Chapter 7
Democratizing Personalized Learning Through Mentorship Reform in Private Higher Education

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ABSTRACT

This chapter explores the integration of Artificial Intelligence (AI) in faculty-faculty mentorship within higher education, emphasizing its potential to enhance mentorship quality, promote equity, and streamline administrative processes. AI tools, such as automated scheduling and sentiment analysis, offer solutions to long-standing issues such as administrative burdens, power imbalances, and implicit biases in mentorship relationships. The chapter discusses how AI can foster more inclusive and equitable mentorship environments, particularly in hierarchical academic settings. Despite these promising advancements, challenges such as algorithmic bias, ethical concerns, and institutional resistance are critically examined. The chapter concludes by emphasizing the importance of a phased, culturally responsive implementation strategy and the need for ongoing evaluation. Future research directions

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are proposed, focusing on longitudinal studies, cross-cultural comparisons, and faculty attitudes toward AI adoption to ensure sustainable, ethical integration in mentorship programs.

INTRODUCTION

In recent years, Artificial Intelligence (AI) has emerged as a transformative force across numerous sectors, offering innovative solutions to long-standing challenges. In the realm of education—particularly within private higher education institutions—AI is reshaping how learning is delivered, accessed, and personalized. As these institutions confront the dual imperatives of technological innovation and educational reform, AI presents a powerful opportunity to not only enhance learning outcomes but also to democratize education by addressing systemic inequities and inefficiencies (Qudus, 2024).

One of the most promising yet underexplored areas where AI can have transformative impact is faculty mentorship. Traditionally characterized by informal guidance, one-on-one relationships, and limited structural support, mentorship has long played a pivotal role in shaping students' academic, professional, and personal trajectories. In private higher education, where institutional pressures and performance metrics can constrain meaningful engagement, mentorship often suffers from administrative burdens, inconsistent participation, and opaque power dynamics. These challenges limit the effectiveness of mentoring systems and undermine efforts to provide equitable, personalized support to all learners (Awashreh, 2024).

This chapter contributes to the growing discourse on democratizing education with AI by focusing on how intelligent technologies can be harnessed to reform mentorship practices in private higher education. It explores how AI can support more equitable, efficient, and inclusive mentorship systems—systems that move beyond traditional models and align with the principles of personalized learning and critical educational reform.

Faculty mentorship in its conventional form tends to emphasize academic guidance, social integration, and skills development. However, these models often fall short of addressing deeper structural and cultural inequities that influence who receive mentorship, how often, and to what degree of effectiveness (Andersen & West, 2020). These shortcomings are especially pronounced in private institutions, where mentorship practices may vary widely and often lack institutional oversight or standardized support. Without frameworks that critically engage with questions of access, power, and representation, mentorship can inadvertently reinforce existing disparities (Stoller, 2021).