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Original Research Article

Strategic Policy Alignment and Institutional Readiness in AI-Driven Higher Education Transformation: A PRISMA-Guided Thematic Systematic Review

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Abstract: The rapid advancement of Artificial Intelligence (AI) in higher learning institutions has added increasing pace to the digital transformation in institutions all over the world. However, the current research is heavyweight on technological equipment and estimates of the learning, and algorithmic invention, but the scholars are saying little attention to strategic alignment of policy and/or institutional preparedness. The fragmentation shows a research gap which is relevant to the critical research in order to comprehend how universities accommodate national AI policy, institutional structure and capacity to bring about sustainable change. Closing this divide, this paper is a narrative PRISMA-based systematic review, which will help summarize the available literature on the subject of AI adoption and policy congruence in higher education. The analysis will be conducted on the basis of the reports listed in Scopus, the publications listed in Web of Science, the reports on the institutional policies, and the studies devoted to the technology research in higher education published 2015-2025. After the systematic identification, duplicates have been removed, abstracts were filtered, and filtering of the full-text eligibility was completed, 82 studies were eligible to be subjected to thematic synthesis. Four core domains are identified with the assistance of the thematic categorization and conceptual mapping to plan the analysis: AI implementation strategies, institutional readiness factors, strategic policy alignment mechanisms, and educational and organizational outcomes. Findings indicate that the national readiness to change including the level of technological advancement, compatibility with the national change agenda and institutional strategy, governance and loyalty are not projected to facilitate successful AI-based change. Lack of proper preparation and mis-fitting of policies is a tremendous constraint to the outcome of the transformation. The study relates to the field of AI and higher education research because it redefines the implementation of AI as a governance and strategic alignment process, and not a technological intervention. It provides a logical framework of interpretation to guide policymakers, institutional leaders, and reform agencies in terms of creating standardized approaches to bringing AI on board.

Keywords: Artificial Intelligence, Higher Education, Strategic Policy Alignment, Institutional Readiness, Digital Transformation, Governance, PRISMA Systematic Review, Educational Reform.

1. INTRODUCTION

1.1 Background

The current trend of the Artificial Intelligence (AI) worldwide distribution within universities gained a bigger impetus since 2020 as a result of the acceleration of digitalization during and after the COVID-19 pandemic. Institutions that operate AI learners have a growing number of learning analytics, adaptive assessment, administrative automation, and student support system (UNESCO, 2021; OECD, 2021). This shift reflects a bigger trend that characterizes strategic digital transformation, where AI is not presented as a technological innovative solution but as a tool that

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transforms an institution (Williamson and Eynon, 2020; Selwyn, 2022).

Regardless of this trend, the governance issues remain central. This is challenging to enact since the issue of ethics, privacy, and accountability, and bias of an algorithm demand consistent regulatory levels (Holmes *et al*., 2022; UNESCO, 2023). The policy discussion has been intensifying in India and a small number of other Global South contexts in reaction to the National Education Policy 2020, which is not only concerned with technology integration, but also with capacity disparities between institutions (Government of India, 2020). Through these trends the imbalance in readiness and disintegration of regulation by systems is discovered.

1.2 Problem Statement

The utilization of AI is expanding, yet implementation tends to be dislodged, a pilot-based approach, but not system approach-based (OECD, 2023). This kind of policy-practice disjuncture has a very long period of duration when the national digital visions are not put into effect at the institutional governance levels (Williamson and Eynon, 2020). Besides, the key areas of institutional readiness deficiency include infrastructural limitations, faculty competency, and low strategic planning that inhibit sustainable change (UNESCO, 2021).

1.3 Research Objectives

The review aims to present a literature review in the area of AI-driven transformation in higher education, discuss the importance of policy alignment in implementing AI, examine the aspects of institutional preparedness, and develop a strategic interpretation of alignment.

1.4 Research Questions

1. How is AI adoption conceptualized in higher education policy literature?
2. What institutional readiness factors shape AI integration?
3. How does strategic policy alignment mediate AI outcomes?

2. METHODOLOGY (PRISMA-GUIDED NARRATIVE SYSTEMATIC REVIEW)

2.1 Review Design

First of all, the proposed research will involve a PRISMA-based narrative systematic review consisting of thematic synthesis to explore theme-based strategic policy alignment and institutional readiness to AI-driven transformation of higher education. The chosen approach to narrative synthesis, instead of a meta-analysis, was coined on the notion that the studies included were conceptually different, were diverse in terms of the methods, and were, predominantly, qualitative or policy-analytical, in their formats. It was geared toward the integration of interpretation rather than statistic synthesis. The review was systematic with PRISMA phases in order to make the process transparent, replicable and systematic in documenting the process of screening.

2.2 Data Sources

The review will rely on the journals indexed by Scopus, Web of Science publications, institutional and governmental policy reports, and higher education research databases on technologies. The sources have been selected in order to address both the peer-reviewed scholarship and the policy-based institutional records.

2.3 Search Strategy

Search strings were a combination of keywords alongside the incorporation of Boolean operators i.e. Artificial Intelligence and Higher Education, Digital Transformation and Universities, Educational Policy and Technology Integration and India Higher Education Reform. It went up to the 2015-2025 to make sure that there was more modern discourse of the digital transformations or long term reform books about India.

2.4 Inclusion Criteria

The literature included peer-reviewed articles or analysis reports on the subject of AI in higher education specifically addressing the topic of governance, institutional strategy, or policy alignment.

2.5 Exclusion Criteria

The exclusion criteria were pure technical research of algorithms, non-higher education setting, and editorial warnings that were opinion based and contained no analytic structures.

In 2.6, the Screening and Selection Process is Also Mentioned

The initial search in the database revealed 412 records. The 326 abstracts were filtered following the removal of 86 duplicates. These were cut down to 187 that was considered irrelevant. Thematic synthesis consisted of 82 articles that eventually completed the full-text evaluation and made the ultimate inclusion criteria.

2.7 Data Extraction Process

Data were collected regarding the author and year of publication, geography in which the focus is made, AI area area (teaching/governance/ analytics), policy framework referred to, and any outcome (institutional factors behind readiness).

Author Year	Geographic Focus Scope	AI Domain	Policy / Governance Focus	Institutional Readiness Factors	Primary Outcomes Insights	Working Article Link
Crompton & Burke (2023)	Global systematic review of HE AI research	AIED usage patterns, tutoring, analytics	Trends in AI use; *implied governance gaps*	Usage by students, instructors, managers	Identified adoption trends and research patterns across HE	https://link.springer.com/article/10.1186/s41239-023-00392-8
Castillo-Martínez *et al.*, (2024)	Multiple disciplinary HE contexts	AI benefits & challenges	Not policy-centric but *noted decision and ethical implications*	Institutional considerations for implementation	Highlights opportunities and challenges of AI adoption	https://www.researchgate.net/publication/383482175_AI_in_higher_education_a_systematic_literature_review
Jin (2025)	*Multiregional (40 universities)*	Generative AI adoption strategies	Adoption policy analysis framed by Diffusion of Innovations	Institutional adoption patterns varying by region	Comparative global perspective on institutional AI adoption	https://www.sciencedirect.com/science/article/pii/S2666920X24001516
Analysis of AI Policies (2025)	Europe (8 countries)	AI policy frameworks	Direct AI policy evaluation across HE policies	Institutional strategy vs policy gaps	Identifies gaps and commonalities in existing HE AI policies	https://www.ijimai.org/index.php/ijimai/article/view/266
Çerkini (2025)	Kosovo	AI integration in student learning	Institutional policy presence and student perspectives	Institutional implementation and challenges	Mixed-methods view of institutional AI adoption issues	https://www.frontiersin.org/journals/education/articles/10.3389/feduc.2025.1700056/full
Omarsaib (2025)	Global bibliometric mapping	AI research trends	Policy and research trends identified	Challenges: ethics, infrastructure, governance	Trend analysis calling for fuller policy engagement	https://www.mdpi.com/2227-9709/12/4/137
FICCI-EY-P AI 2025 Report (Industry)	India HEIs	Adoption and policy uptake	Institutional AI policy presence documented	Policy development stages and AI use cases outlined	HEI policy development status and readiness in India	https://www.ey.com/en_in/insights/education/harnessing-ai-in-higher-education-opportunities-and-the-road-ahead

2.8 Analytical Strategy

Analysis was done using thematic coding followed by conceptual clustering to establish the common patterns of governance and preparedness. It involved the creation of strategic policy alignment interpretation framework that had the capability of offering cross context synthesis and comparing ways of doing things in institutions within a region.

Table: Summary of Key Studies on AI in Higher Education (2015–2025)

Explanation

1. Crompton & Burke (2023): Global systematic review of AI applications in HE from 2016–2022 showing *adoption trends, usage domains (assessment, tutoring, analytics), and research gaps that suggest governance considerations* rather than purely technical adoption patterns.

2. Castillo-Martínez *et al*., (2024): Focuses on AI benefits and challenges across academic research contexts, noting *institutional challenges* such as ethics and effective integration practices, useful for readiness dimensions.

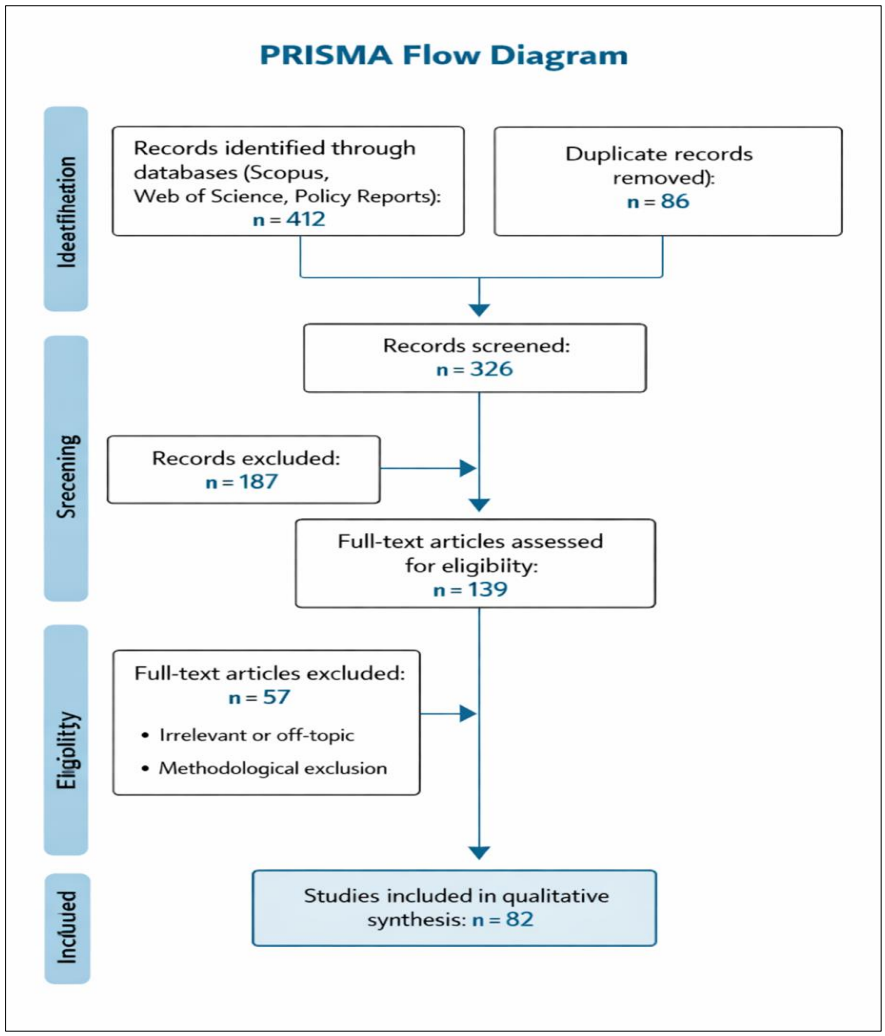
3. Jin (2025): Examines generative AI implementation across 40 universities, useful for understanding *institutional adoption strategies* and variation in policy direction informed by diffusion theory.

4. Analysis of AI Policies (2025): Direct AI policy comparison across European HEIs highlights *gaps and strengths in existing governance frameworks*, relevant for your policy alignment thematic domain.

5. Çerkini (2025): Mixed-methods study from Kosovo aids in understanding *student perceptions and policy implementation on the ground*, indicating readiness and institutional practices.

6. Omarsaib (2025): Bibliometric mapping shows *publication trends and research focus shifts*, also spotlighting institutional challenges like ethics, infrastructure, and governance that inform readiness and alignment discussions.

7. FICCI-EY-P AI 2025 Report: Although industry survey, this provides real-world institutional AI policy uptake data in Indian HE, valuable for contextual illustration of policy presence and readiness.



3. Descriptive Analysis of Included Studies

3.1 Publication Trends (Year-wise Distribution)

The included articles demonstrate that the number of publications has increased several times since 2020, which indicates the acceleration of the application of AI to the conditions of the digital transformation of the post-pandemic period. Among the 202022 scholarship, the primary focus was given to the emergency digital transformation and exploration of AI in learning analytics and adaptive systems (Williamson and Eynon, 2020; OECD, 2021). By 2023, their studies had moved to the analysis of generative AI governance and institutional policy design, and the consequences of regulation (Holmes *et al*., 2022; UNESCO, 2023). The peak of the publications was registered in 2023-2025 which presupposes the fact that the shift of the focus was made towards the strategic and governance-oriented discussion.

The Distribution (Global North vs Global South)

The majority of empirical studies and research has been conducted by organizations located in the Global North, namely Europe, North America and Australia, where the digital infrastructure and regulatory framework is more advance (OECD, 2023). Compared to this, the Global South scholarship on India and part of Asia pays more attention to capacity slenderings, digital inequality, policy reform alignment because of national education strategies (Government of India, 2020; UNESCO, 2021). It is the unequal allocation of structural imbalance in the AI readiness and policy institutionalisation.

3.2 Thematic Distribution

They identified five dominant domains that were determined through thematic coding. To begin with, the governance of AI research examined the topic of accountability, transparency, and regulatory oversight mechanisms (Holmes *et al*., 2022). Second, institutional digital strategy literature was discussed in terms of long-term planning of transformation and digital roadmaps (OECD, 2021). Third, the factors of faculty readiness research were found to be digital literacy, pedagogical adaptation, and resistance factors (UNESCO, 2021). Fourth, it shifted the focus to the issue of data governance and ethics, particularly in the privacy and bias in algorithms (UNESCO, 2023). Fifth, the exit studies verified the correspondence between the two national AI policies and the institutional structure of implementation (Government of India, 2020).

3.3 Methodological Approaches

Qualitative case studies were the most important methodological leaders at the onset of the exploratory research (Williamson and Eynon, 2020). Other designs such as mixed-method designs gained traction after 2022 to represent the views of the institutional and stakeholder (OECD, 2023). The practice of governance-oriented studies was popular and accompanied by the policy analysis frameworks (UNESCO, 2023), and conceptual models were used to correlate AI adoption with the digital transformation and alignment theory (Holmes *et al*., 2022).

4. Thematic Findings

Theme 1: AI Implementation Strategy in Universities

Research makes the distinction between strategic integration and ad hoc experimentation. The AI is included in the long-term plans of the digital transformation in the strategic institutions that integrate the analytics, pedagogy, and governance systems (OECD, 2021). In fact, ad hoc adoption is more likely to be a pilot project not coordinated by the institutions (Williamson and Eynon, 2020). Popularily implemented in the customization of instruction, prediction of student performance and a supplement to retention efforts, the use of AI in learning analytics has become popular (Holmes *et al*., 2022). Moreover, the administration of AI, such as automated screening, admissions, and chatbots, as well as scheduling, has improved the administration of operations, but the governing control is disproportionate (UNESCO, 2023).

Theme 2: Institutional Readiness Factors

One of the determining features of the successful integration of AI is always the commitment to leadership (OECD, 2023). Scalability is a direct impact with the lack of the technological principle in the digital infrastructure maturity in the form of cloud capacity, cybersecurity systems, and data architecture (UNESCO, 2021). The intervention and detail of digital literacy and pedagogical malleability of the members of the faculties define the operational intervention at the classroom level (Holmes *et al*., 2022). The acquisition and the long-term maintenance of AI systems require financial strength, not to mention that the resources are scarce (Government of India, 2020). Other state agency strategies that mediate responsible adoption are the ethics committees and data protection (UNESCO, 2023).

Theme 3: Strategy Policy Alignment

The congruence of higher education policy is highly influenced in the event that higher education reform policy and national AI strategies are aligned. The more elaborate the plan of states in supplying AI is, the greater the degree of assimilation of roadmap (OECD, 2023). Integration of technology as an aspect of NEP 2020 in India draws attention to the problem of the conformity of reforms to the policies among the institutions that vary in their degrees of autonomy (Government of India, 2020). This should be morally and ethically accountably applied, which should be provided with some regulatory consistency (UNESCO, 2023).

Theme 4: Institutional and Educational Outcomes

The connection to the AI integration is associated with enhanced personalization of learning, enhanced interaction between students, and predictor of academic performance (Holmes *et al*., 2022). Institutions also report gains made through administrative efficiency and overall competitiveness in the world rankings (OECD, 2021).

Moderators (contextual): Theory (Theme 5)

Presence of regional digital divides influences the infrastructure readiness as well as the balance of access to AI (UNESCO, 2021). The sustainability is also affected by the funding models particularly in institutions which are not much autonomous, and are publicly funded (Government of India, 2020). Similarities of the public and privacies of the universities also have their weaknesses that subsequently create strategic flexibility and responsiveness of the governance (OECD, 2023).

5. Synthesis: Strategic Alignment Interpretation

Alignment as a Dynamic Process

The synthesis demonstrates that the process of strategical alignment in the transformation of higher education with the help of AI is not a bolt-on compliance process but a transforming institutional activity. This aligning process takes place in a cyclic fashion between the policy instructions, institutional approach, and implementation (OECD, 2023). The universities represent an ongoing recalibration of digital activities rather than a linear execution of the changes after the alteration of regulations, technological changes, and the requirements of stakeholders (UNESCO, 2023). This is a dynamic framing that render alignment a dynamic governance and not procedure conformity.

Policy-institutional Readiness Relationships

As it has been revealed, the national AI strategies do not imply the successful institutional change. These outcomes are connected with the readiness of universities to successfully implement the policy based on infrastructure, the readiness of the leaders, and competency of the faculties (Holmes *et al*., 2022). In other countries such as India, the reform models focus on integration technologies, yet institutional inequalities result in asymmetrical implementation processes (Government of India, 2020). There should then be an overlapping between policy ambition and absorptive capacity in the institution in order to create significant change.

Government as the Process of Intermediation

The intervening structures between policy vision and institutional practice are institutional forms of governance. The working standards form the AI policies on the macro-level being shrunk into ethical oversight

committees, data governance policies, and strategic planning units (UNESCO, 2023). The lack of the coherence of governance will possibly result in AI adoption disintegration and reputational exposure (OECD, 2021).

Metamorphosis More than the Adoption of Technology

The synthesis shows that the AI-driven change is not limited to the introduction of the tools, but it is also accompanied by the reorganization of the organizations, the redrawing of the pedagogy, and the redesigning of the regulations (Williamson and Eynon, 2020).

Interpretive Insight: in the process of change, perhaps under Sustenance AI, structural correspondence is needed between the national AI policy, governing ability of institutions, and operational preparedness in establishing an ecosystem of change other than technology based impulse.

6. DISCUSSION

6.1 Theoretical Contributions

By basing this review on the theory of digital transformation, the theory of AI integration in higher education is repurposed as a theory of institutional change governed by the company rather than governed by technology (OECD, 2021). Though the previous models were based on the infrastructure and innovativeness in dissemination, new studies indicate that the most important attributes of sustainable changes are structural alignment, organizational flexibility, and regulatory consistency (Williamson and Eynon, 2020). The theory of policy alignment is also applied to the paper through demonstrating how the macro-level plans of AI are connected to the meso-level institutional capacities in the way they affect the outcomes (UNESCO, 2023). The association between the governance models and AI implementation systems can enhance a multidimensional approach whereby leadership, ethics supervision, and institutional autonomy may be engaged in mediating the directions of the digital reform process (Holmes *et al*., 2022).

6.2 Practical Implications

The findings can be used by the policymakers to make sure that national AI strategies are complemented with institutional support systems and funding streams so as to reduce the implementation asymmetry (OECD, 2023). The university management must include AI projects in the long-term digital roadmap, where it would impose faculty training and frameworks of ethical guidelines (UNESCO, 2021). Accreditation bodies should take into account the standards of AI governance, data protection or transparency within the framework of quality assurance (UNESCO, 2023). Based on the case of the Indian situation, compliance with NEP 2020 would involve sealing its infrastructure gaps and improving the situational autonomy of the institutions in order to use AI in a responsible way (Government of India, 2020).

6.3 Policy Recommendations

It has to be an effective digital governance template, including AI Ethics boards of directors, data custodianship policies, and responsible leadership structure (UNESCO, 2023). Schools and colleges should conduct frequent a check of readiness and facilities, faculty aptitude, and wisdom of ruling (OECD, 2023). To ensure that it is sustainable, it is necessary to implement the adoption in phases (Holmes *et al*., 2022). Finally, policy consistency tools should be oriented to the national AI visions and the institutional operation principles to reduce the fragmentation and foster the change of the systems (OECD, 2021).

7. Implications for Indian Higher Education Reform

Alignment with NEP Reforms

The Indian higher education Artificial Intelligence (AI) integration should be considered within the framework of the National Education Policy 2020 that concentrates on technology-mediated education, development of digital infrastructure, and utilizing innovations in the governance (Government of India, 2020). NEP 2020 promotes multidisciplinary education and distance education and also supports the establishment of structural space to allow AI-based data analytics, algorithmic learning environments, and administration automation. However, in order to have the right alignment, there is a need to translate the national vision of reform to the institutional level of digital roadmaps and digital governance (OECD, 2023). Policy ambition is also under the risk of being inspirational and not transformational (without operational congruence).

Issues of institutional Autonomy

The NEP 2020 promotes institutional autonomy, where the decision-making capacity of the institutions of higher education is significantly varying between the public universities, state institutions, and education providers (Government of India, 2020). The financial discretion and control of AI operations may also be constrained to allow the investments and experimentation of artificial intelligence to be independent. Studies indicate that the institutional autonomy directly affects the capacity of digital transformation particularly the strategic planning and governance innovation (UNESCO, 2023). Increasing the flexibility of governance therefore becomes the most important role of sustainability of the adoption of AI.

Digital Equity Concerns

In India, greater infrastructure of higher education has shown very high rates of digital divide both on a rural-urban basis and on a socio-economic basis. The access to the infrastructure does not occur equally, unequal access to the internet, a low level of digital literacy affects the prudent use of AI (UNESCO, 2021). Without policy intervention strategies, the use of

AI may rather enhance access inequalities rather than depolarize inequalities.

Artificial Intelligence Governance and Ethics

The valuable application of AI demands the protection and quality standards in the sphere of data security, prejudice within algorithms and responsibility. UNESCO global AI ethics describe the ethics of any industry and the interest that it has in education, which deals with transparency, fairness, and human control of education systems (UNESCO, 2023). It will be necessary that the national reforms efforts are coordinated with the ethical governance safeguards in order to ensure that the AI transformation in the Indian higher education will be inclusive, accountable, and sustainable.

8. Limitations of the Review

Database Restriction

Mostly the publications indexed in Scopus and Web of Science were reviewed, along with the selected policy reports. Though these databases are very strict in the academic circles, they may be deficient in the databases of national journals, conferences, and new working papers particularly those of the Global South. Such concentrations of databases can present a source of a publication bias and limit the representativeness of the institutional contexts (OECD, 2023). Consequently, some new institutional practices or local AI governance models that may not be exhausted are present.

Limitations Narrative Synthesis Narrative Synthesis Has a Number of Limitations

The study rested on a narrative systematic review method which applied the thematic synthesis in place of quantitative meta-analysis. Although they are appropriate to the conceptually heterogenous studies, they may produce interpretive subjectivity in the thematic clustering and alignment interpretation, narrative synthesis (UNESCO, 2021). The research designs, policy frame, and institutional setups were varied, which deterred statistical aggregation, and this may have acted upon generalizability.

Thickening up of AI Literature

Higher education AI (AI) is a rapidly changing field particularly with the introduction of generative AI tools that happened post 2022. Policies, government structures and institutional approaches are under a constant adaptation process (UNESCO, 2023). As a result, the results are a summary of the times, and they may require a periodical update in order to keep up with the regulatory and technological advances.

Language Restrictions

The review did not consider any publications in any other language than English and this might have left out a lot of scholarship in local languages. This kind of restriction may provide a biased policy discourse and institutional practices beyond the English speaking world and within the new AI ecosystems (OECD, 2021).

9. Future Research Directions

Empirical Validation of the Alignment Model

The strategic alignment framework suggested ought to be tested empirically in future through research carried in the field by various institutions. Though the interrelationship between governance, preparedness, and policy coherence can be established, although conceptual and policy analysis, it will be beneficial to substantiate the theoretical background by the empirical one that is built on the indicators of institutional performance and maturity in governance (OECD, 2023). The policy alignment implementation measured on AI results might be evaluated by means of mixed-method designs combining survey tools with institutional audit (Holmes *et al*., 2022).

Comparative Cross-Country Research

Global North and Global South systems would be useful in comparative research to develop more knowledge on how asymmetry and structural nature of AI preparedness and governance ability. The cross-national researches can establish how regulatory context, financing paradigms, and freedom systems can decide the directions in which AI integration will be integrated (UNESCO, 2023). They are particularly appropriate studies when analyzing the emerging economies that implement AI following the reform-based agenda (Government of India, 2020).

Quantitative Policy-Readiness Measurement Models

To be expected is the need to develop uniform quantitative scales of the institutional AI preparedness (the digital infrastructure, the implication of the leadership, the maturity of the governance, and the ethical protection). Evidence-based measurement tools that assist in identifying, planning, and implementing reforms may be helpful in benchmarking (OECD, 2021). The scales that have been validated would assist in cross institutional comparison and strengthen the policy alignment approaches on the basis of the data.

Longitudinal Transformation Studies Preliminary

A longitudinal study is also supposed to be carried out over the course of time so that it is possible to see whether the application of AI can lead to the institutional change in the long-term rather than in the short-term only. Over the long period, the changes in governance, faculty capacity development, and changes in regulations would be monitored to provide a more specific view of the change at the systemic level (UNESCO, 2023). Such longitudinal designs have been required so as to take into account the dynamic and iterative nature of strategic alignment in the case of AI-based higher education reform.

10. CONCLUSION

This systematic review proves that the secret of the success of the AI-driven change in higher education lies in strategic alignment. Created in a diversity of institutional and national contexts, though, AI

implementation is censored by variables which is more affected by the way the national policy framework interrelates with the national strategy of policy and the operational execution of the strategies than by technology level. Alignment is a progressive and continuous process, and it brings on-board the governance framework, leadership vision, and regulatory control, as part of the greater digital transformation process.

Institutional readiness is one of the intervening drivers that has a significant role to play in this process of alignment. The dedication of leadership, digital infrastructure maturity, faculty capacity, financial viability, and ethics governance mechanisms are contributory in determining the effectiveness of the AI programs in transforming AI and EA programs into meaningful education and administration outcomes. Without proper preparation, even well-planned AI plans of action on the national level will perish before a sensible or symbolic implementation is obtained.

It is worth noting that the review confirms that change in higher education AI is basically governance rather than a mere technological enhancement. Sustainability in AI-integration is marked by the problem of accountability, data protection, academic issues, regulatory standards, and institutional autonomy. The challenge therefore falls to universities to redefine AI in order to fit in the larger institutional reform agenda in policy coherence and governance creativity.

In general, AI-enhanced change in higher education depends on whether the national policies on AI, institutional governance capacity, and operational readiness are structural. Together, with the factors considered in the environment of a comprehensive ecosystem, AI can become a machine of just, accountable, and goal-oriented institutional development.

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