College Faculty Perceptions of Generative Artificial Intelligence in Higher Education

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The use of Generative Artificial Intelligence (GenAI) has been on the rise nearly everywhere with the rapid growth and availability of GenAI tools such as ChatGPT, Copilot, Gemini, and Claude. The College Board's previous research briefs in this series have presented evidence on students, parents, and teachers' perceptions about high school students' GenAI use. Nearly all (84%) high school students report using GenAI tools for schoolwork, while teachers express concerns and skepticism about its benefits. Policies that govern access and use in the high school are either absent or decentralized to teachers. Higher education has not been immune from the proliferation of GenAI either. Some colleges and universities have even begun providing students access to GenAI tools specifically created for higher education settings (e.g., ChatGPT Edu). Yet, many colleges are struggling to keep up with the pace of GenAI adoption and provide the support and guidance their students and faculty need. Despite GenAI's growing use in higher education settings, little is known about how college students and faculty are using GenAI tools or the attitudes college faculty have about the use of these tools—not to mention how these perceptions vary across different types of colleges and disciplines.

In this brief, we present responses from over 3,000 college faculty to a College Board survey administered in the summer of 2025. We explore faculty perceptions of how students are using GenAI for classroom-related activities, how faculty are using GenAI in their faculty role, faculty attitudes about GenAI use in higher education, and the level of challenge faculty are facing with managing student use of GenAI. Throughout, we document how the pattern of responses differs by the selectivity of faculty members' institution and faculty discipline. A few themes emerge from our analyses:

I. Faculty are most likely to report that students are using GenAI for writing-related activities, and faculty in academic disciplines that involve more writing-based assignments are more likely to report student GenAI use for these activities.

- Nearly three-fourths (74%) of faculty report that their students are using GenAI for writing essays or papers, while another two-thirds (67%) report students using GenAI for paraphrasing or rewriting content.

- At least 88% of faculty in English, history, humanities, and social sciences each report students using GenAI for writing essays or papers.

- Faculty from most selective colleges are the most likely to report student use of GenAI for many classroom-related activities.

II. Over three-fourths of faculty report that they have used GenAI in their work, but faculty use GenAI narrowly, with no single activity attracting especially high adoption.

- While 77% of faculty say they use GenAI for something related to their faculty role, 47% of those using it report doing so for two or fewer purposes.

- There is great variation in how faculty are using GenAI in their work. Only 38% of faculty select the most common use: creating or revising teaching materials. There are five additional purposes where at least 20% of faculty use GenAI and another four purposes where at least 12% of faculty use it.

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- Faculty at open enrollment colleges are more likely than faculty at most selective colleges to report using AI for several work activities.
- Business and communications and computer science faculty are among the most likely to use GenAI for several activities, while English and history faculty are frequently among the least likely to use AI for several activities.

III. Faculty are somewhat mixed in their overall sentiment about GenAI use in higher education, but aligned on concerns about GenAI's negative impacts on students and plagiarism.

- A plurality (45%) of faculty report having negative overall sentiment about GenAI use in higher education, while 34% have positive overall sentiment. Faculty who have not used GenAI in their work are more likely to be negative about GenAI.
- Faculty are overwhelmingly united in their perceptions about the negative impacts of GenAI on students' dependency on technology, and their ability to think critically, express original ideas, and engage deeply with course material. Faculty also share concerns about plagiarism/dishonesty and overreliance on automation.
- Faculty in English, humanities, and social sciences disciplines generally have more negative attitudes towards GenAI, while faculty in business and communications and STEM disciplines are relatively more positive.
- Faculty at open enrollment colleges are more likely to have more positive (or less negative) attitudes about GenAI than faculty at most selective colleges.

IV. Faculty are experiencing challenges with managing student use of GenAI in the classroom, with faculty in disciplines with assessments heavily based on out-of-class writing assignments experiencing the most challenges. Most faculty are still figuring out how to handle GenAI use in the classroom.

- The majority (72%) of faculty are facing at least minor challenges with managing student use of GenAI. Faculty in English, humanities, history, and social sciences are the most likely to report challenges, while faculty in mathematics, health sciences, and engineering are the least likely to report challenges. Challenges with student use of AI were very similar across college selectivity segments.
- Faculty in disciplines experiencing higher levels of challenge with student use of GenAI are also more likely to be using formal policy or informal guidance to manage GenAI use in the classroom.
- Over three-fourths (79%) of faculty either say they are just starting to explore what's needed in guiding GenAI use in the classroom or that they have some understanding but still need guidance.

These findings push the discussion around GenAI in higher education in important directions, but critical questions remain for future work. More quantitative and qualitative data that dive deeper into the faculty and classrooms on the front lines of GenAI disruption (e.g., disciplines that have traditionally relied heavily on writing assignments prepared outside of class) will further elucidate insights into the mechanisms behind survey results.

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As the proliferation of GenAI tools has exploded, use of these tools continues to grow among both college students and faculty. Recent reports suggest that among U.S. college students, daily or weekly use of GenAI tools has increased from 14% in Spring 2023 to 42% in Spring 2025, while daily or weekly GenAI use among U.S. college faculty has increased from 4% in Spring 2023 to 30% in Spring 2025 (Shaw et al., 2025). Faculty appear to be using GenAI tools in and out of the classroom. According to an analysis of higher education professionals' use of Claude, 57% of AI conversations relate to developing curriculum and 13% relate to conducting academic research (Bent et al., 2025).

Despite the growth in GenAI use, attitudes about GenAI in higher education are mixed and concerns about such use remain high. For instance, in a Fall 2024 survey of U.S. higher education faculty and administrators, 49% of respondents indicate concern about bias in AI models (Ellucian, 2024). In a global survey of faculty, 83% express concern about students' ability to critically evaluate AI-generated outputs (Digital Education Council, 2025).

With GenAI use on the rise, more research is needed to better understand what is happening on college campuses. Key questions remain regarding how college students are using GenAI as well as how college faculty members are engaging with and perceiving GenAI use in higher education.
In this research, we contribute to the evidence base around GenAI use by leveraging a College Board survey of college faculty conducted between June and August of 2025. A key value of this survey is its substantial sample size, with over 3,000 U.S. faculty respondents. This sample size allows us to provide novel evidence on how perceptions about and use of GenAI differs by institutional selectivity and faculty discipline.[1] We address the following research questions:

I. What do college faculty report about college students' GenAI use, and how do their responses differ by the selectivity of their institution and their discipline?

II. How do college faculty use GenAI, and how does this differ by the selectivity of their institution and their discipline?

III. How do college faculty view GenAI use in higher education, and how does this differ by the selectivity of their institution and their discipline?

IV. What are college faculty reporting about the level of challenge they are facing with GenAI in the classroom and how are they managing classroom GenAI use? How does this differ by the selectivity of their institution and their discipline?

We discuss the implications of these results, identifying where additional research can further advance our understanding and help inform institutions' policies and practices.

[1] We also analyzed survey responses by institution type (2-year or 4-year), the faculty member's amount of time in higher education, and region. These analyses generally find few significant differences in responses across groups.

The data in this report are drawn from a College Board survey administered between June and August of 2025 to college faculty in the U.S. Over 3,000 faculty responded to the survey. A key feature of our analysis is displaying survey results by faculty discipline and the selectivity of their institution. Table 1 shows the distribution of these characteristics in the survey data. At least 166 faculty are present in each of the 13 discipline categories included in the survey and reported in this brief. The sample also consists of faculty across the spectrum of institutional selectivity based on college admission rate: 14% from open enrollment colleges, 50% from less selective colleges, 17% from moderately selective colleges, and 12% from the most selective colleges (with 7% of respondents declining to leave institutional data or at institutions missing from IPEDS data). Additional summary statistics for individual and institutional characteristics of the survey data can be found in Appendix Tables A1 and A2.

Table 1: Select Individual and Institution Characteristics

	Number of Respondents	Percent of Respondents
Discipline of academic department (multi-select)		
Arts and Music	341	10%
Business and Communications	319	10%
Computer Sciences	386	12%
Engineering	166	5%
English	504	15%
Foreign and Classical Languages	249	8%
History	229	7%
Humanities	346	11%
Mathematics	404	12%
Natural Sciences	636	19%
Health Sciences	266	8%
Social Sciences	533	16%
Other	277	8%
College admission rate		
Open enrollment college	477	14%
Less selective college	1,740	50%
Moderately selective college	588	17%
Most selective college	417	12%
Not Available/Declined to answer	260	7%
Total respondents	**3,482**	

Note: College admission rates from 2023 IPEDS data were used to create college selectivity categories: Most Selective = admission rate of < 33%; Moderately Selective = admission rate of 33-66%; Less Selective = admission rate of 67%-99%; Open Enrollment = no admission criteria. 7% of faculty respondents did not indicate their institutional affiliation and thus could not be categorized.
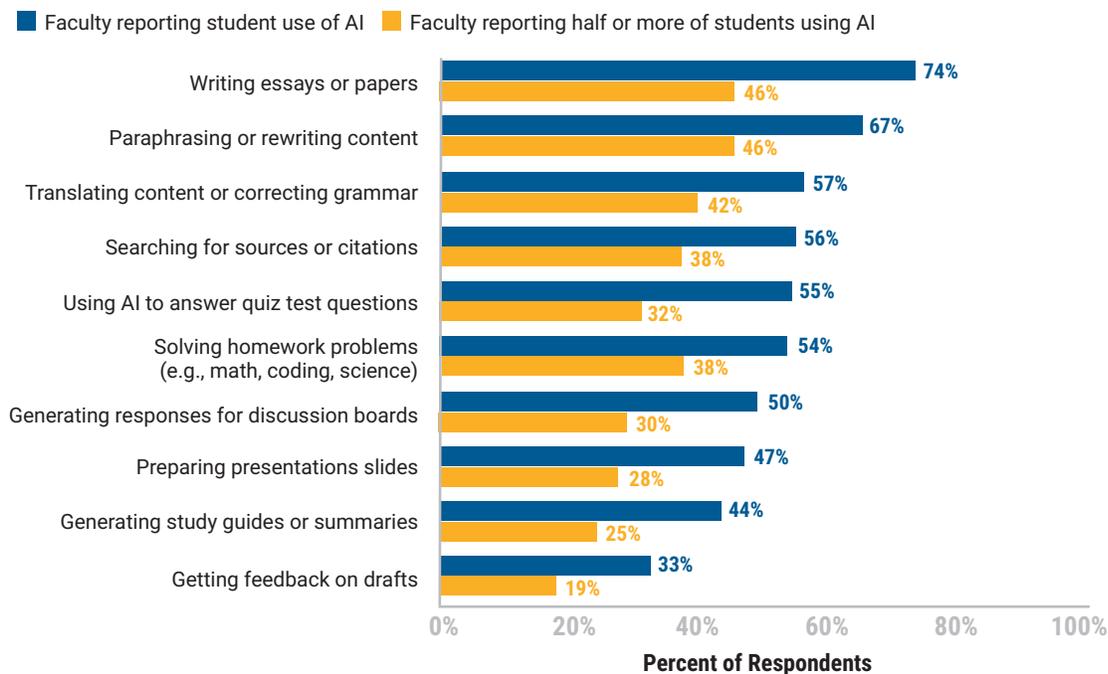
I. What do college faculty report about college students' GenAI use, and how do their responses differ by the selectivity of their institution and their discipline?

Perceptions of student use of GenAI for classroom-related activities

Faculty report that students are using AI for a variety of classroom-related activities, particularly those related to writing. Figure 1 shows that almost three-quarters of faculty believe students are using AI to write essays or papers (74%), about two-thirds (67%) believe that students are using AI to paraphrase/rewrite content, and over half (57%) believe students use AI for translating content or correcting grammar. Another third (33%) of college students are using it for getting feedback on drafts. As for less-writing-specific tasks, 50% or more of faculty believe students use AI for activities related to research and class assessments, including searching for sources or citations, answering quiz or test questions, solving homework problems (e.g., math, coding, science), and generating responses for discussion boards.

Faculty also generally believe AI use is widespread among students. For instance, Figure 1 shows that nearly half of faculty respondents believe that half or more of their students are using AI for writing essays or papers (46%) and paraphrasing or rewriting content (46%). Meanwhile, more than one-third of faculty report that half or more of their students are using AI for translating content or correcting grammar (42%), searching for sources or citations (38%), and solving homework problems (38%).

Figure 1: Faculty Reports of Student Use of AI for Classroom-related Activities

■ Faculty reporting student use of AI   ■ Faculty reporting half or more of students using AI

Activity	Faculty reporting student use of AI	Faculty reporting half or more of students using AI
Writing essays or papers	74%	46%
Paraphrasing or rewriting content	67%	46%
Translating content or correcting grammar	57%	42%
Searching for sources or citations	56%	38%
Using AI to answer quiz test questions	55%	32%
Solving homework problems (e.g., math, coding, science)	54%	38%
Generating responses for discussion boards	50%	30%
Preparing presentations slides	47%	28%
Generating study guides or summaries	44%	25%
Getting feedback on drafts	33%	19%

Percent of Respondents

Note: The blue bars represent the responses to the following question: "Which of the following AI uses do you believe your students are engaging in for classroom-related activities? Please select all that apply." Faculty are then asked the follow-up question: "You previously indicated that students are using AI in various ways. Based on your best estimation, how widespread do you believe student use of AI is for each of the following classroom-related activities?" The orange bars represent the percentage of all respondents who selected 'Used by about half of students' or 'Used by most of students.' Number of respondents = 3,044.

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By College Selectivity

The percentage of faculty reporting students using AI for different classroom-related activities generally increases as the selectivity of the faculty member's college increases. Figure 2, and the other selectivity figures that follow in this brief, use progressively darker dots as selectivity increases to help highlight such patterns. Figure 2 shows, for most of the activities, faculty at open enrollment colleges are the least likely to indicate students using AI, and faculty at most selective colleges are the most likely. The largest such difference occurs for students using AI to generate study guides or summaries, where the difference between the open enrollment and most selective colleges is 24 percentage points.[2]

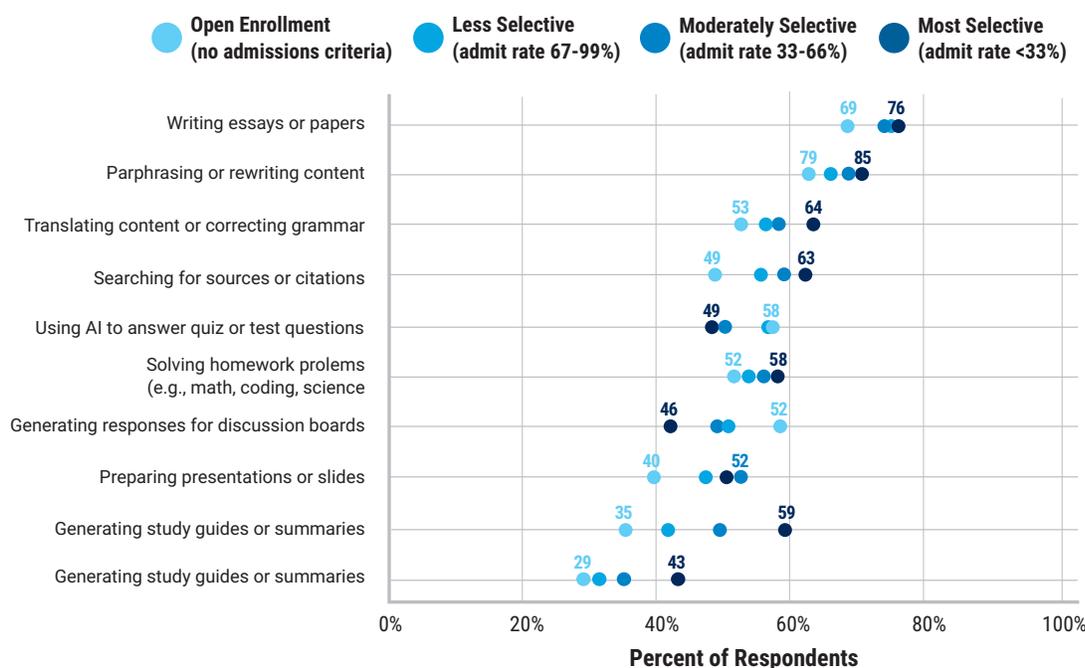**Figure 2:** Faculty Reports of Student Use of AI for Classroom-related Activities, by College Admission Rate

Note: The figure above reports responses to the question "Which of the following AI uses do you believe your students are engaging in for classroom-related activities? Please select all that apply." by the selectivity of the respondent's college. Total number of respondents = 2,990.

That said, there are two types of college student AI use where the opposite pattern occurs, with faculty less likely to report student use as college selectivity increases. Specifically, rates of faculty reports of students using AI to answer quiz or test questions and faculty reports of students generating responses for discussion boards are highest at open enrollment colleges and lowest at most selective colleges, with differences of 9 and 17 percentage points, respectively.

[2] Differences in college students' pre-college AI use may help explain college selectivity differences in college student use. Findings from our previous report (Adair et al., 2025) indicates that higher-achieving high school students, (who are more apt to attend most selective colleges) are more likely to use AI, and to use it for multiple schoolwork purposes.

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By Faculty Academic Discipline

Faculty reports on student use of AI for classroom-related activities vary greatly by faculty discipline—particularly when comparing STEM faculty with humanities and social sciences faculty. Figure 3 clearly illustrates that reports of student AI use by faculty in STEM disciplines (including mathematics, engineering, computer sciences, and natural sciences) frequently differ substantially from reports by faculty in arts and humanities discipline (including foreign and classical languages, humanities, arts and music, history, and English) and social science (shown in green). In fact, differences in AI usage rates across disciplines range from a low gap of 17 percentage points (getting feedback on drafts) to a high gap of 58 percentage points (solving homework problems).

Figure 3: Faculty Reports of Student Use of AI for Classroom-related Activities, by Faculty Academic Disciplines

Note: The figure above reports responses to the question "Which of the following AI uses do you believe your students are engaging in for classroom-related activities? Please select all that apply." by the discipline of the respondent's department. Total number of respondents = 2,917.
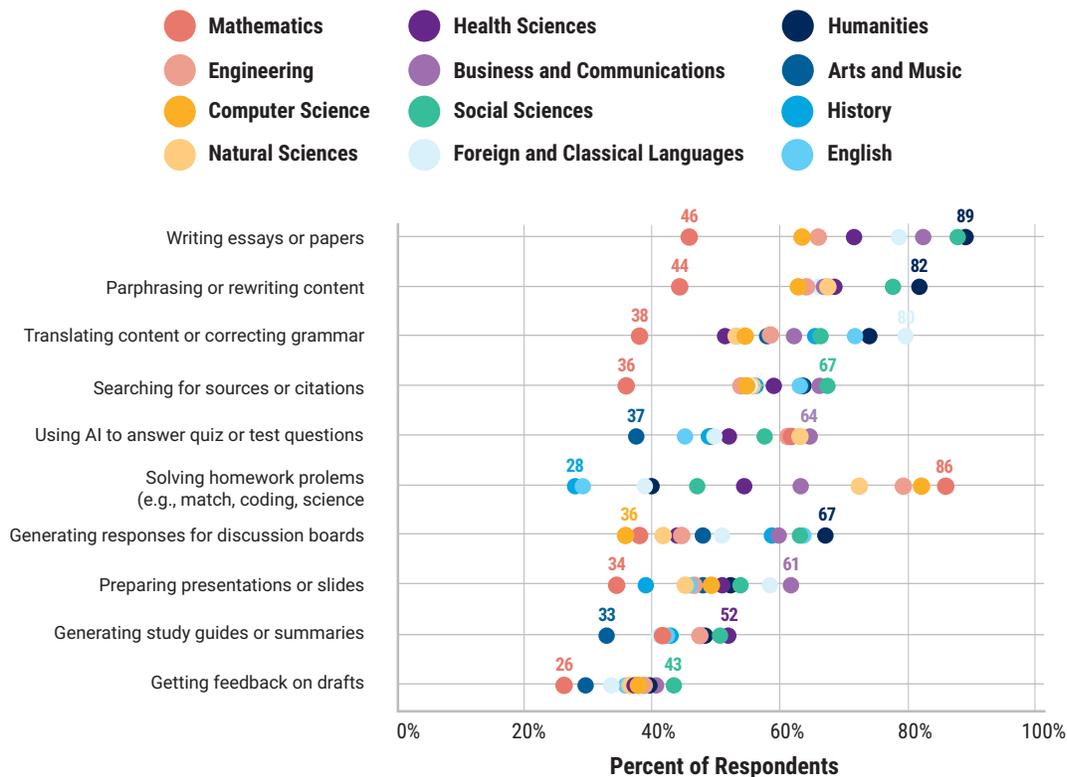
Faculty reports of different types of student use appear related to the assignments they give. Disciplines that tend to give more writing-based assignments (such as those in the humanities and social sciences) are more likely to report students using AI use for writing-based activities. Meanwhile, STEM faculty, who are likely more apt to give homework problems, are more likely to report students using AI to solve homework problems. Specifically, at least two-thirds of faculty in English, history, humanities, and social science disciplines

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report students using AI for writing essays or papers, paraphrasing or rewriting content, or translating content or correcting grammar. Meanwhile, faculty in STEM disciplines are less apt to report students using AI for these writing-based activities, with mathematics faculty particularly less likely to report this with rates between 38% and 46%. Instead, STEM faculty are more likely to report students using AI for solving homework problems in which math, coding, and science are listed as examples, with math faculty being 58 percentage points more likely to report such student use than history, English, and arts and music faculty.

When asked specifically, "Please explain your level of concern. How has AI changed your approach to evaluating student work, if at all?" faculty most frequently discussed AI's pedagogical impact on writing-based assessments. Specifically, 42% of open-ended comments on this question were tagged as concerns about writing. As an Asian Studies professor put it: "The teaching of writing is no longer possible in any conventional manner."

Faculty report struggling to find solutions to this new challenge for writing. While some faculty are trying to redesign assignments by integrating AI and scaffolding stages of the writing process, a psychology lecturer protests: "I can't do that in classes with hundreds of students." He further elaborates that **"there is virtually no way to create writing assignments or prompts that a good deal of students won't simply dump into AI…"** Perhaps even more distressing, **this makes "giving feedback [on writing] feel like a waste of time and has led to more reliance on traditional exams, which aren't great for a lot of students."** Disciplines that may not rely as much on writing but include some writing-related projects may be even more inclined to forgo them, again causing student learning to be shortchanged in the process. **A biology professor reports: "I do not think I can assign research papers anymore," which she explains as "the main way" she had students "synthesize and extend learning."**

II. How do college faculty use GenAI, and how does this differ by the selectivity of their institution and their discipline?

Faculty using GenAI for any purpose

Over three-quarters of all college faculty have used AI for something related to their faculty member role. Figure 4 shows the percentage of faculty who indicated that they have used AI in their role as faculty. Overall, 77% of faculty indicated that they have used AI in their work. This varied only slightly by the selectivity of respondents' institution, with faculty at open enrollment colleges being 5 and 4 percentage points more likely to have used AI than faculty in moderately selective colleges and the most selective colleges, respectively. There is more variation in faculty AI use by discipline, with the highest AI use among business and communications faculty (88%), and the lowest AI use among arts and music faculty (71%).

In open-ended items, some faculty express optimism that AI might offset menial tasks. As a computer science professor at an open enrollment college reports, "AI can handle repetitive tasks like grading, creating quizzes, or even drafting syllabi," which can then assist in "freeing up my time for more meaningful work, like one-on-one mentoring, research, or course innovation." A mathematics lecturer at a moderately selective college asserts that AI's potential goes beyond outsourcing routine tasks,

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stating that in his explorations of using "AI powered-tools" to create "high-quality, varied assessment items more frequently," he has become convinced that "AI will become an integral part of curriculum development," predicting "adaptive learning environments… tailored to individual student needs."

Figure 4: Percent of Respondents who Report Using AI in their Role as Faculty
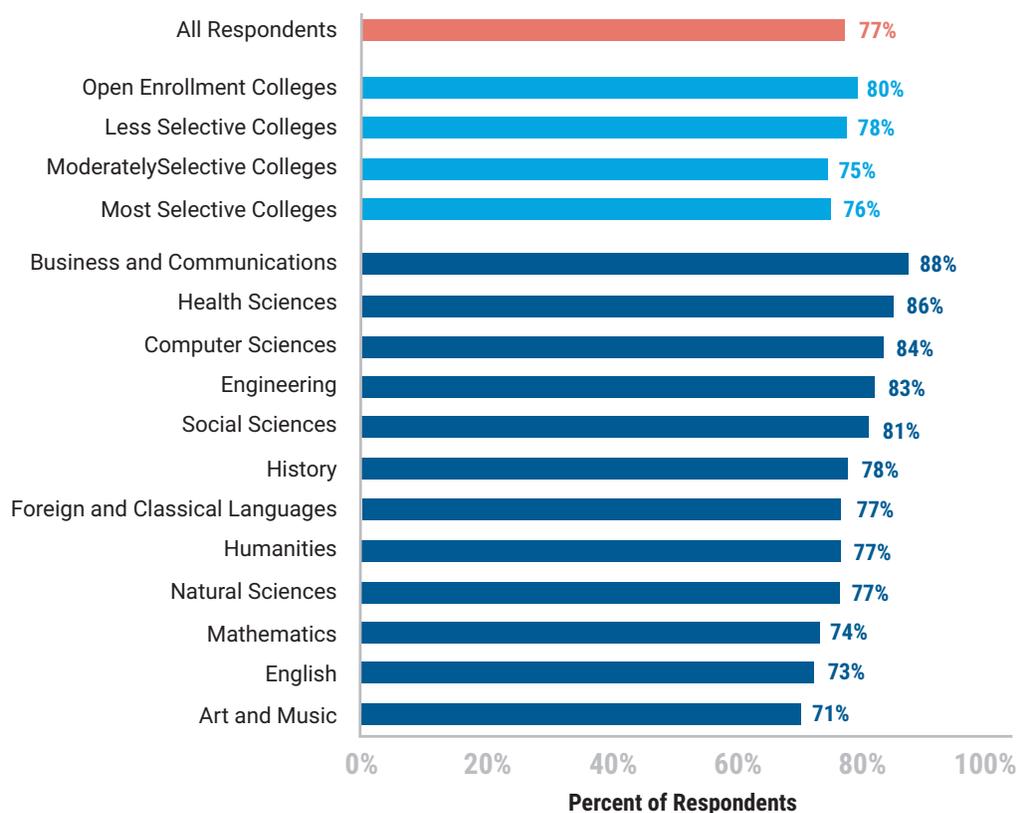
Note: The figure above is based on responses to the following question: "For which of the following purposes have you used AI? (Check all that apply)." The figure reports the percentage of respondents who selected at least one of the presented activities, which included an "Other" option. Number of respondents = 3,121.

Faculty members who indicate reluctance to use GenAI are either opposed for ethical reasons or, more frequently, find AI inadequate for their tasks. On ethical grounds, a modern languages professor at a most selective college raises concerns about the origins of AI, accusing its creators of violating copywritten materials, saying "[GenAI] is built by huge capitalist corporations out of theft" and warns that the impact may be "to put real humans out of work." On AI quality, one computer science professor at a moderately selective college tells us she believes it can be a "starting point for research" but that she has "serious trust issues with the high level of hallucinations" she has seen. A history professor at a most selective college reports simply that "for my own work, I have yet to find any application of AI that doesn't reduce my time to fact-checking middling summaries.

Faculty purposes for GenAI use

Overall, faculty use AI for many different purposes, but no single use stands out. Faculty tend to use AI narrowly, with about half (47%) of faculty who have used AI indicating they use it for only one or two purposes related to their faculty role. Figure 5 shows that less than two out of five faculty use AI for any one particular purpose. The most frequently reported faculty uses of AI are creating or revising teaching materials (38%) and detecting plagiarism or academic dishonesty (33%). The least frequently reported uses of AI among faculty are for providing feedback for students (13%) and for grading or assessment (12%).
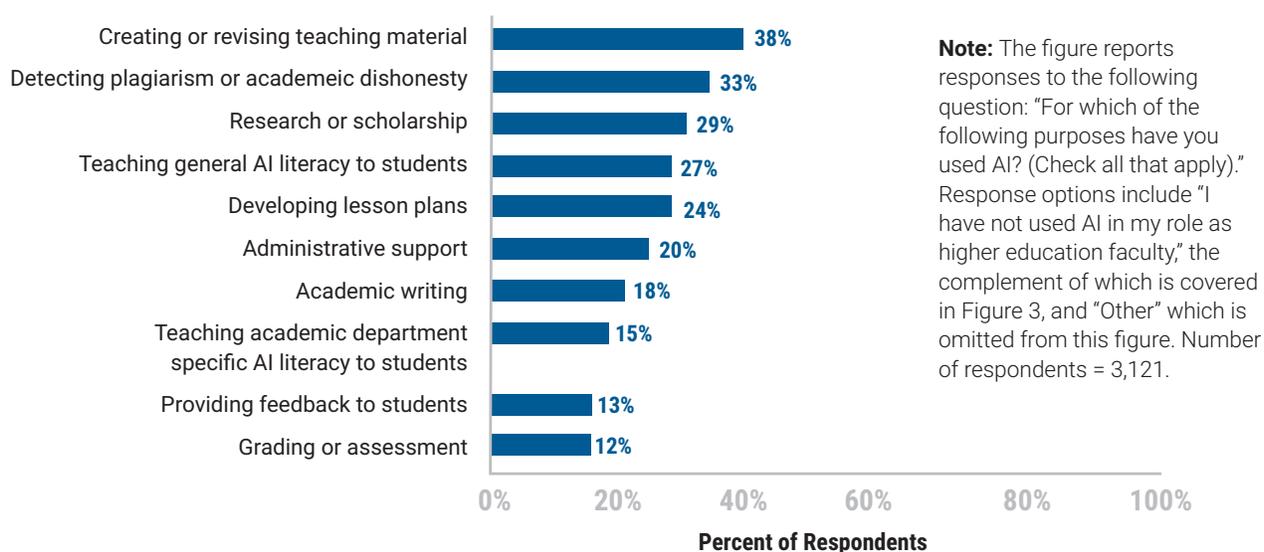
Figure 5: Faculty Purposes for AI Use

Note: The figure reports responses to the following question: "For which of the following purposes have you used AI? (Check all that apply)." Response options include "I have not used AI in my role as higher education faculty," the complement of which is covered in Figure 3, and "Other" which is omitted from this figure. Number of respondents = 3,121.

By College Selectivity

Faculty use of AI varies by college selectivity, with faculty at open enrollment colleges more likely than faculty at most selective colleges to report using AI for several work activities. Specifically, Figure 6 shows that compared to faculty at the most selective colleges, faculty at open enrollment colleges are 17 percentage points more likely to use AI to detect plagiarism or academic dishonesty, 9 percentage points more likely to use AI to develop lesson plans, 9 percentage points more likely to use it to provide feedback to students, and 7 percentage points more likely to use it to create or revise teaching materials. Meanwhile, perhaps reflecting differing expectations for producing research, faculty at open enrollment colleges are 9 percentage points less likely to use AI for research or scholarship compared to faculty at the most selective colleges.

For most uses of AI, faculty at less selective colleges and moderately selective colleges fall between open enrollment colleges and the most selective colleges. More specifically, faculty reports of different types of AI use at less selective colleges are generally closer to open enrollment colleges, while moderately selective colleges are generally closer to the most selective colleges.

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Figure 6: Faculty Uses of AI, by College Admission Rate
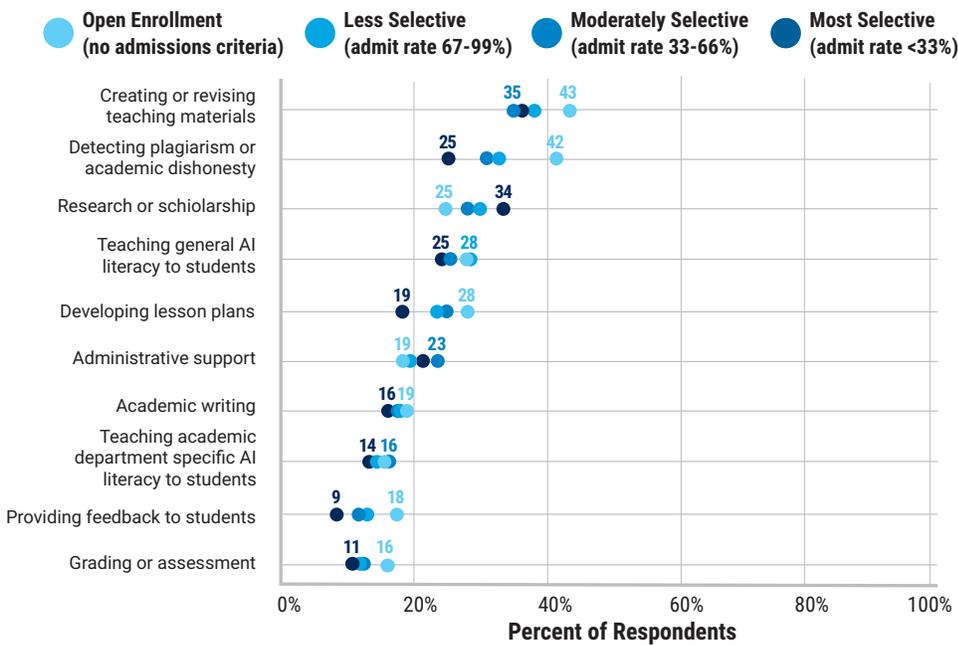
Legend: Open Enrollment (no admissions criteria) · Less Selective (admit rate 67-99%) · Moderately Selective (admit rate 33-66%) · Most Selective (admit rate <33%)

Note: The figure reports responses to the following question by the admission rate of the respondent's college: "For which of the following purposes have you used AI? (Check all that apply)." Total number of respondents = 3,121.

By Faculty Academic Discipline

Faculty use of AI varies widely by discipline. **Business and communications and computer science faculty are among the most likely to use AI for several activities, while English and history faculty are frequently among the least likely to use AI for many activities.** Figure 7 shows that for each of the work-related AI activities included, faculty AI use varies by at least 12 percentage points across disciplines. The activity with the largest difference across disciplines (29 percentage points) is using AI for creating or revising teaching materials. About 27% of English faculty versus 56% of business and communications faculty report such use.

Figure 7: Faculty Uses of AI, by Faculty Academic Discipline

Legend: Mathematics · Engineering · Computer Science · Natural Sciences · Health Sciences · Business and Communications · Social Sciences · Foreign and Classical Languages · Humanities · Arts and Music · History · English

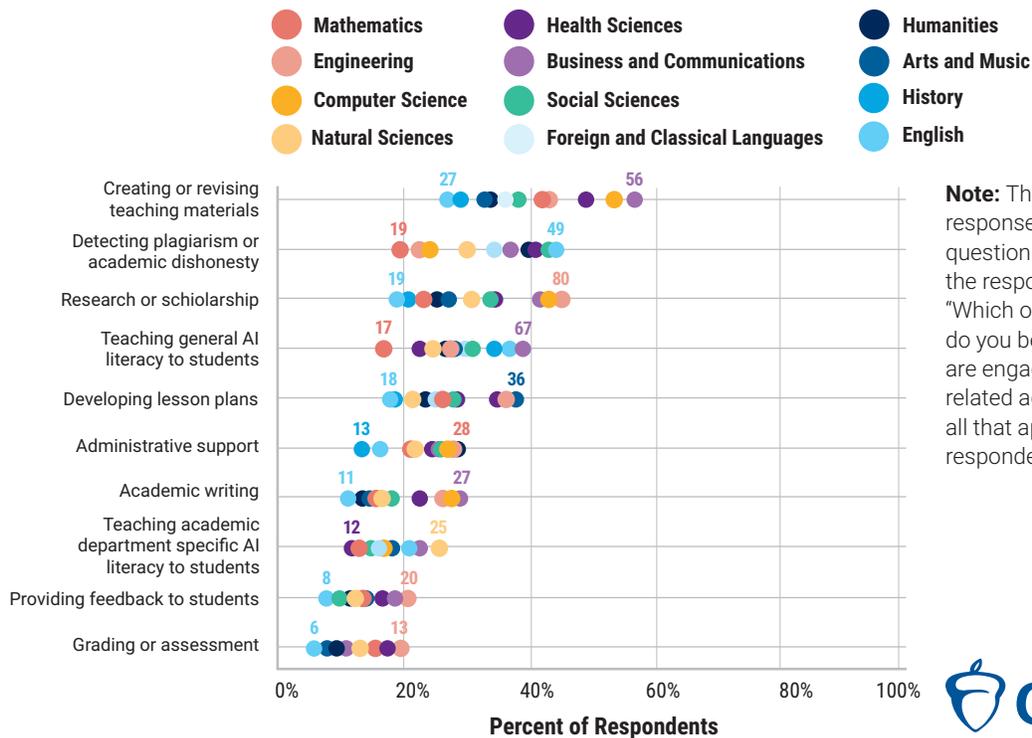**Note:** The figure reports responses to the following question by the discipline of the respondent's department: "Which of the following AI uses do you believe your students are engaging in for classroom-related activities? Please select all that apply." Total number of respondents = 2,988.

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Figure 7 also highlights that **across most activities, rates of AI use among STEM faculty tend to cluster together, standing apart from the separate cluster formed by arts and humanities faculty.** For example, the STEM disciplines generally have a higher percentage of faculty reporting AI use for creating or revising teaching materials, research or scholarship, administrative support, and grading or assessment, (though faculty in the mathematics and natural sciences disciplines are less likely than other STEM faculty to report using AI for research or scholarship and academic writing). The arts and humanities disciplines tend to have a lower percentage of faculty reporting AI use for creating or revising teaching materials, developing lesson plans, and providing feedback to students. The main exception to this pattern of AI usage by discipline is for detecting plagiarism or academic dishonesty. These results more closely resemble faculty respondents' reports of student AI use, with disciplines that include more writing-based assessments more likely to report AI use for detecting plagiarism.

In open-ended survey items, many faculty recognize that AI is affecting disciplines differently. **An English professor acknowledges "AI is surely useful in many disciplines," but in her own, which she describes as "(teaching literature, literary analysis, and writing about literature)" she states simply, "I see no benefits."** A Jewish studies professor agreed: "AI might prove to be a powerful tool in the sciences [but] its power is beginning to be applied in ways that will further diminish the role of humanities." **A math professor succinctly noted the following regarding AI: "Not a problem for math. Big problem for the humanities."** A business professor also agreed, elaborating:

> I'm excited about the role of AI in my life as an educator…. Unlike my colleagues who teach English, for example, who are diligently trying to determine whether the student actually wrote the writing assignment themselves, I am encouraging my students to use AI for their assignments and projects. For example, I removed research paper assignments from all my classes and replaced them with applied learning assignments in which they are highly encouraged to use their AI tools for completing the assignments. What I once called cheating I now call intelligent learning; applied learning that teaches students to fully utilize these tools in preparing for their future careers."

III. How do college faculty view GenAI use in higher education, and how does this differ by the selectivity of their institution and their discipline?

Overall sentiment about the use of GenAI in higher ed

When asked their overall sentiment about the use of AI in higher education, a plurality (45%) of faculty report their view as very or somewhat negative. The top bar of Figure 8 shows that about another one-third (34%) rate their sentiment as very positive or somewhat positive and nearly a quarter (22%) report feeling neutral.

By College Selectivity

Faculty reports of negative sentiment about AI use in higher education increase as institutional selectivity increases. The rest of Figure 8 presents responses by college selectivity. It clearly illustrates that negative sentiment about such use increases (and positive sentiment decreases) as institutional selectivity increases. The gap in negative sentiment between open enrollment and most selective institutions stretches 15 percentage points.

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Figure 8: Overall Sentiment about Use of AI in Higher Education, by College Admission Rate

🟧 Very negative + Somewhat negative ⬜ Neutral 🟪 Very positive + Somewhat positive

	Very negative + Somewhat negative	Neutral	Very positive + Somewhat positive
All Respondents	45%	22%	34%
Open Enrollment Colleges (no admissions criteria)	36%	24%	40%
Less Selective Colleges (admit rate 67-99%)	45%	21%	34%
Moderately Selective Colleges (admit rate 33-66%)	46%	24%	30%
Most Selective Colleges (admit rate <33%)	51%	20%	29%

Percent of Respondents
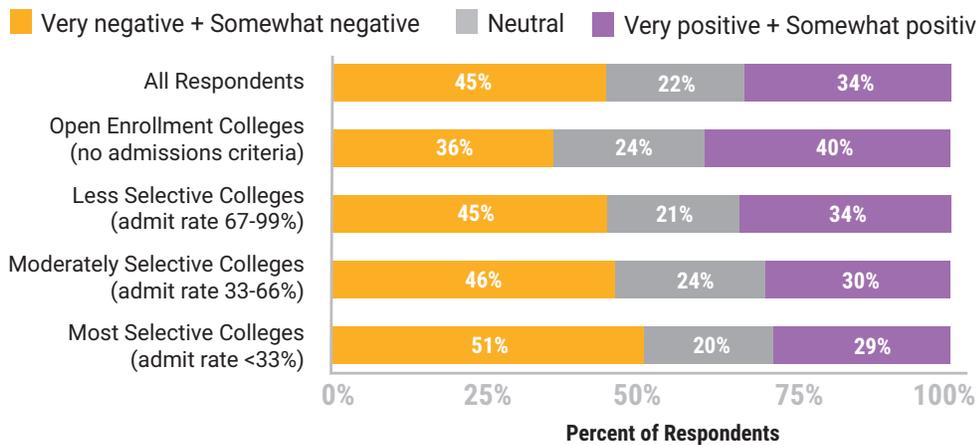
Note: The figure reports responses to the following question: "What is your overall sentiment about the use of AI in higher education?" Number of respondents = 3,274.

By Faculty Discipline

Large differences exist between disciplines in overall sentiment about use of AI of higher education, with humanities, social sciences and arts faculty more negative and STEM, business, and communications faculty less negative. In fact, figure 9 reveals that the range in negative sentiment stretches 41 percentage points, with English faculty having the highest rate of negative sentiment at 66% and business and communications having the least at 25%. These general patterns of AI sentiment across disciplines among college faculty are consistent with patterns of AI sentiment among high school teachers (Adair et al., 2025).

Figure 9: Overall Sentiment of AI in Higher Education, by Faculty Academic Discipline

🟧 Very negative + Somewhat negative ⬜ Neutral 🟪 Very positive + Somewhat positive

	Very negative + Somewhat negative	Neutral	Very positive + Somewhat positive
English	66%	17%	17%
History	58%	21%	21%
Humanities	58%	20%	22%
Social Sciences	51%	20%	29%
Arts and Music	49%	30%	21%
Foreign and Classical Languages	48%	24%	29%
Natural Sciences	41%	23%	36%
Mathematics	34%	29%	37%
Engineering	30%	21%	50%
Computer Sciences	27%	20%	54%
Health Sciences	26%	25%	49%
Business and Communications	25%	23%	52%

Percent of Respondents
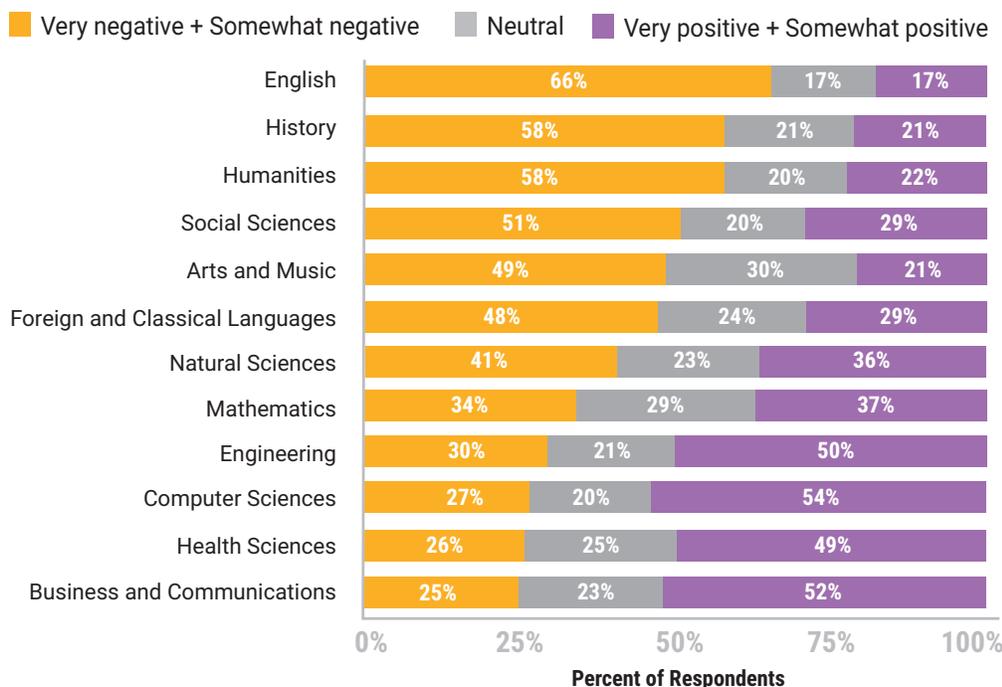
Note: The figure reports responses to the following question by faculty discipline: "What is your overall sentiment about the use of AI in higher education?" Total number of respondents = 3,132.

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Although negative AI impact on writing is perceived as a pedagogical loss across disciplines, such perceptions are somewhat mitigated in courses that use, or can return to using, other methods, which may explain patterns by faculty discipline. In disciplines of study that rely heavily on writing as the primary (or only) method of assessment, especially English, negative perceptions of AI impact are greater. A writing professor worries that "it will be more and more difficult to convince students of the value of learning to write," explaining that educators' concerns are less about the writing output, but "the inherent value in the [writing] process itself."

Agreement with Statements about AI

Faculty overwhelmingly agree that AI is having a negative impact on students in multiple areas. The top panel of Figure 10 shows the percentage of faculty reporting agreement with negatively framed statements about AI. This panel highlights that at least 84% of faculty agree that AI makes students overly dependent on technology for basic tasks as well as reduces students' development of critical thinking abilities, ability to express original ideas, and level of engagement with course material.

Fewer faculty agree that AI is having a positive impact on students. The bottom panel of Figure 10 shows the percentage of faculty reporting agreement with positively framed statements about AI. Slightly more than half (55%) of faculty agree that AI helps students understand complex concepts through personalized explanations. Less than half of faculty agree that AI helps students learn at their own pace (47%) and helps students become better writers through feedback and revision suggestions (44%). Only one-third (33%) of faculty agree that AI helps students develop better research skills.

Figure 10: Agreement with Statements about AI
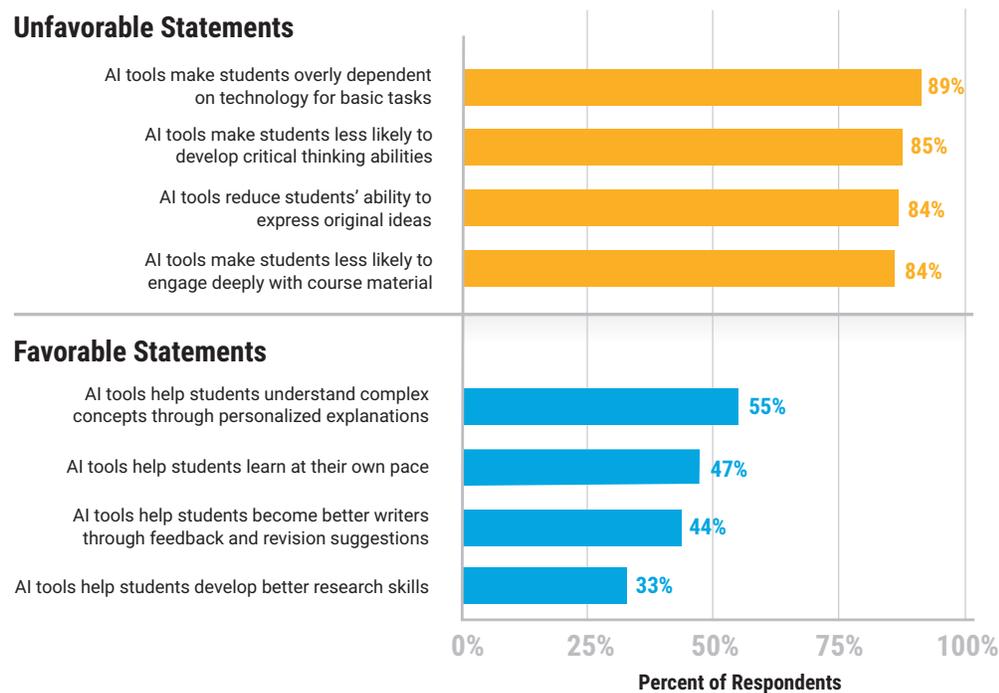
Note: The above figure displays responses to the following prompt: "Please indicate your level of agreement with each statement about generative AI." Respondents had the option to select among the following options: "completely agree," "somewhat agree," "somewhat disagree," and "completely disagree." The above figure combines responses to "completely agree" and "somewhat agree." Number of respondents = 2,963.

CollegeBoard

By College Selectivity

Faculty at relatively less selective colleges are more likely to agree with positive statements about AI's benefits for students than faculty at relatively more selective colleges. Figure 11 shows the percentage of faculty agreeing with statements about AI by the selectivity of the faculty's institution. There are few differences across college selectivity segments in the negatively-framed statements in the top panel about AI's impact on students. For the positively-framed statements in the bottom panel about AI's benefits for students, faculty at the open enrollment and less selective colleges tend to agree more than faculty at the moderately and most selective colleges. For instance, compared to faculty at the most selective colleges, faculty at open enrollment colleges were 15 percentage points more likely to agree that AI helps students understand complex concepts through personalized explanations, and 12 percentage points more likely to agree that AI tools help students better research skills.

Figure 11: Agreement with Statements about AI, by College Admission Rate

Unfavorable Statements
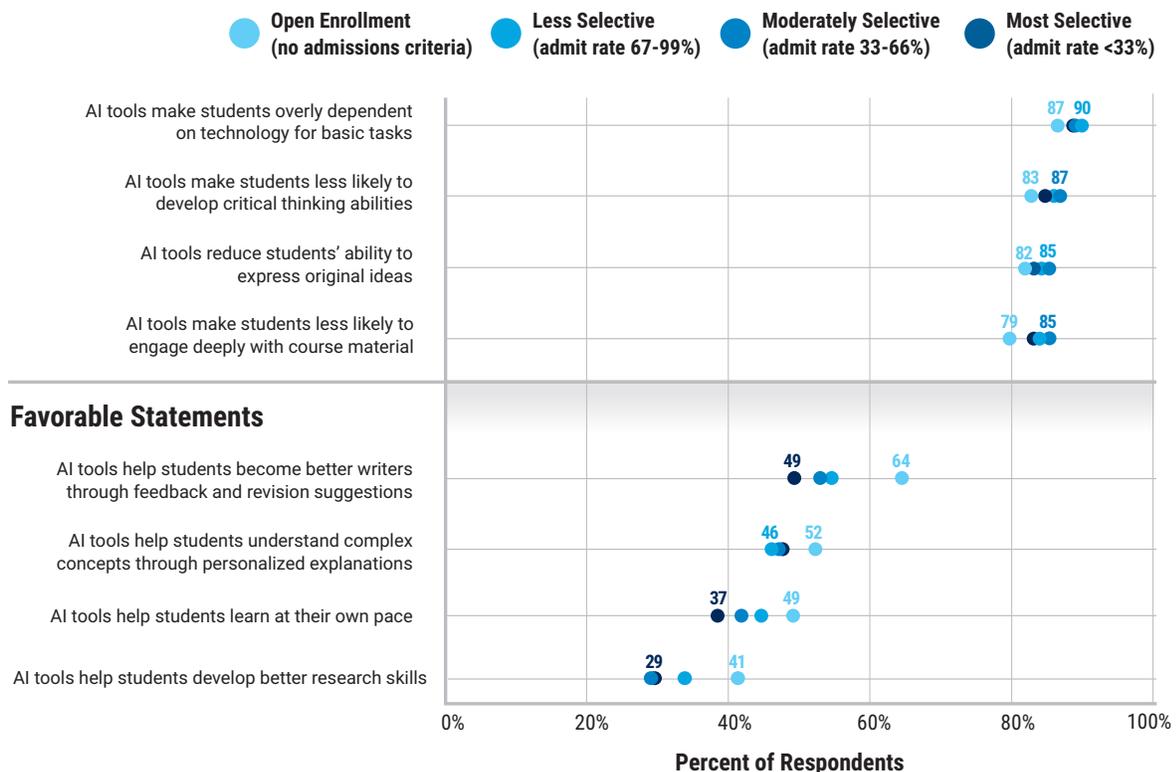
Note: The above figure displays responses to the following prompt by the admission rate of the respondent's college: "Please indicate your level of agreement with each statement about generative AI." Total number of respondents = 2,914.

CollegeBoard

By Faculty Academic Discipline

Faculty overwhelmingly agree with the negative statements about AI's impact on students but vary more by discipline in their agreement with the positive statements. Mirroring patterns in overall sentiment about AI use in higher education, STEM and business faculty tend to be more positive in their outlook, while humanities, social sciences, and arts faculty tend to be more negative. Specifically, the top panel of Figure 12 shows that a minimum of 69% to 83% of faculty agree with each negatively-framed statement about AI. The largest difference by discipline on negative statements is 20 percentage points. In the bottom panel which contains positively-framed statements, faculty vary much more. The difference by discipline in faculty agreeing with any given positive statement was at least 22 percentage points. Gaps ranged from 27 to 31 percentage points in the belief that AI helps students through personalized explanations, providing feedback, and students learning at their own pace. The pattern of responses to these statements about AI by discipline is very similar to what we find among high school teachers by discipline (Adair et al., 2025).

Figure 12: Agreement with Statements about AI, by Faculty Academic Discipline
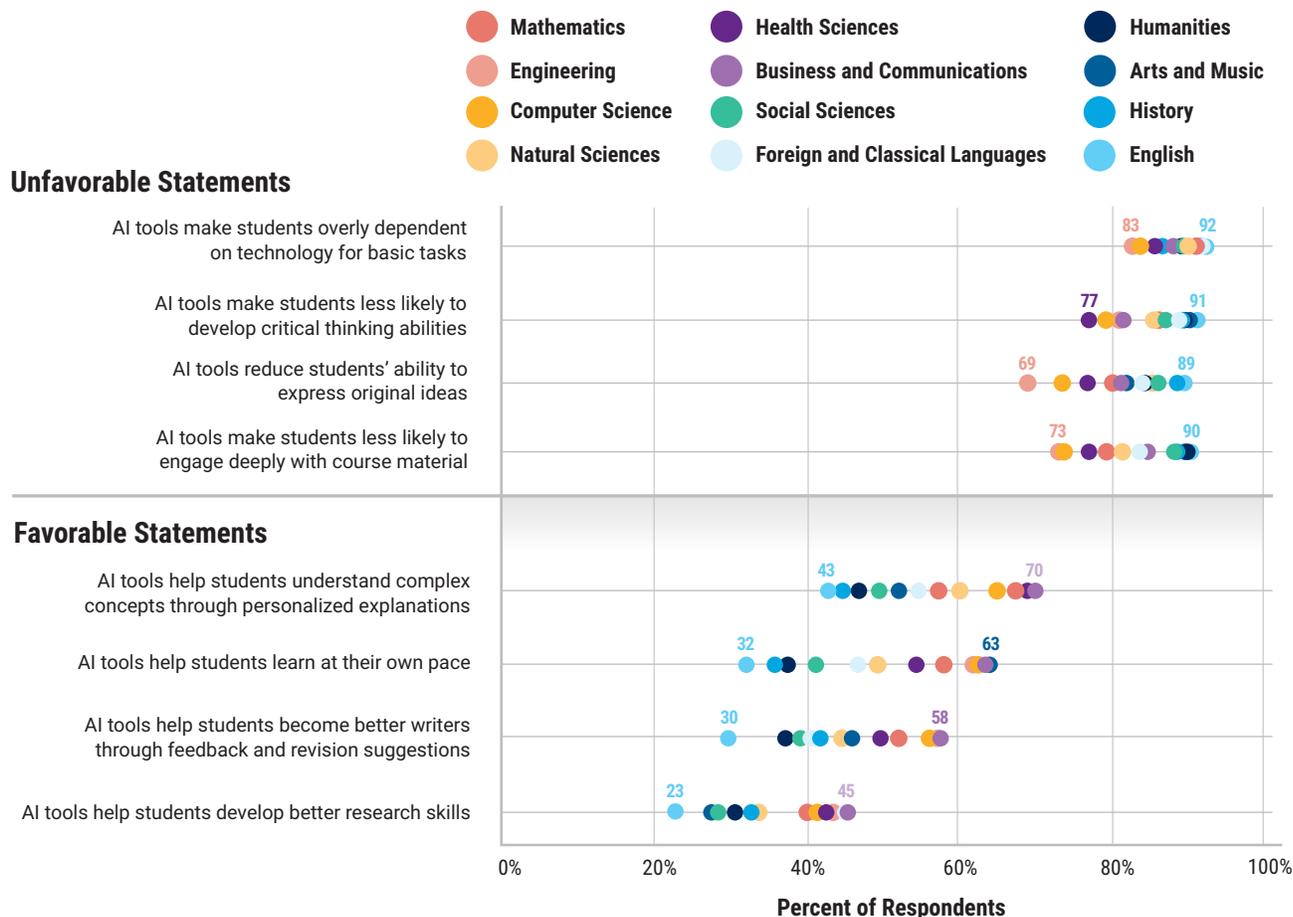
Note: The above figure displays responses to the following prompt by faculty discipline: "Please indicate your level of agreement with each statement about generative AI." Respondents had the option to select among the following options: "completely agree," "somewhat agree," "somewhat disagree," and "completely disagree." The above figure combines responses to "completely agree" and "somewhat agree." Total number of respondents = 2,844.

CollegeBoard

AI as Tutor: Opportunities for Personalized and Self-Paced Learning

Professors' likelihood of volunteering in open-ended questions their belief in AI's potential to address longstanding challenges around differentiated learning through personalized and self-paced learning varies by discipline. Faculty from disciplines that focus on procedures to solve structured problems, such as mathematics and computer sciences, are more likely to be enthused. One computer science professor states that he uses "adaptive learning platforms" and "AI tutors… which can personalize content based on each student's learning speed, gaps, and interest." The natural sciences, with its focus on learning concepts, also appears to engender more excitement about AI being able to provide tutorial assistance. One professor in this discipline anticipates that "AI will enable students to overcome barriers to their understanding of concepts," despite their varied "backgrounds and abilities." In contrast, faculty in the humanities and social sciences, which tend to focus more on interpretation and demonstrating knowledge via writing, do not frequently highlight AI's potential for personalization or self-paced assistance.

Negative Attitudes About AI Are More Common Among Faculty Not Using AI

About a quarter (23%) of faculty have not used AI in their role as higher education faculty, subsequently referred to as faculty non-users. Though we cannot parse out the extent to which AI use may shape attitudes and/or attitudes may shape AI use, the data do show that faculty non-users are much more likely than faculty AI users to feel negatively about AI use in higher education overall as well as negatively about specific impacts of AI. More precisely, Figure 13 reveals that 69% of faculty non-users have negative overall sentiment of AI compared to 38% of faculty users. Figure 14 similarly highlights that non-users are 8 to 12 percentage points more likely to agree with negatively-framed AI statements and 19 to 25 percentage points less likely to agree with positively-framed AI statements.

CollegeBoard

Figure 13: Overall Sentiment about AI Use in Higher Education, by Faculty AI Use

Legend: ■ Very negative + Somewhat negative ■ Neutral ■ Very positive + Somewhat positive

Have used AI in role as faculty (N=2,416)	38% / 22% / 40%	
Have not used AI in role as faculty (N=705)	69% / 21% / 10%	

Percent of Respondents (0% 25% 50% 75% 100%)

Note: The above figure reports responses to the following question by whether faculty previously indicated they had used AI in their work: "What is your overall sentiment about the use of AI in higher education?"

Figure 14: Agreement with Statements about AI, by Faculty AI Use

Legend: ● Have used AI in role as faculty (N=2,416) ● Have not used AI in role as faculty (N=705)

Unfavorable Statements

Statement	Used AI	Not used AI
AI tools make students overly dependent on technology for basic tasks	87	95
AI tools make students less likely to develop critical thinking abilities	83	93
AI tools reduce students' ability to express original ideas	81	92
AI tools make students less likely to engage deeply with course material	81	93

Favorable Statements

Statement	Used AI	Not used AI
AI tools help students understand complex concepts through personalized explanations	60	35
AI tools help students learn at their own pace	52	30
AI tools help students become better writers through feedback and revision suggestions	49	25
AI tools help students develop better research skills	37	18

Percent of Respondents (0% 25% 50% 75% 100%)

Note: The above figure displays responses to the following prompt by whether faculty previously indicated they had used AI in their work. The prompt reads "Please indicate your level of agreement with each statement about generative AI." Respondents had the option to select among the following options: "completely agree," "somewhat agree," "somewhat disagree," and "completely disagree." The above figure combines responses to "completely agree" and "somewhat agree."
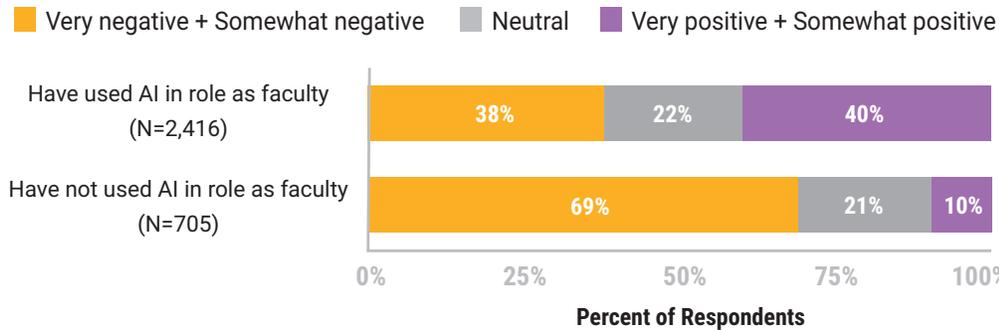
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Ethical Concerns About AI in Higher Education

Faculty overwhelmingly have at least some ethical concerns about AI. Nearly all faculty are concerned about plagiarism/dishonesty. Figure 15 highlights the percentage of faculty who responded that they are somewhat or very concerned about a variety of ethical issues. Faculty overwhelming have concerns about issues related to plagiarism/dishonesty (92%), overreliance on automation (88%), and bias in outputs (79%). Regarding plagiarism, faculty report in open ended responses that student use is "rampant," submitting "discussion posts, essays and test questions written mostly or entirely by AI," with students not "even simply proofreading or fact checking." Another faculty member highlights that students use GenAI "for doing homework problems and projects in clear violation of course policies" because "the AI is too good and therefore irresistible." A majority of faculty also have concerns about privacy violations (69%), unequal access (58%), and environmental concerns (57%).

Figure 15: Ethical Concerns about AI in Higher Education
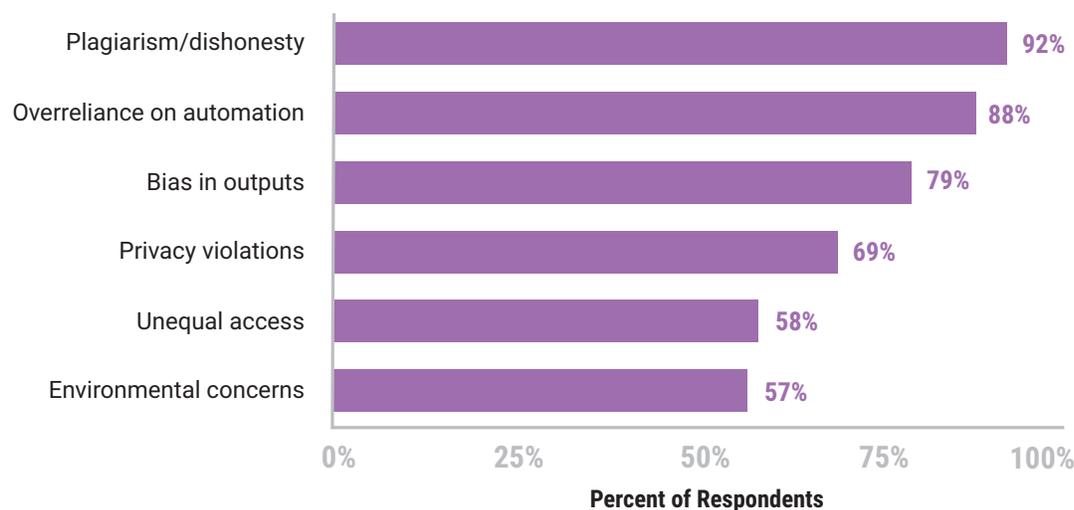
Note: The figure above shows responses to the following question: "What ethical concerns, if any, do you have about AI in higher education? Please select all that apply." Respondents had the option to select among the following options: "not concerned at all," "a little concerned," "somewhat concerned," and "very concerned." The above figure combines responses of "somewhat concerned" and "very concerned." Number of respondents = 2,930.

By College Selectivity

Differences by college selectivity in the percentage of faculty reporting ethical concerns about AI are small, and the patterns are inconsistent. Figure 16 reveals few meaningful differences across selectivity segments for most ethical issues, with the exception of unequal access and environmental concerns where gaps stand at 7 and 12 percentage points, respectively. Patterns by college selectivity are not as directionally consistent as observed previously either.

Figure 16: Ethical Concerns about AI in Higher Education, by College Admission Rate
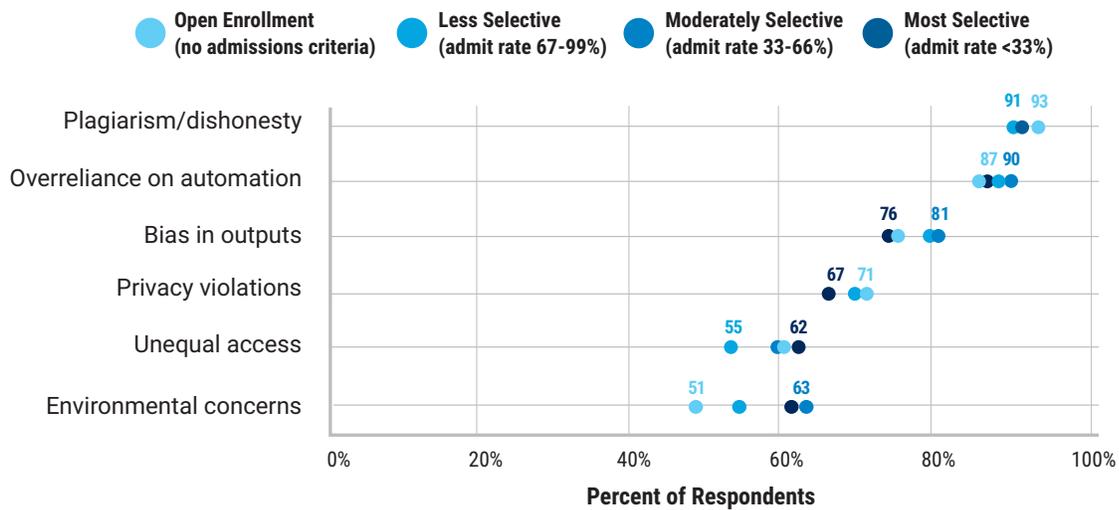
Note: The figure above shows responses to the following question by the admission rate of the respondent's college: "What ethical concerns, if any, do you have about AI in higher education? Please select all that apply." Number of respondents = 2,883.

By Faculty Academic Discipline

For most ethical issues surrounding AI, a majority of faculty in each discipline express concern. That said, large differences by discipline exist for some issues, with faculty in STEM, business, and communications faculty among the least likely to be somewhat or very concerned, while those in the humanities, arts, and social sciences are more likely to be concerned. Figure 17 highlights that more than half of the faculty in each discipline is concerned about plagiarism/dishonesty, overreliance on automation, bias in outputs, and privacy violations. This is also true of most disciplines (but not business and communications and at least one STEM discipline) when it comes to unequal access and environmental concerns. The largest gaps by faculty discipline occur around privacy violations (22 percentage points), unequal access (24 percentage points), and environmental issues (31 percentage points), with dots in the figure continuing to display clustering similar to that observed throughout this report.

Figure 17: Ethical Concerns about AI in Higher Education, by Faculty Academic Discipline
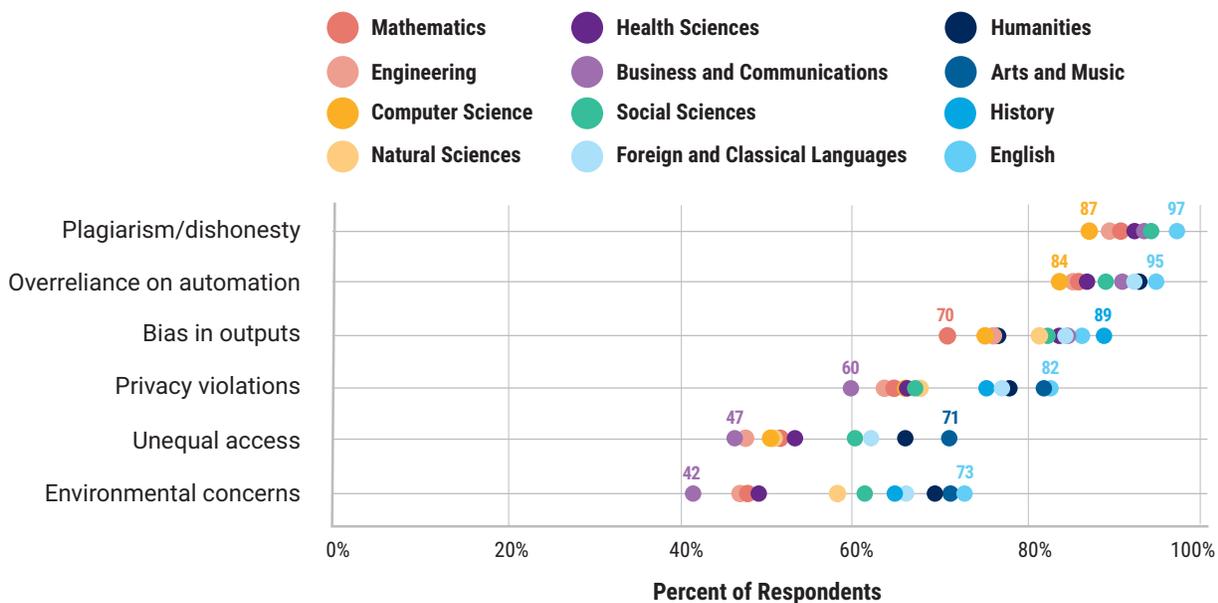

Note: The figure above shows responses to the following question by faculty discipline: "What ethical concerns, if any, do you have about AI in higher education? Please select all that apply." Respondents had the option to select among the following options: "not concerned at all," "a little concerned," "somewhat concerned," and "very concerned." The above figure combines responses of "somewhat concerned" and "very concerned." Number of respondents = 2,812.

CollegeBoard

IV. What are college faculty reporting about the level of challenge they are facing with GenAI in the classroom and how are they managing classroom GenAI use? How does this differ by the selectivity of their institution and their discipline?

Level of Challenge with Student Use of GenAI

**Nearly three-fourths (72%) of faculty report facing at least minor challenges with managing student use of AI.** More specifically, Figure 18 illustrates that one-third of all faculty report having minor incidents, about a quarter (26%) report moderate challenges, and 14% report significant challenges, respectively. Appendix Table A3 indicates that responses about challenges with student use of AI were very similar across college selectivity segments, varying by no more than four percentage points for any given response option.

By Faculty Academic Discipline

Disciplines experiencing the most challenges with managing student AI use tend to be disciplines where assessments are heavily based on out-of-class writing assignments. The disciplines with the most faculty reporting frequent challenges—including English, humanities, history, and social sciences—are all disciplines where student assessment often involves such writing assignments. Meanwhile, disciplines that report the lowest level of challenges with managing student use of AI—including STEM and health sciences—tend to be disciplines where in-person assessments are more typical. At the two ends of the spectrum, faculty in English report the most challenges with managing student AI use. Only 14% of English faculty report no significant challenges, and 60% report having moderate or significant challenges, indicating regular or frequent incidents requiring systematic response or policy changes. Meanwhile, 39% of mathematics faculty report no significant challenges, and 27% report having moderate or significant challenges.

Figure 18: Level of Challenge with Managing Student Use of AI, by Faculty Academic Discipline

■ No significant challenges: No incidents requiring faculty or administration intervention
■ Minor challenges: Occasional incidents requiring faculty or administration intervention
■ Moderate challenges: Regular incidents requiring faculty or administration intervention
■ Significant challenges: Frequent incidents requiring faculty or administration intervention
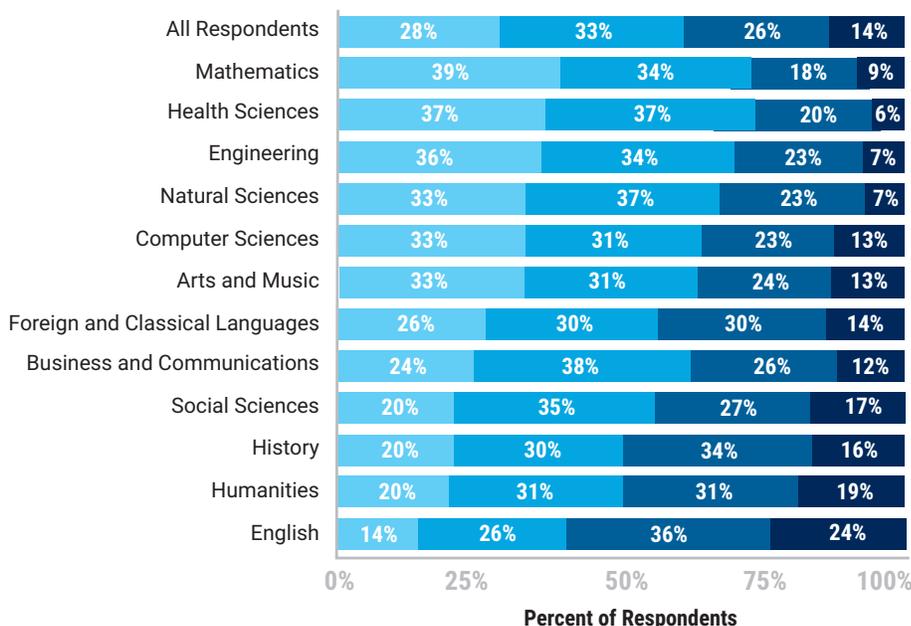
Note: The figure reports responses to the following question: "Did you encounter any challenges with managing the use of generative AI this year?" Total number of respondents = 2,956.

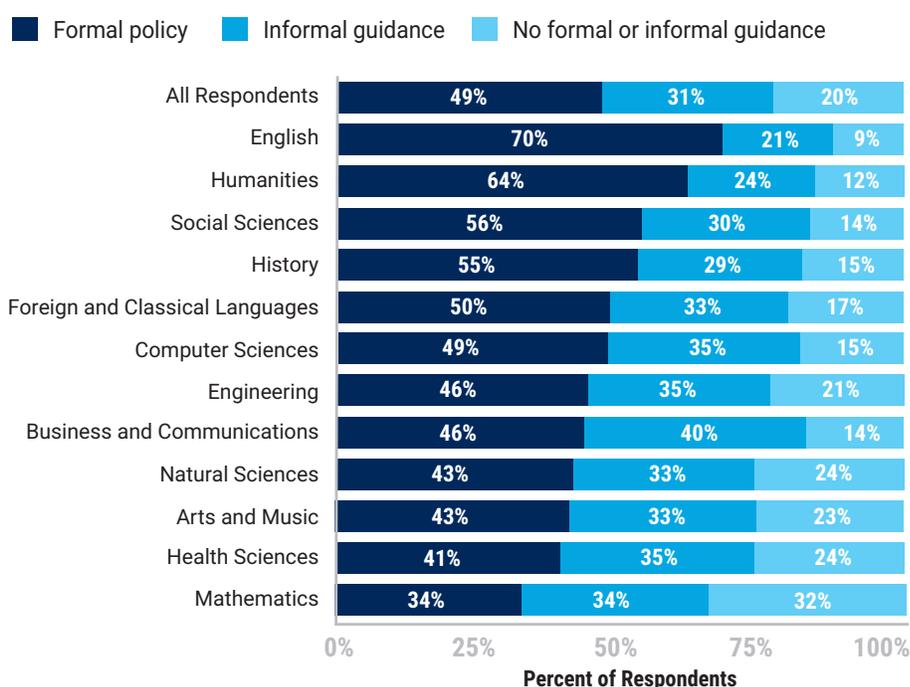| Discipline	No significant challenges	Minor challenges	Moderate challenges	Significant challenges
All Respondents	28%	33%	26%	14%
Mathematics	39%	34%	18%	9%
Health Sciences	37%	37%	20%	6%
Engineering	36%	34%	23%	7%
Natural Sciences	33%	37%	23%	7%
Computer Sciences	33%	31%	23%	13%
Arts and Music	33%	31%	24%	13%
Foreign and Classical Languages	26%	30%	30%	14%
Business and Communications	24%	38%	26%	12%
Social Sciences	20%	35%	27%	17%
History	20%	30%	34%	16%
Humanities	20%	31%	31%	19%
English	14%	26%	36%	24%

Percent of Respondents

CollegeBoard

Classroom Policy

Almost half (49%) of all faculty report having a formal classroom policy on student AI use and nearly another third (31%) report providing informal guidance. Figure 19 displays faculty reports of how they handled student use of AI in their classroom during the 2024-25 school year. It highlights that 20% of faculty are not providing a formal policy nor informal guidance. Appendix Table A3 shows that responses about classroom policies were very similar across college selectivity segments, differing by no more than four percentage points for a given response option.

It is worth noting that faculty want more support in establishing policies and guidance and do not necessarily see benefits to their making such decisions on their own. As one professor put it, "the lack of a clear institutional policy (leaving it to each faculty or department to implement their own) does not offer 'flexibility' as much as it comes out as it justifies a lack of support for my colleagues and I (no training and little resources put at our disposal). The multiple positions of the faculty--if we even address AI in our syllabus--is troubling to students who may 'forget' what course applies what policy."

By Faculty Academic Discipline

Patterns by discipline in faculty having a formal student AI use policy mirror the pattern observed for challenges faculty face. Perhaps shaped in part by the level of perceived negative disruption of student AI use and challenges faced, humanities and social sciences faculty are more likely than STEM faculty to have student AI use policies. At the two ends of the scale, 70% of English professors have a formal policy, compared to 34% of mathematics professors.

Figure 19: Faculty Policies for Student AI Use in the Classroom, by Faculty Academic Discipline

Legend: Formal policy | Informal guidance | No formal or informal guidance

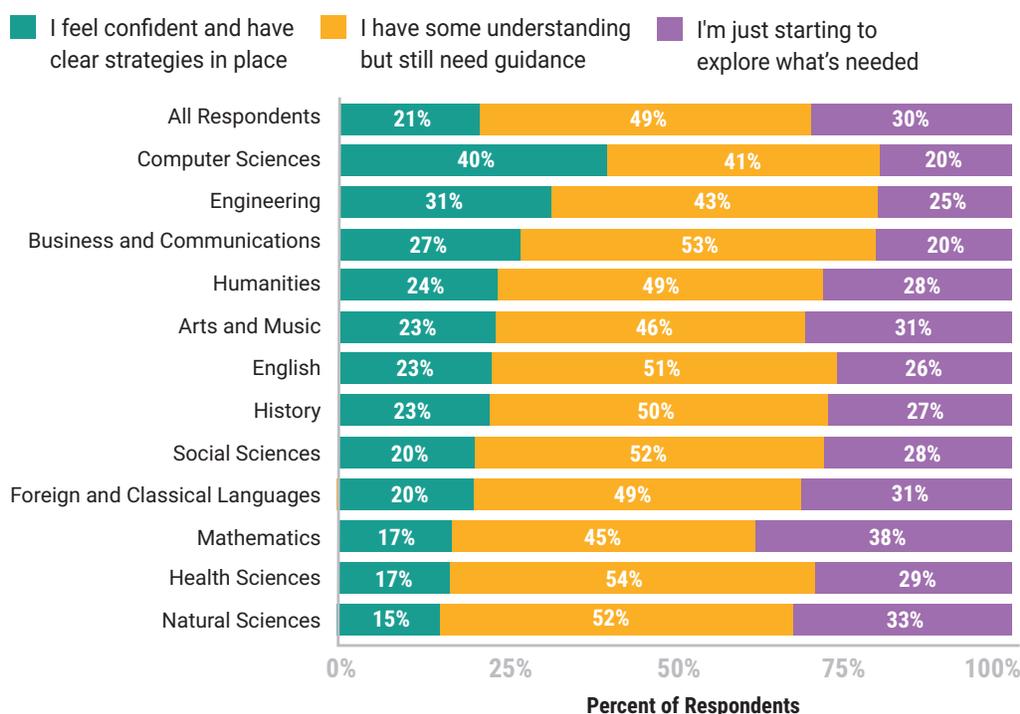| Discipline	Formal policy	Informal guidance	No formal or informal guidance
All Respondents	49%	31%	20%
English	70%	21%	9%
Humanities	64%	24%	12%
Social Sciences	56%	30%	14%
History	55%	29%	15%
Foreign and Classical Languages	50%	33%	17%
Computer Sciences	49%	35%	15%
Engineering	46%	35%	21%
Business and Communications	46%	40%	14%
Natural Sciences	43%	33%	24%
Arts and Music	43%	33%	23%
Health Sciences	41%	35%	24%
Mathematics	34%	34%	32%

Percent of Respondents

Note: The above figure shows responses to the following question: What policies [in your classroom] were in place during the 2024-2025 school year for student AI use? Number of respondents = 3,079.

CollegeBoard

Confidence in Guiding AI Use in the Classroom

Only about one in five (21%) faculty feel very confident and have clear strategies in place for guiding AI use in their classroom. Figure 20 also highlights that 49% say they have some understanding but still need guidance, and 30% say they are just starting to explore what's needed. Appendix Table A3 shows that the percentage of faculty responding with each of these three options varied by no more than three percentage points across the four college selectivity segments.

By faculty discipline, between 41% and 54% say they have some understanding but still need guidance in managing student AI use. Meanwhile, across disciplines, the percentage of faculty reporting they are very confident in guiding AI use in the classroom ranges from 15% to 40%. The pattern across disciplines in this confidence, depicted in figure 20, differs from the patterns observed in most previously discussed results. The humanities and social sciences disciplines, which have been near one of the extremes in many of the results in this brief, are all in the middle of the range of disciplines, with 20-24% of faculty in these disciplines indicating this level of confidence in guiding AI use. Meanwhile, the STEM disciplines are at both the high and low ends of the range, despite often clustering together in many other areas. Specifically, faculty in computer sciences (40%) and engineering (31%) have the highest percentage reporting they are very confident in guiding AI use in the classroom, while faculty in mathematics (17%) and natural sciences (15%) are among the least likely to report this level of confidence. It may be that confidence in guiding AI use is a function of both the level of disruption faculty have faced with student AI use (as in the case of humanities and social sciences) and their own level of experience in using AI tools (which is higher for computer science and engineering and lower for math and natural sciences).

Figure 20: Level of Confidence in Guiding AI Use in the Classroom, by Faculty Academic Discipline

Legend:
- I feel confident and have clear strategies in place
- I have some understanding but still need guidance
- I'm just starting to explore what's needed

Discipline	Confident	Some understanding	Just starting
All Respondents	21%	49%	30%
Computer Sciences	40%	41%	20%
Engineering	31%	43%	25%
Business and Communications	27%	53%	20%
Humanities	24%	49%	28%
Arts and Music	23%	46%	31%
English	23%	51%	26%
History	23%	50%	27%
Social Sciences	20%	52%	28%
Foreign and Classical Languages	20%	49%	31%
Mathematics	17%	45%	38%
Health Sciences	17%	54%	29%
Natural Sciences	15%	52%	33%

Percent of Respondents

Note: The above figure shows responses to the following question: "Many faculty in Higher Ed are still figuring out how to guide generative AI use in their classrooms. Which of the following best describes your current situation?" Number of respondents = 3,138.

CollegeBoard

In this brief, we presented data from a College Board survey of college faculty administered between June and August of 2025 to shed light on college faculty perceptions of GenAI use in higher education. According to college faculty, many college students are using GenAI tools for several classroom-related activities, especially for writing-related tasks. About three out of four college faculty use GenAI tools for activities related to their work too, though nearly half of these faculty users say they do so for two or fewer purposes. Faculty apply GenAI for a wide range of activities, and their usage varies by both college selectivity and faculty discipline.

When asked, "What is your overall sentiment about the use of AI in higher education?" faculty are more likely to report negative than positive sentiment. However, among those who have used GenAI in their work, slightly more faculty report positive than negative sentiment. Despite mixed overall sentiment of GenAI, faculty overwhelmingly agree that GenAI is having some negative impacts on students, such as making students overly dependent on technology for basic tasks and making students less likely to develop critical thinking skills. There is less agreement about GenAI having positive impacts on students, with faculty at open enrollment colleges and in STEM and business and communications disciplines more apt to perceive benefits.

More than 9 out of 10 faculty are concerned about plagiarism/dishonesty issues related to GenAI, and about three in four faculty report facing challenges with managing student use of GenAI that required faculty or administrator intervention. In light of these challenges, most faculty have adopted formal policies or used informal guidance in their classrooms related to GenAI use. Yet, just about 1 in 5 feel very confident and have clear strategies in place for guiding GenAI use in the classroom.

A key contribution this brief brings to the growing knowledge base around GenAI is documenting the variation by faculty discipline. We find large differences across disciplines in faculty reports of student uses of GenAI, faculty uses of GenAI, and faculty attitudes toward GenAI. Patterns in responses by faculty discipline seem to largely be explained by differences across disciplines in the tendency for assessments to be based on at-home writing assignments. For instance, compared to faculty in STEM disciplines where relying on in-class assignments is more feasible, faculty in disciplines that tend to give more writing-based assignments (such as those in the humanities and social sciences) are generally more likely to report student use of GenAI for writing-based class activities, less likely to report using GenAI for creating course materials and developing lesson plans, more likely to express negative attitudes about GenAI, and more likely to report classroom challenges with student GenAI use.

Another key feature of this analysis is its exploration of results by the admission rate of faculty members' institutions. There is less variation in responses by college selectivity than faculty discipline, but we often still find meaningful differences in responses, particularly between faculty at the two ends of the selectivity spectrum. Faculty at open enrollment colleges are generally less likely to report student use of GenAI for most classroom-related activities, more likely to use GenAI themselves for creating teaching materials and developing lesson plans, more likely to have positive overall sentiment about GenAI, and more likely to agree with statements that GenAI is having a positive impact on student learning compared to faculty at most selective colleges.

With college student adoption of GenAI outpacing consensus among faculty and institutional leaders, higher education needs evidence-based policies and practices that encourage innovation while protecting core learning goals and continuing to prepare college students to succeed in the workplace. Additional quantitative and qualitative investigations that dive deeper into the classrooms on the front lines of GenAI disruption (e.g., disciplines that have traditionally relied heavily on writing assignments prepared outside of class) are especially critical to understanding what is occurring on the ground and charting a course forward accordingly.

While the discipline is accumulating evidence, there is still much to learn about how use of these tools is impacting students, faculty, and institutions in different ways.

CollegeBoard

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Appendix - Tables

Table A1: Individual Characteristics of Respondents

	Number of Respondents	Percent of Respondents
Race/ethnicity (multi-select)		
American Indian or Alaska Native	27	1%
Asian	211	7%
Black or African American	110	4%
Hispanic or Latino	160	6%
Middle Eastern or North African	48	2%
Native Hawaiian or Pacific Islander	3	<1%
White	2,160	76%
Prefer not to answer	227	8%
Primary role		
Faculty – Professor	2,364	68%
Faculty – Lecturer	498	14%
Department Chair	171	5%
Administrator (e.g. Dean, Provost)	107	3%
Admissions Officer	6	<1%
Other	327	9%
Length of time working in Higher Education		
Less than 4 years	145	4%
5-9 years	417	12%
10-14 years	473	14%
15-19 years	504	15%
20-24 years	564	16%
25-29 years	540	16%
30 or more years	818	24%

Note: Differences in size occur due to where questions appeared in the survey and whether respondent completed the question.

CollegeBoard

Table A2: Institutional Characteristics of Respondents

	Number of Respondents	Percent of Respondents
Institution Level and Control		
4-year private college	1,138	33%
4-year public college	1,755	50%
2- year institution college	382	11%
Not Available/Declined to answer	260	7%
Institution size		
Under 5,000	788	23%
5,000 - 9,999	593	17%
10,000 – 19,999	687	20%
20,000 and above	1,018	29%
Not Available/Declined to answer	396	11%
Institution Regions (IPEDS categories)		
Far West (AK, CA, HI, NV, OR, WA)	371	11%
Great Lakes (IL, IN, MI, OH, WI)	448	13%
Mid East (DE, DC, MD, NJ, NY, PA)	627	18%
New England (CT, ME, MA, NH, RI, VT)	264	8%
Plains (IA, KS, MN, MO, NE, ND, SD)	248	7%
Rocky Mountains (CO, ID, MT, UT, WY)	157	5%
Southeast (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV)	662	19%
Southwest (AZ, NM, OK, TX)	330	9%
Not Available/Declined to answer	375	11%

Note: Not all respondents left institutional affiliation, and for some institutions, IPEDS did not have data. Where feasible, we supplemented IPEDs with alternative sources; this accounts for variation in the n for "Not available/Declined to answer."

CollegeBoard

Table A3: Selected Survey Results by College Admission Rate

	Open Enrollment Colleges	Less Selective Colleges	Moderately Selective Colleges	Most Selective Colleges
Did you encounter any challenges with managing the use of generative AI this year?				
No significant challenges	27%	29%	26%	29%
Minor challenges	32%	32%	35%	33%
Moderate challenges	28%	26%	24%	25%
Significant challenges	13%	13%	15%	14%
What classroom policies were in place during the 2024-2025 school year for student AI use?				
Formal policy	48%	48%	49%	51%
Informal guidance	30%	32%	32%	29%
No formal or informal guidance	23%	19%	20%	20%
Many faculty in Higher Ed are still figuring out how to guide generative AI use in their classrooms. Which of the following best describes your current situation?				
I feel very confident and have clear strategies in place	21%	21%	21%	20%
I have some understanding but still need guidance	50%	48%	49%	49%
I'm just starting to explore what's needed	28%	30%	30%	31%

Note: Not all respondents left institutional affiliation, and for some institutions, IPEDS did not have data. Where feasible, we supplemented IPEDs with alternative sources; this accounts for variation in the n for "Not available/Declined to answer."

CollegeBoard

Appendix - Survey Items

Instrument

The data included in this report are from the following survey questions. The detail provided here includes all response options for each question, though all these response options may not be included in the figures noted within the report and/or response options may have been collapsed.

What is your current primary role?

- Faculty - Professor
- Faculty - Lecturer
- Faculty - Emeritus
- Department Chair
- Administrator (e.g. Dean, Provost)
- Admissions Officer
- Other (please specify): Text entry

How long have you worked in higher education?

- Less than 4 years
- 5–9 years
- 10–14 years
- 15–19 years
- 20–24 years
- 25–29 years
- 30 or more years

At what institution do you work? (Please do not use abbreviations that could be mistaken for another institution, e.g., "UT") [Open ended response]. And in what department(s) do you teach/work? [Open ended response] In which of these subject areas does your department fall? (Please select all that apply)

- Arts and Music
- Business and Communications
- Computer Sciences
- Engineering
- English
- Foreign and Classical Languages
- History
- Humanities (Philosophy, Law, Criminal Justice, Religion, Ethics, Classics)
- Mathematics
- Natural Sciences
- Health Sciences (Nursing, Pharmacy, Nutrition, Health Studies, Epidemiology, etc.)
- Social Sciences
- Other (please describe): Text entry

What is your overall sentiment about the use of AI in higher education?

- Very negative
- Somewhat negative
- Neutral
- Somewhat positive
- Very positive

Do you consider AI more of a challenge or an opportunity in your work?

- Mostly a challenge
- Somewhat a challenge
- Neutral
- Somewhat an opportunity
- Mostly an opportunity

How much change do you expect AI to bring to your role in the next 3–5 years?

- None
- A little
- Some
- A great deal
- Transformational change

Please explain your previous answer. What kinds of changes, if any, do you anticipate AI will bring to your role in the next 3-5 years? [Open ended response]

Many faculty in Higher Ed are still figuring out how to guide generative AI use in their classrooms. Which of the following best describes your current situation?

- I feel very confident and have clear strategies in place
- I have some understanding but still need guidance
- I'm just starting to explore what's needed

For which of the following purposes have you used AI? (Please select all that apply)

- Creating or revising teaching materials
- Providing feedback to students
- Grading or assessment
- Administrative support
- Detecting plagiarism or academic dishonesty
- Teaching general AI literacy to students
- Teaching academic department specific AI literacy to students
- Research or scholarship
- Academic writing
- Developing lesson plans
- I have not used AI in my role as higher education faculty
- Other (please specify): Text entry

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You've mentioned that you've used AI to complete the following tasks. To what extent do you trust the accuracy of the AI-generated outputs in these tasks? [Scale: Not at all; A little; Some; A great deal]

- Creating or revising teaching materials
- Providing feedback to students
- Grading or assessment
- Administrative support
- Detecting plagiarism or academic dishonesty
- Teaching general AI literacy to students
- Teaching academic department specific AI literacy to students
- Research or scholarship
- Academic writing
- Developing lesson plans
- I have not used AI in my role as higher education faculty
- Other (please specify): Text entry

What policies were in place during the 2024-2025 school year for student AI use? [Scale: Formal policy; Informal guidance; No formal or informal guidance]

- Institution
- Your department
- Your classroom

Which of the following AI uses do you believe your students are engaging in for classroom-related activities? (Please select all that apply.)

- Writing essays or papers
- Solving homework problems (e.g., math, coding, science)
- Generating study guides or summaries
- Paraphrasing or rewriting content
- Searching for sources or citations
- Generating responses for discussion boards
- Preparing presentations or slides
- Translating content or correcting grammar
- Getting feedback on drafts
- Using AI to answer quiz or test questions
- I am not sure what AI tools my students use
- Other (please specify): Text entry

You previously indicated that students are using AI in various ways. Based on your best estimation, how widespread do you believe student use of AI is for each of the following classroom-related activities? [Scale: Not at all used by students; Used by a small number of students; Used by about half of students; Used by most students; Not sure]

- Writing essays or papers
- Solving homework problems (e.g., math, coding, science)
- Generating study guides or summaries
- Paraphrasing or rewriting content
- Searching for sources or citations
- Generating responses for discussion boards
- Preparing presentations or slides
- Translating content or correcting grammar
- Getting feedback on drafts
- Using AI to answer quiz or test questions
- I am not sure what AI tools my students use
- Other (please specify): Text entry

Please indicate your level of agreement with each statement about generative AI. [Scale: Completely agree; Somewhat agree; Somewhat disagree; Completely disagree]

- AI tools help students develop better research skills
- AI tools make students less likely to develop critical thinking abilities
- AI helps students understand complex concepts through personalized explanations
- AI makes students overly dependent on technology for basic tasks
- AI helps students learn at their own pace
- AI reduces students' ability to express original ideas
- AI helps students become better writers through feedback and revision suggestions
- AI makes students less likely to engage deeply with course material
- Students can benefit from using generative AI to enhance their learning
- Teachers can benefit from using generative AI to assist in the classroom and support their professional development

Did you encounter any challenges with managing the use of generative AI this year?

- No significant challenges: No incidents requiring faculty or administrator intervention
- Minor challenges: Occasional incidents requiring faculty or administrator intervention
- Moderate challenges: Regular incidents requiring policy clarification or enforcement
- Significant challenges: Frequent incidents requiring systematic response or policy changes
- Not applicable: AI use is not allowed

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How concerned are you about academic dishonesty facilitated by AI tools?

- Not at all
- A little
- Some
- A great deal

Please explain your level of concern. How has AI changed your approach to evaluating student work, if at all? [Open ended response]

What ethical concerns, if any, do you have about AI in higher education? (Please select all that apply) [Scale: Very concerned; Somewhat concerned; A little concerned; Not concerned at all]

- Bias in outputs
- Privacy violations
- Plagiarism/dishonesty
- Overreliance on automation
- Unequal access
- Environmental concerns

Please explain any ethical concerns you may have about AI in higher education. (Optional) [Open ended response]

What benefits have you experienced (or anticipate) from using AI in your teaching or academic work? [Open ended response]

What concerns or challenges have you encountered with AI? [Open ended response]

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