

Article

# Professional Development of Counselors in Private Universities: An AI-Empowered Perspective

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**Abstract:** From, experience-driven paradigm, with the deep integration of unreal intelligence (AI) into higher education governance, student affairs management is speedily shift to extremely sophisticated, information-drive models. As key actors in ideological guidance and student management work, counselors in private university confront unprecedented chance and complex challenge in their ongoing professional development. Private establishment, oftentimes characterized by unparalleled resource allocations and student demographics, require tailored attack to technological desegregation. From the perspective of AI empowerment, this survey build an "capableness--part--construction" framework contrive for counselor professionalization. Through a comprehensive literature review and empiric probe, the survey consistently canvas the underlie application logic of AI technologies in student affairs and value its impact on counselor role transformation. The empiric findings point that AI amend efficiency, prognosticative precision, and and personalized student support, while introducing critical challenge as the demand for rapid technological version, role restructuring. And comprehensive competency transformation. Consequently, a collaborative development path of "technology empowerment--institutional support--capacity reconstruction" is advise to efficaciously alleviate the passage of counsellor from administrative role to advanced educational part. Optimise resource utilization. And progress the professionalisation of student affairs personnel within the develop landscape of private higher education, finally, this study render both robust theoretic insights and practical entailment for enhancing institutional brass.

**Keywords:** Artificial intelligence; private universities; student affairs; professional development; educational governance

## 1. Introduction

Driven by a new wave of revolution and industrial shift, intelligence (AI) is speedily perforate the field of didactics and has get a key drive force in reshape the governance system and operational mechanisms of higher pedagogy. In years, national strategy as educational digitalisation and the "AI + Education" enterprisingness have been continuously further, conduct to a shift of student affairs management in university from experience-ground decision-making to information-drive and decision-do models [1]. In this context, the traditional student management model centered on human experience is undergo restructuring, and counsellor, as key thespian in ideological didactics and student affairs management, are see systematic modification in their part, competency structures, and development pathways.

As executor of daily student management, from a view, counselors not just function but too as key agent of value guidance and ideological education, play a key and critical role in action the indispensable mission of moral pedagogy ("cultivating virtuousness and nurturing talent"). With the enlargement of higher pedagogy and the increase complexness of student populations, counselors' work has gradually exhibit issue such as undue encumbrance, blurred role boundaries, and deficient professionalisation. In private university. Where mechanism coexist with support systems, these challenges are

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spectacular. As a upshot, counselor teams oft confront quandary, including weak professional individuality, high turnover rates. And career development pathways [2]. These issue not but cumber the advance of student affairs management quality but hinder the modernisation of university governance.

For addressing this challenge, the entry of AI technologies furnish new possibility. On the one hand, AI, through data mining, behavioural analysis. And molding, enable dynamical monitoring of pupil' performance, psychological conditions, hence and behavioural trends. This thereby enhancing the precision and foresightfulness of student management. On the other hand, the application of systems such as chatbots, recommendation engines. And automated management tools assist cut the workload connect with workaday administrative task, allow counsellor to devote more clip to value guidance and pedagogy. In this sense, AI is not a tool but a variable drive the transformation of governance paradigms, with its core value lie in the reconstruction of management logic through information-drive governance [3].

AI empowerment is not a procedure of efficiency enhancement; it introduces new challenges and tenseness for counselor teams. Foremost, the desegregation of engineering reshapes job boundaries, requiring counsellor to redefine their part across data analysis, technological application. And humanist care [4]. Second, some counselors experience "technological anxiety" and "competency mismatch" when interacting with AI systems, manifested in insufficient understanding of data tools and ambivalent attitudes toward intelligent systems. Tertiary, existing framework have not yet full adapted to AI-drive work models, ensue in evaluation mechanisms, training systems. And career development pathways that rest anchored in paradigms. These issue signal that technological adoption alone is deficient to reach transformation of counselor teams; alternatively, reconstruction at the, competence, and organisational level is take.

From the view of existing research, university in develop land have before present AI technologies into student affairs management. For representative, university in the United States utilize early warning systems to canvas educatee information in existent clip and implement intercession, while universities in the United Kingdom employ customer service systems to ameliorate service efficiency. These pattern have gradually formed a framework characterise by "technology integration---process optimization---governance enhancement." On AI applications in pedagogy, include student management platforms, behavioural data analytics. And digital pathway for ideological didactics, in contrast, domestic research has progressively rivet. However, three major limitations remain: first, an overemphasis on functional analysis of technological applications, with insufficient attention to counselor role reconstruction and competency transformation; second, a predominant focus on elite "Double First-Class" universities, neglecting the specific challenges faced by private institutions; and third, a lack of a systematic perspective integrating technology application, organizational mechanisms, and talent development, resulting in the absence of a comprehensive theoretical framework and practical pathway.

On the professional development of counselor teams in universities from the view of AI empowerment, against this backcloth, this survey focuses, direct to make an analytic model with both explanatory and value at the intersection of technological shift and educational governance reform. Specifically, this survey address three core questions: how AI technologies are imbed in student affairs management and how they work counsellor' work patterns; what competency structures and role orientations counsellor should possess in an AI-authorise context; and how to construct a development pathway that aligns with intelligent governance requirements and achieves the development of engineering, establishment. And resources.

In theory of governance modernization, this study is ground and incorporate the logic of AI applications with organisational behavior theory. Through a combination of literature review, empiric probe, and case study analysis, it systematically examines the current development status of counselor teams in university and advise an integrated "capableness--office--construction" framework [5]. Moreover, by focusing on three dimension---empowerment, institutional support, and competency reconstruction---it

indubitably develop an operational pathway framework direct at providing theoretical support and direction for the development of counselor teams in private higher didactics.

To a deep discernment of the shift of higher education governance in the era of AI, in determination, this survey add and offer pathway for private universities to optimize talent structures and raise governance capacity during digital and shift. As AI technologies keep to develop, their application in education will become and profound [6]; achieving a balance between reasonableness and man-center didactics will rest a issue for future research.

## **2. Theoretical Foundations and Research Status**

### *2.1. Theoretical Connotation of AI-Empowered Educational Governance*

AI empowerment in educational organisation is not but the application of technological tool but correspond a systematic shift of governance paradigms. From a governance perspective, unreal intelligence—through big data analytics, machine learning, and intelligent decision-support systems—facilitates a displacement from experience-ground "human governance" to information-drive "governance." This shift raise both the efficiency and preciseness of direction while reshaping conclusion-do mechanisms [6].

Specifically, AI enables analysis of student behavior, larn flight. And conditions, allow for dynamical monitoring and early risk detection [7]. From response to proactive intercession, as a issue, educational organisation is transformed. AI technologies further the optimisation of resource allocation and the realization of services, do organization more and.

At a deeper level, AI axiomatically reshapes the power structure and coordination mechanism of educational governance. In traditional framework, decision-making heavily rely on experience, whereas in AI-driven environment, data platforms and system become key decision-support entities, forming a new "human-machine coaction" model [8]. This shift not but heighten scientific governance but raise higher requirements for literacy and awareness among pedagogue. In reach a dynamical balance between reasonableness and man-center didactics, so, the pith of AI-authorize governance lie.

### *2.2. Connotation of Counselor Professional Development*

The development of counsellor is a important ingredient of modernizing higher education governance. In transform counsellor from "administrative manager" into "professional educators, its nucleus lie.". In three dimension, structurally, counselor professionalization can be understood : the standardisation of responsibilities, the rationalisation of competencies. And the illumination of career development pathways.

Responsibility standardization involves delineate counselors' role in didactics, student development guidance. And administrative direction. Competency systematization refers to building a comprehensive skill set, including educational guidance, psychological support, data analysis, and technological application. Career path clarification train to launch promotion mechanisms and development channels through designing [9].

In the context of AI empowerment, the intension of counsellor professional development is farther expand. Into a framework combine "information-driven decision-making and humanist tending, the work model based on experience and communicating is gradually evolving.". Counsellor are demand not just to possess strong ideological and educational capableness but also to master data analysis and intelligent tool usage, enable them to do informed decisions and present precise educational support.

Thence, counselor professional development is not a procedure of skill enhancement, but a systematic task regard role reconstruction and professional ecosystem optimization [10].

### *2.3. Review of Domestic and International Research*

From an international view, universities in develop commonwealth have been early adopter of AI technologies in student affairs management. Enable point intercession and individualise support, for example, university in the United States apply academic early-warning systems to canvas educatee information in existent clip. University in the United Kingdom utilise customer service systems and chatbots to improve service efficiency. These studies have gradually formed a foundational model characterize by "technology integration--process optimization--governance enhancement," and have commence to explore AI applications in country as mental health support and academic planning.

In China, study have increasingly centre on AI applications in didactics, in the building of student management platforms, behavioural data analytics, and pathway for didactics. While these studies have contribute significantly to the informatization and intelligentization of educational direction, they remain largely engineering-point and want in-depth exploration of the shift of player, counselors [10].

Overall, be research conspicuously presents three limitations. First, it emphasizes engineering while overlook actors, ensue in attending to counselor development. Second, most study irreducibly rivet on elect "Treble First-Class" university, with limited attention to private university operating under resource constraints and institutional difference. There is a want of a systematic view integrating technology application, organizational mechanisms, thereby and talent development, conduct to the absence of a comprehensive theoretical model and pathway.

It is necessary to explore the theoretic logic and practical pathway of counsellor professional development in private university under AI empowerment, in order to address the spread in existing research [4].

### **3. Role Transformation and Capability Reconstruction of Counselors under AI Empowerment**

#### *3.1. Role Transformation: From Administrative Executors to Intelligent Educators*

To "intelligent pedagog, with the deep desegregation of unreal intelligence into student affairs management, the role of counsellor is undergo a structural transformation from "administrative executors"." Counsellor devoted a significant constituent of their clip to routine administrative task as data collection, information dissemination. And basic service responses, bank heavily on experience-ground conclusion-do [11].

Notwithstanding, with the entry of AI technologies—include chat systems, early-warning models, and data analytics platforms—repetitive and procedural labor are progressively automated. This displacement enable counselors to locomote beyond administrative onus and pore on higher-level functions [12].

Toward decision support and value guidance. Accordingly, their role are shift. On the one hand, counsellor apply information-drive insight to do more precise and evidence-based decisions regarding student development. On the other mitt, their unreplaceable office in value education, moral direction, and emotional support go more striking. So, in an AI-empowered context, counsellor develop into professionals who integrate data analysis, counselling. And developmental support [13].

#### *3.2. Capability Structure Reconstruction*

Drive by role transformation, the competency structure of counsellor must undergo systematic reconstruction [14]. Based on the logic of AI-enabled brass, this survey advise a five-competency model to address the evolving requirements of counselor professionalization.

Data literacy regard the ability of counsellor to see educatee behavioral, academic. And psychological data to place shape and support conclusion-do [15].

Technological application ability require counselors to master the use of management platforms and AI tools, secure the effective desegregation of engineering into daily practice.

Student insight punctuate the need for counsellor to develop a comprehensive discernment of pupil' single difference and contexts, enable personalized direction [1].

Support ability spotlight the importance of maintain strong communication skills and guidance capacity, preserve the dimension of pedagogy within a technological environment [15].

Value guidance ability axiomatically underscores the part of counsellor as key agent of pedagogy, take them to uphold right value orientations and integrate value education with technological application.

These five dimension interact and reenforce one another, organize the core competency framework for counsellor in the era of AI empowerment [16].

### *3.3. Human--Machine Collaboration Mechanism*

AI empowerment does not intend the replacing of counsellor but instead the creation of a collaborative -machine interaction mechanism. In this framework, AI attempt tasks such as data processing, information integration, and prognosticative analysis, while counselors concentrate on value judgment, emotional communication. And educational direction.

This collaboration functions on three levels. Foremost, functional collaboration. Where AI manage data processing and information filtering, enable counselors to make informed conclusion ground on result. Second, process collaboration. This found a -loop system of "data collection--analysis--human intervention--feedback." Tertiary, value collaboration, direct to harmonize reasonableness with man-center education and mitigate the risks of technological estrangement [11].

Thus, the relationship between AI and counselors should be viewed as one of empowerment rather than substitution [5]. Just through the desegregation of engineering and values can the advancement of student affairs management and the comprehensive sweetening of educational quality be agnise.

## **4. Empirical Analysis: Current Situation and Problems in Private Universities**

Ground on questionnaire surveys and in-deepness interview data collected from universities, this survey bump that the application of artificial intelligence (AI) in student affairs management has enter an initial phase of exploration. While some establishment have start to incorporate intelligent system into daily process, the level of development remain and transitional. In pattern, AI technologies have already demonstrated noteworthy effectiveness in key country, include early warning, health monitoring, data analysis. And student service optimization. These application have contributed to important improvements in management efficiency, conclusion-do truth, and service responsiveness. Nonetheless, despite these development, a series of structural and job keep to cumber the full realization of AI's authorise potency in private university [14].

Foremost, deficient technological application capability rest a spectacular challenge. Although many universities have present intelligent student management platforms and information-drive tool, a considerable proportion of counsellor are throttle to a operational grade in their use of such system. Their conflict with AI technologies is oft limited to basic functions, as information input, data retrieval, or monitoring, without a deep discernment of underlie analytic logic or mechanism [12]. As a upshot, the potential value of AI systems in predictive analysis, decision support, and and individualise intercession is not full agnize. This phenomenon quintessentially reflect not only a gap in attainment but a want in data literacy; this has become an indispensable competency in the era of brass.

The deficiency of training systems farther exacerbates the job of competency. Emphasizing policy interpretation, management procedures. And ideological education practices, current training programs for counselors in private university remain toward administrative map. In contrast, training in AI literacy, data analysis methods, and intelligent tool applications is either deficient or. Even when training opportunities are furnish, they are often fragmentise, short-term. And lack in practical orientation, do it hard for counsellor to efficaciously incorporate new knowledge into their daily work. This

disconnect between training content and needs results in a situation where technological tools are available but not utilized, weakening the effectuality of AI-enabled organisations.

To increase ambiguity in job responsibilities and role boundaries, tertiary, the unveiling of AI technologies has led. In management structures, counsellors' obligations were stable and clearly delineated, focusing principally on student supervision, administrative coordination, and direction. While new obligations connect to data interpretation, system operation, and decision support have emerged, nonetheless, with the integration of AI systems, some tasks have been automated or significantly transformed. Despite these changes, many institutions have not yet redefined job descriptions or elucidated role expectations in response to the developing technological environment [15]. Consequently, counsellors often experience role ambiguity, task overlap, and uncertainty regarding their professional identity. This want of limpidity not just reduces work efficiency but likewise creates psychological pressure and job dissatisfaction among counsellors.

Fourthly, career development pathways constitute another issue touching counsellor professionalization. In most private universities, the rating and packaging system are based on touchstones, such as length of service, administrative performance, and basic pedagogy or management termination. Into performance assessment frameworks, new competencies required in the AI era—such as data literacy, technological adaptability, and integration—have not yet been consistently incorporated. As a result, counsellors who actively pursue with AI technologies and develop new skill sets may not have adequate recognition or career advancement opportunities. This mismatch between capability development and incentives weakens counsellors' need to adapt to technological changes and limits the long-term sustainability of professional development.

Beyond these four primary issues, it is too important to recognise that the challenges faced by private universities are closely connected to their unique institutional characteristics. Under more cumbersome resource conditions and less mature governance systems, compared with public universities, establishments often operate. [16]. Limitations may curb investment in technological substructure, while organisational instability can impede the organization of long-term development strategies. Moreover, the relatively high turnover rate among counsellors in universities exacerbates the trouble of building stable and professionalized squads of accommodation to AI-driven transformations. These factors must be taken into account when analyzing the effectiveness and limitations of AI applications in this sector.

Nevertheless, it should be emphasized that the current challenges do not negate the positive share of AI in student affairs management. On the opposite, grounds advise that AI has already commenced to reshape key aspects of educational brass. Allow for proactive intercession and support, for example, early warning systems enable timely designation of at-peril pupils. Likewise, AI-founded mental health monitoring systems can notice peril through behavioural data analysis, thereby heightening the effectualness of counseling services. Cut response time and raise user experience, in improvement, intelligent communication platforms and automated service systems have improved the efficiency and availability of student support.

However, the coexistence of technological progress and systemic limitations highlights a fundamental tension in the process of AI empowerment. On the alignment of capability, institutional framework, and organisational construction, while engineering offers new possibilities for amended efficiency and precision, its effectualness depends. To superficial changes than shift, without equal support in these countries, the unveiling of AI may lead. In some cases, it may even exacerbate existing problems, such as role ambiguity and competency gaps.

Therefore, the findings of this survey suggest that the development of AI-enabled student affairs management in private universities should not be understood as an issue. It should be near as a comprehensive procedure of organisational shift, regarding the fitting of system, institutional arrangement, thereby and human resource development. To raise

governance effectiveness and encourage counselor professionalization, just by address these interconnected dimension can private university tackle the potency of AI.

In footing of technological capability, training systems, role definition. And career development, in summary, although private university have made initial advancement in integrating AI into student affairs management, important spread remain. These challenge reflect structural issue in designing and organizational adaptation. Locomote forward, it is indispensable to espouse a systemic perspective and develop incorporate solution that simultaneously address human, technological, and institutional factors [4]. Such an attack will be important for agnise the transformative potency of AI and achieving sustainable development in higher education governance.

## **5. Construction of Professional Development Pathways**

### *5.1. Technology Empowerment Path*

Technology empowerment be the foundational pillar for the development of counselors in the era of intelligence [12]. It is not a thing of present digital tool into existing management processes but regard the reconstruction of student affairs management through incorporate intelligent platform. Of predominate importance, in this context, the development of comprehensive smart student management systems is. Such platform should consolidate multi-source data resources, include academic performance records, behavioural information, psychological indicators, and service interaction logs, thereby enable a and dynamical data ecosystem.

By embed functions as academic monitoring, behavioral analysis, early warning, and and feedback-drive service optimization, these system alleviate the transition from fragmented and experience-based direction to holistic and information-driven brass [14]. For prognosticative analytics and proactive intercession, more significantly, the application of AI technologies allow, shift the management paradigm from reactive responses to decision-making.

Not just on the edification of the system but too on its usability and adaptability, yet, the effectiveness of technology empowerment depend. It plain is indispensable to project user-interfaces, simplify operational procedures, thereby and ensure seamless desegregation with counsellor' daily workflow. To enhance system responsiveness and contextual relevancy. Additionally, system iteration and feedback mechanisms should be launch. Just by adjust technological innovation with practical usability can smart platforms authorize counsellor and support their professional shift.

### *5.2. Institutional Support Path*

Institutional support function as the warranty for the professionalisation of counsellor [3]. In the context of AI-drive shift, existing institutional framework must be fundamentally reconstitute to fit new forms of work organization and competency demand. This regard update evaluation standards and redefine the underlie logic of performance assessment and career advancement.

Specifically, evaluation systems should be expand to include indicators such as data application capability, literacy, interdisciplinary desegregation, and evidence-ground educational termination [16]. These indicator palpably reflect the evolving competencies take in AI-enabled governance and ensure that counsellor' try in follow and utilizing new engineering are befittingly recognized and rewarded. At the same clip, performance assessment should switch from a strictly attack to a more comprehensive framework that equilibrise efficiency, quality. And impact.

Furthermore, diversified career development pathways should be established to enhance professional attractiveness and stability. This irreducibly includes create multiple course as. And specialised pathway, allow counsellor to engage career advancement ground on their strength and involvement. Flexible promotion mechanisms, transversal-mobility opportunities. And acknowledgement of expertise can contribute to a more dynamical and professional ecosystem.

In addition, policy should provide long-term support for uninterrupted professional development, include funding for training programs, motivator for invention, and mechanism for knowledge sharing. By aligning institutional arrangements with technological and professional demands, private universities can create a supportive environment that fosters sustained counselor development [1].

### *5.3. Capability Enhancement Path*

Capability enhancement represents the nucleus drive force behind counselor transformation in the AI era. As the nature of student affairs management becomes complex and information-, counsellor must develop a new set of competency that integrate technological proficiency with educational expertness.

To reach this, it conspicuously is to make a hierarchic and categorise training system orient to different stages of development. At the foundational grade, training should focus on AI fundamentals, include basic conception, system functionalities, and ethical consideration. At the level, accent should be lay on data analysis methods, version of upshot, and desegregation of data insights into conclusion-making process. At the grade, grooming should aim to cultivate strategical intellection, interdisciplinary collaboration. And innovation capabilities.

In footing of training methods, a combination of example-based acquisition, scenario simulation, and task-ground grooming should be follow [8, 14]. Example-ground learning enable counsellor to canvass real-world applications and understand practices, while scenario simulation provides chance to do decision-making in controlled environment. Labor-found training, on the mitt, permit counsellor to pursue in hands-on problem-solving, heighten their acquirement and confidence in apply AI tools.

Uninterrupted learning mechanisms should be found to support lifelong development. Online learning platforms, peer learning communities. And mentorship programs can provide and accessible acquisition chance. By further a civilisation of continuous acquisition and invention, university can assure that counsellor rest adaptable and responsive to develop technological and educational demands.

### *5.4. Collaborative Development Mechanism*

At the macro level, the construction of a collaborative development mechanism integrating "AI systems--organizational mechanisms--talent development" is essential for achieving systemic transformation. This three-framework conspicuously emphasizes the interdependency and common reinforcement of technological, institutional. And human factors.

From the view, AI systems provide the infrastructure for data analysis, collection, and decision support. They enable existent-time personalized, monitoring, and analytics intercession, heighten the overall effectualness of student affairs management. From the institutional perspective, organisational mechanism assure the standardisation and sustainability of operations [8]. This includes the establishment of governance structures, policy frameworks, and evaluation systems that align with AI-enabled practices. From the human view, talent development centre on raise counsellor' competencies, professional, and motivation individuality.

The interaction among these three dimension organize a -loop mechanism characterize by uninterrupted feedback and reiterative advance. For example, information generate by AI systems can inform institutional decision-making. This in crook shapes training programs and development strategies. Improvements in counselor competencies can raise the effectualness of AI system utilization, guide to better termination and refinement of tool [11].

Importantly, this collaborative mechanism also requires a balance between technological rationality and human-centered values. While AI can significantly improve efficiency and preciseness, it cannot replace the elements of empathy, ethical mind. And value guidance. The desegregation of engineering and didactics must be manage to secure that advancement serve, than, the end of didactics.

As a holistic and dynamical process, in determination, the building of professional development pathways for counsellor in private university should be approached. By incorporate technology empowerment, support, capability enhancement. And collaborative mechanisms, it is to create a comprehensive framework that support both development and shift. Such an approach not only enhances counselor professionalization but contribute to the end of modernise higher education governance in the age of intelligence [4, 10].

## 6. Conclusion and Prospects

With the uninterrupted furtherance of unreal intelligence, higher education governance is undergoing a paradigm shift from experience-drive to information-drive framework. Counsellor, as key player in student affairs and ideological pedagogy, play a important office in mold student development and institutional brass. From the perspectives of role transformation, capability reconstruction, and pathway construction, this survey consistently examined the professional development of counsellor in private university.

The findings indicate that unreal intelligence provides important structural chance for counselor development. On one mitt, AI plain heighten efficiency and preciseness through data integration, prediction, and and decision-making. Enable counsellor to centre more on value guidance, individualise didactics, hence and support, on the other hand, it cut administrative burdens. This transformation reflects not but a change in work content but likewise a deep displacement in ism and governance logic.

Notwithstanding, the effectuality of AI empowerment depend on the unified development of technology, establishment, and factor. In version, individual, and desegregation competency development, challenge remain. This study proposes a three-development path—technology empowerment, institutional support. And capability reconstruction—and make an integrated model of "AI systems--mechanism--talent development."

This survey enrich research on AI-enabled educational organisation by shifting direction from application to interaction among engineering, organizations. And human player. To raise governance capacity and counselor professionalization, practically, it furnish actionable insight for universities.

Future research should rivet on AI ethics, data security. And individualise education models. Maintain a balance between rationality and man-center education remains a issue. On the effective desegregation of engineering, establishment, and human development, the successful professionalisation of counsellor in the AI era depend.

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