Editorial: The Transformative Impact of AI on Higher Education

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The Transformative Impact of AI on Higher Education

AI has emerged as a major transformative force in higher education. The Gen AI and various AI-based tools have been changing the program and course design, the content of the courses, and teaching and assessment methods. In a similar way, AI technologies have been reshaping the way we design, conduct, report and disseminate research. Finally, AI technologies affect the format and nature of community services. Despite the agility added by AI to teaching, research, and community services, it is important to state the supportive nature of the current AI technologies. Conceiving the right place for AI is important in building system readiness to integrate AI into higher education. AI is not the sole transformative change force that higher education organizations have encountered over the last three decades. However, it is important to note that in the previous cases, the academic leaders and higher education organizations were able to conceive a change plan and implement it with a top-down approach. In the current atmosphere of change created by AI, the pace, scale, and linearity, three characteristics of change are incomparable to the previous ones. AI directly started to impact teaching, research, and community practices. In other words, it is majorly characterized as a bottom-up process. The academics, students, and administrative staff members directly encountered AI technologies. Nevertheless, the task of incorporating these technologies cannot be given to academics, administrative staff, and students. Academic leaders have an important task in setting a climate conducive to an effective end ethical incorporation of AI technologies into teaching, research, and community services.

In this issue of HEGP, we present five articles that give an idea about the change capacity of different higher education organizations in different country contexts. First, Tokay and Polat investigated how the foundation universities' rectors in Türkiye position their institutions in the broader higher education ecology of Türkiye. Adopting the document analysis technique, the authors retrieved and analyzed the messages of the rectors at foundation universities in Istanbul. The discourse analysis of the rectors' messages suggests that the universities try to distinguish themselves from their competitors with their strategies to attract students. In contrast, positioning the university based on a product user is not common because of the complexity of this approach. In the second article, Makinde and Okoye studied the predictive value of information literacy skills and attitudes towards electronic resources for the use of electronic resources by health sciences postgraduates in Nigeria. They concluded that enhanced and sustained positive attitudes and continuous information literacy skills development programs in higher education institutions are needed to further encourage the use of electronic resources by health sciences postgraduates. In the third article, Durmuş Şenyapar and Bayındır examined the effects of the quality assurance systems on the new-generation universities in Türkiye. The authors indicated that quality assurance systems bring compliance with international standards, increase student satisfaction, and strengthen institutional reputation. In the fourth article of the issue, Ito examined how the school motto is understood and permeated by the full-time staff of Christian schools in Japan. The study suggests that the effectiveness of the message conveyed by the motto of schools depends on the thinking and actions of the person in charge who sends out messages regarding the school motto. In the final article of the issue, Gökten Bayrak conducted a systematic review on the well-being of graduate students. The author reported that work-life imbalance, high academic pressures, faculty-student relationships, socialization within academic communities, and limited social support act as stressors and sources of weak well-being among graduate students.
We hope that the articles in this issue of HEGP will inspire its readers.

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  Editor