to see the energy that an all women's university could bring. The strength of, of, of the ambition that, you know, the breadth of what those girls wanted to achieve was really amazing. So I was there for two and a half years and I really enjoyed it. It was a difficult period because of COVID. I moved during COVID and, you know, moving house is difficult, moving countries even more difficult. But doing all of that during COVID was not wise. But nonetheless, we did that. And then, this opportunity in Birmingham came along, the University of Birmingham in Dubai. And for me, this brought my two worlds together, my understanding of the UK higher education system, having spent 16, 17 years in different positions in, you know, in, in university in the UK, and then my understanding of the Gulf and having worked in Oman and in Bahrain for 8 years now, in this region, having a campus for us as the University of Birmingham, having a Dubai campus is a really strong statement in terms of our commitment to what we want to do, and our commitment to globalisation, to having that kind of broader, delivering our mission, much more broadly at a, on a global landscape. [00:26:44] It brought my two worlds together. [1.2s] And, it was, it really is an amazing opportunity. And I'm really, really privileged to, to be able to represent the university out here in Dubai. So I've been in post now about, seven months. I joined in early January, so I'm actually eight months now. And have enjoyed every single minute of it. It's a huge learning process. Lots to, to calibrate and understand in terms of the broader university, but also how that plays out in, Dubai and in a UAE Gulf setting. And but bringing, drawing on the strengths and multiple strengths of a 125 year old institution into a campus, a brand new campus here. So I guess that's the story. A bit of a long-winded story, I guess now, but I just thought it was important to stop on the...

Professor Judyth Sachs [00:27:39] It's a remarkable story.

Professor Yusra Mouzughi [00:27:43] Thank you.

Professor Judyth Sachs [00:27:43] What, what are the challenges facing higher education in both, the Emirates, but also in, in the Middle East because, in many respects, the job you're in at the moment, you're also having to navigate the challenges facing higher education in the UK, as well as the challenges facing higher education in, in the UAE. So can you talk to me a little bit about the challenges that you're, that the sector faces, but the challenges you face both as a leader and a bilingual leader and a woman leader. How many identities do you need to, and a mother and a wife?

Professor Yusra Mouzughi [00:28:23] Do you know when I used to, when I taught on the doctoral programs, one of the first exercises I did with, the students when they first

arrived was, 20 I am's. The 20 I am's exercise is what I used to call it. I'd give them a blank piece of paper. Paper. No, no computers. And just I'd ask them to write 20 statements, starting with 'I am'. And how do you identify yourself? It's really interesting, actually, Judyth, I don't have any rigorous research, I haven't, I should have done some rigorous research around the differences, but it was very interesting, just kind of very quickly observing how, our male students identified, you know, their first five statements were very much about their identity within a professional world. So I'm a project manager, I am a financial expert. I am this, I am. Whereas the, the, the women tended to identify as, I am a mother, I'm a wife, I'm a daughter, I am, a female. It's really, really very interesting. And in hindsight, I really should have done something with that. But I am, as you've indicated, you know, there are multiple identities that we all have to, to work with and engage with, and it's something that we continue to think about, I guess, and they take different shapes. And as I guess we grow older and develop in our careers, we, we understand which parts of the identity we pull on as and when we need to. But maybe if I continue addressing the identity bit and then we can come back to the, to the broader challenge. Undoubtedly. One of the challenges as a female Arab leader who evidently looks female and looks Arab, is the idea that, I feel that I have to continually reassert my credibility, whereas maybe others don't need to do so much. I'm not sure whether that is, in my own head or whether that's a reality, but I definitely feel I have to do that in the way I dress and the way I conduct myself, and in the way I, approach many situations. So the, the assumption, is always questioned as to why you are there rather than, well, you're obviously there because you are, qualified to be there. So it's having to, to reassert that on an ongoing basis is something that I've made peace with, but, but it's you kind of think that in this day and age in 2024, we shouldn't have to. And I will go back to a quote that Professor Louise Richardson once said to me or a statement she said that I am quoting her. Professor Louise Richardson was the first female Vice-Chancellor of the University of Oxford, UK, and I'd invited her to Muscat to give a, a speech, a, you know, a public lecture. And she said, I will celebrate the day when we no longer celebrate the first woman, anything. And I think that's really quite powerful in the sense that why are we today still saying, you know, the first woman is, you know, but but that's the reality. And we have to accept and move forward with that. I've tried to make sure and I hope I've been able [00:31:49] I'd like to think that I've been at least partially successful, and that part of my responsibility is that I support others, female or otherwise, in terms of creating, that sense of, security and ability to progress, and, and the mentorship and the, and, the role modelling, [23.6s] I guess, but also the ability to have the conversation, to be frank and open about it and not have to hide behind anything. So I like to have that kind of approach, and that's where I've drawn on some of the challenge I guess I've faced throughout. And the other thing to bear in mind is I've really not had any role models in my own life in terms of career. I've had lots of, not lots, a few women who have had jobs around me, but I haven't had in my own immediate circle, I haven't had any career women. So it's been, you know, I'm

conscious of that for that next generation, my daughter and others who are trying to do that, who may not be, having, you know, career women around them. And it comes at a price. And it still comes at a cost and conscious of some of the compromises you have to make. But, you know, it's, it's a worthy, you know, road to go down. So drawing on that identity. Having said that, though, I think, there is a little bit of a misconception in, the wide world around the challenge for women, particularly in education, actually, in this part of the world, education is probably the most welcoming, for women in, in the Gulf and in the Middle East. Generally. It is, education is seen as very much a, vocation for women and something that women do well. So it's evident that, you know, you will get leadership within, you know, female leadership here in the UAE the moment the, the Director General of the KHDA is a woman in Oman, the, the Minister for higher, the Minister for Higher Education as well, actually the Minister for Education are both women in Bahrain, the, the undersecretary for higher, for Higher Education was a woman. So, you know, it is not uncommon to see other women. So you do not go into a room full of of men. There are still occasions, of course, when you go into meetings and it is a room full of men and that's normal. But, you know, there are women in really good high leadership positions who are doing an excellent job of, you know, providing, that road for others. [00:34:34] So I think it's, it's not an untrodden path, but it's a path that needs to be cleared up a bit more, possibly to create that ability to rise along the ranks and maybe not have to make so many compromises along the way. [15.9s] So that's kind of the, the identity piece. And, and I'm sure there's a lot more that we can talk about. But in terms of the sector, I joined higher education about 22, 23 years ago, and it's a very different world. I'm sure you, I mean, you can reflect yourself. It's a very, very different world to the world that I joined when I did. The, the pace of change, I think the two things that strike me, are the pace of change in the wider world. Certainly the size of the challenge is huge, but also the pace of change is really quite immense. And the challenge we as universities have is learning to keep up with that. Universities historically are slow machines to move. You know, you know, they're quite caught up in a lot of, systems and processes and procedures and, and approvals and all of that. And that's there for good reason. But the world is at a stage where we need to rethink some of those in order to make sure that we are able to respond to the developing needs of, you know, of our, market, of our ecosystem, and of our students, our our customers at the end of the day. So I think...

Professor Judyth Sachs [00:36:14] Can you give me a couple of examples, particularly around students, because the student experience is very different for students now than it was for you and then me, even longer ago. So what's, what, what are the challenges facing students that you, in your role and your institution are really grappling with?

Professor Yusra Mouzughi [00:36:36] Well, I mean, the most obvious one and one that's, you know, you can't go to any conference and you can't read any, you know, articles or opinion pieces or anything without coming across in one way or another, is the use of technology in our teaching, in our pedagogy, in our assessment, in our. Technology is here to stay. And technology is actually huge opportunity. That's how we must look at it. We cannot see it as a demon or a devil that is going to, you know, take away all integrity. It is absolutely not. It is a tool that we need to learn to embrace and use more effectively. The challenge is getting our heads around how can we do that and how can we do that and efficiently, effectively? Whilst understanding the need for students to deep dive into some of the, the content rather than surface, you know, what's the, you know what's the summary here, help me out here AI and give me what I need to do to, to pass this, this, this module. So that would be the most obvious example, I think in terms of we as an institution, how can we use technology? How can we use not just AI, how can we use, assessments more effectively? How can we use, you know, development of our material more effectively? Take, for example, if you're teaching something in computer science or in, you know, any of the kind of the tech end of, of the, the STEM. What, if it takes a student four years or three years at best to complete the program, and the program has been approved, at least a year before it was launched. That's four years at best, what's happened to the technology that we're teaching in year four of that four year program, in terms of market relevance? [00:38:42] How can we ensure that we remain relevant? And that what we teach is, more about the skills of learning rather than the actual content. And I think that's, that's the big question for universities now - it is what is really our roles and how can we help students better deal with that. [20.8s] So there are a range of sector, a range of challenges sorry that will affect us. And we're, we're getting there in terms of some of the answers, I think. We're definitely much better at working with, outside of the university sector. So we're much better at building the bridges with industry and building the bridges with other stakeholders and understanding their needs and responding to their needs and and being a little bit more agile in how we interact. And I think that's, that's something I've witnessed since I've joined academia. You know, within those two decades, the links with industry are much stronger and much more robust. And industry also sees, in my view, particularly here in this part of the world, [00:39:52] there are real strides to getting industry to recognise and realise the opportunities within universities. How they can help industry. That probably wasn't the case 15 years ago. Whereas now there is a realisation, oh, they're on our doorstep, you know, all the, all the knowledge we need is there, it's on our doorstep. [20.3s] So what can we do to do that, how can we handle that better? So there are plenty of opportunities. So I'm very optimistic about some of those opportunities going forward.

Professor Judyth Sachs [00:40:25] When, when you were talking, I was thinking about your starting life in, in the business sector. How did that early sort of formation

of you as a professional, in inverted commas, impact on how you understood the world of higher education and how you're navigating it now?

Professor Yusra Mouzugh [00:40:48] Well, so interesting you say that because, I still refer to to how we do business, if you like, in the business world. So you can see it's really quite deeply ingrained in how I have been professionally brought up, if you like. Not only that, I think there is plenty of opportunity for academia in general to learn from how things are done, differently, potentially in a business setting. From a very simple example of having stand up meetings rather than sit down meetings. You know, in insurance that's very common you know, you'd have your meeting standing up, which does make for a shorter meeting, I have to say. But, not necessarily common in academia to things like, you know, breaking up, processes and rebuilding them to ensure efficiency and so on and so forth. One of the things that has, is [00:41:53] directly impacted by my own experience in industry is my commitment to placements and my genuine belief in the importance of, you know, internships. But I'm not talking about six week internships here. I'm talking about, you know, longer embedding of students into a work setting, [19.9s] which helps them really understand and, apply some of the knowledge that they've gained. This was something we had when I was in Liverpool. This is something that I'm very proud to say, I was able to implement for the first time in Oman, and it was a compulsory part of the programme. And it had real positive impacts on student experience and onward employability. And I do think that that appreciation of, our ability as an academic institution to only impact so much. So we, we can only teach students so much within those four walls, and we have to get them out into the big, bad world to learn the realities and then come back and implement and reflect on some of those in their final year. [00:43:07] So I'm a big supporter of, industry relations, industry speakers, industry placements. And that I believe comes from my initial, kind of periods in industry myself. And seeing the value of that, I guess, in my own career. [18.6s]

Professor Judyth Sachs [00:43:28] So, when you're talking I'm now starting to imagine the students in your institution. What do you want students to graduate and what will be the mark of the students from your institution that will differentiate them from University of Wollongong in Dubai and the various other international campuses that are there. So what will be the distinctive mark of the Birmingham Dubai graduate?

Professor Yusra Mouzugh [00:43:55] What a wonderful question, Judyth. We pride ourselves on our ability to bring together really important elements of the educational portfolio. So it is not only the content, which is obviously the, kind of the cutting edge in terms of where the world is at in that particular discipline, but that is fed through, high level research. So it is informed by the highest level of research. So we're very

much at the top. So we're number eighty in the world globally as an institution. We're number 80 as per the QS. Now that tells you a little bit about where we are in terms of our research and also our research ambition. As an institution we have an ambition to be within the top 50 by 2030. So you can see the focus on research. But that's not just research for pure research, for the sake of pure research, it is research that feeds into our teaching, and that will ultimately impact how our students engage with the material that they've been exposed to. So that's one element of what would define a University of Birmingham student. In fact, whether it's Birmingham Dubai or Birmingham UK, it is a, you know, it is a, that is what we aspire to do for all students. So it's one university, two different campuses. So that's in terms of the, the educational part in, the content and discipline specifics. But actually it is much broader than that. It is about the exposure that students have, to a very, very broad set of, experiences of, you know, extracurricular activities. As a campus, we have over 96 nationalities on campus. So the diversity whilst, is not only replicated in Dubai because it is a very diverse city, but actually it's also reflected on campus as well. We create opportunities for the students to, you know, travel across campuses, but also beyond to our other partner institutions. So that's the other, you know, distinctive feature is that our students are able to really tap into, experiences beyond the direct University of Birmingham, Dubai. But it is about challenging students. It's about helping them step outside of their comfort zone and giving them the, the knowledge, the skills, and the soft skills that they will need going for the properties, the, the soft skills that, that they will need going forward for their global presence. So we're not creating students who will only be able to, you know, get a job in the UK or get a job in Dubai. [00:47:00] We are creating, you know, graduates and alumni that are global players. And that's what it's all about. That's the difference that we're, making. [10.6s]

Professor Judyth Sachs [00:47:13] I've got two more questions. If there was one thing that you could do to support students in your university now? What would that be?

Professor Yusra Mouzugh [00:47:25] One thing I could do to support students. I hope I'm, I would have lots of opportunities to support students in many different ways. I think one of the things we could all get better at is getting students to, really embed in campus life. And that's when I say campus life, it's not just the University of Birmingham Dubai, but universities in the region more fully to really, utilise campus life more fully so that it is the extra curricular, it is the sporting, it is the clubs and we are, we're privileged with the number of clubs and activities that go on. But the, that for me is something if I had possibly if I had my time again I'd do more of that. And it's something that I would want for my students as well, because you can get carried away with, with the, you know, the importance of the academic. Probably not not correct for me to say this, it is very, it is very important to to focus on your academics, but also it is also equally important to, to focus on, your, your ability to engage with campus. But I would also add to that Judyth, that we have a lot of, postgraduate

students as well. So it's really important that we, allow students to, or appreciate the different, requirements set for students at different stages. [00:48:58] Having done my, my own PhD as a mature part time, you know, student with, with work commitments and family commitments, the appreciation of students at different stages in their careers is really important as well. So I think that's something that we generally as institutions, we need to be more conscious of. [21.0s]

Professor Judyth Sachs [00:49:20] The last question is actually getting back to you. What advice would you give to your younger self?

Professor Yusra Mouzughi [00:49:29] Gosh, if I had my time again, I guess I would say that, I probably took myself too seriously. I was very focussed on, doing the next thing and what's like, you know, getting the degree or doing well in the degree or, you know, passing that next exam or getting that next job and, and whatever. And I forgot to enjoy the ride sometimes along the way. You know, I forgot to, if I had my time again I'd probably think more carefully about the amount of stress I was putting into some of those, activities, but that's easier said than done. That's the, you know, the beauty of hindsight, I guess, I, I'm privileged. I'm very thankful for the journey that I've had. But yeah, there are times when you think, oh, slow down a little. That's what I would probably tell myself.

Professor Judyth Sachs [00:50:29] Thank you for letting me spend 48 minutes of absolute joy with you this afternoon. I hope that you've enjoyed the conversation as much as I have.

Professor Yusra Mouzughi [00:50:41] Absolutely, genuinely. Thank you so much, Judyth. I've really enjoyed it.

Professor Judyth Sachs [00:50:45] And I hope that our paths do cross at some stage.

Professor Yusra Mouzughi [00:50:48] Likewise.