The AI Challenge: How college faculty members assess the present and future of higher education in the Age of AI

A survey conducted by the Elon University Imagining the Digital Future Center and the American Association of Colleges and Universities

October 29-November 26, 2025

Survey methodology

This non-scientific, online survey was conducted via Qualtrics between October 29 and November 26, 2025, using a list of college and university faculty members developed by AAC&U and Elon University. The sample of 1,057 respondents is diverse in a range of academic disciplines, school sizes, job titles and composition of student populations, but the data reported here are not generalizable for the entire population of college faculty members. The profile of respondents is as follows:

Job title:

Full professor	39%
Associate professor	22%
Assistant professor	10%
Professor emeritus	1%
Retired professor	1%
Non-tenured instructor	26%

(including adjunct, lecturer, clinical professor)

General academic discipline

Arts & Humanities	37%
Biological Science, Agriculture, Natural Resources	8%
Physical Science, Mathematics & Computer Science	11%
Social Sciences	18%
Business	4%
Communications, Media & Public Relations	3%
Education	6%

Class size that the respondent most often teaches

20 or fewer students	38%
21-40 students	50%
41-60 students	6%
61-80 students	2%
81-100 students	1%
More than 100 students	2%

Number of full-time students at their school

Fewer than 3,000	22%
3,000-10,000	39%
More than 10,000	39%

Percentage of student body eligible for Pell grants

Less than 10%	5%
10%-19%	11%
20%-29%	17%
30%-39%	17%
40%-49%	10%
50%-59%	14%
60%-69%	9%
70%-79%	8%
80%-89%	4%
90% or more	4%

Topline survey findings

General scene-setting – big picture overview of the institution

Q1) Do you yourself use Generative AI tools for any purpose – personal or professional?

1) Yes – almost constantly	6%
2) Yes – several times a day	16%
3) Yes – about once a day	9%
4) Yes – several times a week	20%
5) Yes – no more than once a week	23%
6) No – not at all	26%

Q2) How comfortable are you using Generative AI tools for teaching and learning purposes in your classes?

1) Very comfortable	17%
2) Somewhat comfortable	30%
3) Not very comfortable	12%
4) Not at all comfortable	7%
5) I choose not to use Generative AI for teaching and learning purposes	32%
6) I'm unsure	2%

Q3) How important is it that your students develop AI Literacy skills prior to graduation?

1) Not at all important -- this skill is irrelevant to my students' success	13%
2) Slightly important -- nice to have, but not essential	11%
3) Moderately important -- valuable, but not critical for all students	19%
4) Very important -- essential for most students	25%
5) Extremely important -- critical for all students	24%
6) I'm unsure	7%

Q4) How important is it, if at all, for colleges and universities to incorporate Generative AI tools into classroom activities and campus life?

1) Essential across the institution – it must be done across the board	18%
2) Useful across the institution – but not vital to embrace	13%
3) It depends – some contexts may benefit while others may not	53%
4) Harmful for the entire institution – the tools have no place in class or campus	15%
5) Don't know	1%

Q5 Based on what you know about your institution, what percentage of **undergraduates** do you think choose to use Generative AI tools as they are doing their coursework?

1) Most -- 80% or more 39%
2) Many -- 60%-79% 37%
3) About half -- 40%-59% 17%
4) Some -- 20%-39% 6%
5) A small number -- 1%-19% 1%

Q6 Based on what you know about your institution, what percentage of **faculty members** do you think use Generative AI tools as part of their jobs?

1) Most -- 80% or more 3%
2) Many -- 60%-79% 17%
3) About half -- 40%-59% 36%
4) Some -- 20%-39% 35%
5) A small number -- 1%-19% 8%

No questions 7-8-9-10

Q11 How prepared do you feel your institution is to use Generative AI tools effectively for these purposes?
a. Preparing students for the future
   Very prepared 3%
   Somewhat prepared 32%
   Not very prepared 38%
   Not at all prepared 21%

b. Preparing faculty for effective teaching and mentoring of students
   Very prepared 3%
   Somewhat prepared 28%
   Not very prepared 37%
   Not at all prepared 31%

c. Helping faculty use the tools in scholarship
   Very prepared 3%
   Somewhat prepared 21%
   Not very prepared 35%
   Not at all prepared 33%

d. Helping non-faculty staff use Generative AI tools to perform their work
   Very prepared 2%
   Somewhat prepared 17%
   Not very prepared 29%
   Not at all prepared 28%

e. Being more effective in institutional operations, such as student recruitment, financial matters, student life, athletics, fundraising, and alumni relations

Very prepared	3%
Somewhat prepared	20%
Not very prepared	23%
Not at all prepared	22%

f. Leveraging new support or services AI has enabled

Very prepared	4%
Somewhat prepared	20%
Not very prepared	27%
Not at all prepared	26%

Q12 Considering the positives and negatives of Generative AI tools, in the next five years, how much do you think the use of these tools **is most likely to impact student learning outcomes** at your institution?

1)	A great deal for the better	8%
2)	Somewhat for the better	19%
3)	There will not be much change at all	7%
4)	Somewhat for the worse	24%
5)	A great deal for the worse	38%
6)	Don't know	6%

Q13 Overall, how do you think the increased use of Generative AI tools in the next five years **is most likely to affect the overall lives of students at your institution**? The impact of generative AI tools will be …

1)	More positive than negative	19%
2)	More negative than positive	54%
3)	Equally positive and negative	19%
4)	Don't know	9%

Q14 Overall, how do you think the increased use of Generative AI tools **in your field** will most likely affect the future of your students' careers **over the next five years**? The impact of generative AI tools will be:

1)	More positive than negative	20%
2)	More negative than positive	49%
3)	Equally positive and negative	20%
4)	Don't know	11%

Q15 What impact do you expect Generative AI tools will have in **affecting the role of colleges and universities in society** over the next few years?

    1)   Generative AI tools will **enhance** the role   13%
           colleges and universities play in society.
    2)   Generative AI tools will **diminish** the   39%
           role colleges and universities play in society.
    3)   Generative AI tools will enhance some   48%
           aspects of the role of colleges and
           universities play in society and diminish others.

Q16 Optional Open-Ended Question: Please briefly explain your choice _____

QID8 What will be the long-term impact of artificial intelligence on employment opportunities for students who major in your discipline?

1.	Very positive	7%
2.	Somewhat positive	18%
3.	Neither negative nor positive	28%
4.	Somewhat negative	28%
5.	Very negative	19%

Faculty use of GenAI

Q17) Do you ever use Generative AI tools like ChatGPT, Gemini, Copilot, Claude in any of the following ways?

    a.   For syllabus development
           1)   Yes, a lot   9%
           2)   Yes, a little   25%
           3)   No   67%
    b.   For course development
           1)   Yes, a lot   11%
           2)   Yes, a little   29%
           3)   No   60%
    c.   For locating and developing course materials
           1)   Yes, a lot   12%
           2)   Yes, a little   34%
           3)   No   53%
    d.   For preparing lectures and presentations
           1)   Yes, a lot   11%
           2)   Yes, a little   32%
           3)   No   56%
    e.   To develop or revise traditional assignments
           1)   Yes, a lot   16%
           2)   Yes, a little   31%
           3)   No   52%

f. For assignments that specifically require students to use and assess Generative AI tools
      1) Yes, a lot   17%
      2) Yes, a little   28%
      3) No   55%

g. For teaching and instruction activities
      1) Yes, a lot   12%
      2) Yes, a little   34%
      3) No   53%

h. For customizing learning and engagement with individual students
      1) Yes, a lot   9%
      2) Yes, a little   18%
      3) No   72%

i. For providing feedback on papers and other student projects
      1) Yes, a lot   5%
      2) Yes, a little   14%
      3) No   81%

j. To grade student work
      1) Yes, a lot   2%
      2) Yes, a little   9%
      3) No   88%

k. To help communicate with students via email or apps
      1) Yes, a lot   6%
      2) Yes, a little   13%
      3) No   81%

l. For writing letters of recommendation for students
      1) Yes, a lot   10%
      2) Yes, a little   21%
      3) No   69%

m. For creating summaries of meetings
      1) Yes, a lot   12%
      2) Yes, a little   23%
      3) No   64%

n. For scheduling and planning (e.g. managing calendars, task lists)
      1) Yes, a lot   4%
      2) Yes, a little   15%
      3) No   80%

o. For helping conduct my own research
      1) Yes, a lot   10%
      2) Yes, a little   29%
      3) No   60%

p. As I write my own research papers
      1) Yes, a lot   6%
      2) Yes, a little   22%
      3) No   71%

q. For other scholarly-related work, such as writing peer reviews
      1) Yes, a lot   5%
      2) Yes, a little   14%
      3) No   80%

r. For drafting research-related materials like grant proposals
- 1) Yes, a lot   8%
- 2) Yes, a little   22%
- 3) No   70%

s. Other ways not mentioned above? with blank space to specify other uses of GenAI)
- 1) Yes, a lot   6%
- 2) Yes, a little   9%
- 3) No   41%

Optional open-ended question: Please share a few details about how often you use generative AI tools and some of the ways you use the tools, including uses that are not listed above _____

Q18) Has your use of Generative AI tools changed these things?

a. The amount of time it takes to prepare and teach classes
- 1) A lot for the better   10%
- 2) Somewhat for the better   18%
- 3) Not much change has occurred at all   20%
- 4) Somewhat for the worse   3%
- 5) A lot for the worse   1%
- 6) I don't use AI for this at all   47%

b. The quality of your lectures and lessons
- 1) A lot for the better   6%
- 2) Somewhat for the better   19%
- 3) Not much change has occurred at all   23%
- 4) Somewhat for the worse   1%
- 5) A lot for the worse   *
- 6) I don't use AI for this at all   50%

c. The quality of your assignments for students
- 1) A lot for the better   8%
- 2) Somewhat for the better   23%
- 3) Not much change has occurred at all   20%
- 4) Somewhat for the worse   2%
- 5) A lot for the worse   *
- 6) I don't use AI for this at all   46%

d. Student engagement with your classes and assignments
- 1) A lot for the better   5%
- 2) Somewhat for the better   15%
- 3) Not much change has occurred at all   25%
- 4) Somewhat for the worse   6%
- 5) A lot for the worse   5%
- 6) I don't use AI for this at all   45%

e. Your ability to test and assess students' performance

  1) A lot for the better   4%
  2) Somewhat for the better   12%
  3) Not much change has occurred at all   21%
  4) Somewhat for the worse   6%
  5) A lot for the worse   7%
  6) I don't use AI for this at all   49%

f. The quality of your feedback and grading of your students' performance

  1) A lot for the better   4%
  2) Somewhat for the better   10%
  3) Not much change has occurred at all   22%
  4) Somewhat for the worse   2%
  5) A lot for the worse   1%
  6) I don't use AI for this at all   60%

g. Relieving you of some of the routine work you now face

  1) A lot for the better   11%
  2) Somewhat for the better   22%
  3) Not much change has occurred at all   18%
  4) Somewhat for the worse   2%
  5) A lot for the worse   1%
  6) I don't use AI for this at all   46%

Q20) What level of impact have Generative AI tools had on the quality of …

a. Your research

  1) A lot for the better   7%
  2) Somewhat for the better   20%
  3) Neither for the better or worse   65%
  4) Somewhat for the worse   3%
  5) A lot for the worse   3%

b. Your students' research

  1) A lot for the better   4%
  2) Somewhat for the better   16%
  3) Neither for the better or worse   31%
  4) Somewhat for the worse   25%
  5) A lot for the worse   23%

Q21) Have you created guidelines or policies for your students regarding the ways they should and should not use Generative AI tools for assignments, projects, and tests?

  1) Yes   87%
  2) No   13%

Q22) Are there parts of your instruction where you specifically address AI literacy issues – such as teaching about AI capabilities and limitations, prompt engineering, and ethics?

  1) Yes   69%
  2) No   31%

Q23) If "yes" to the above: Optional open-ended question: Please briefly describe the AI literacy issues you have covered in class or assignments. _____

Q24) Have you ever created a customized language model or chatbot for students to use as they learn in your class?
　　　1) Yes　　　　9%
　　　2) No　　　91%

Q25) Has your department done any of the following in response to the rise of generative AI tools?

　a. Written specific guidelines and policies about appropriate and inappropriate use of Generative AI tools **in learning and teaching activities**
　　　1) Yes　　　　35%
　　　2) No　　　　58%
　　　3) Don't know　7%

　b. Empaneled a task force or other group to oversee and **manage the implementation** of Generative AI tools across campus

　　　1) Yes　　　　24%
　　　2) No　　　　63%
　　　3) Don't know　13%

　c. Created specific **new classes** focused on AI

　　　1) Yes　　　　20%
　　　2) No　　　　66%
　　　3) Don't know　13%

　d. Created a discipline **major or minor** in AI

　　　1) Yes　　　　6%
　　　2) No　　　　81%
　　　3) Don't know　12%

　e. Adopted **AI literacy as a program or departmental learning outcome**

　　　1) Yes　　　　9%
　　　2) No　　　　76%
　　　3) Don't know　14%

Q26) Has your college / university done any of the following in response to the rise of generative AI tools?

a. Written specific guidelines and policies about appropriate and inappropriate use of Generative AI tools **in learning and teaching activities**

    1) Yes   48%
    2) No   39%
    3) Don't know 13%

b. Empaneled a task force or other group to oversee and **manage the implementation** of Generative AI tools across campus

    1) Yes   55%
    2) No   24%
    3) Don't know 20%

c. Created specific **new classes** focused on AI

    1) Yes   37%
    2) No   36%
    3) Don't know 26%

d. Created a discipline **major or minor** in AI

    1) Yes   17%
    2) No   54%
    3) Don't know 29%

e. Adopted **AI literacy as a general education or institutional learning outcome**

    1) Yes   13%
    2) No   61%
    3) Don't know 25%

f. **Created new academic leadership office(s**) to address Generative AI tools usage and issues throughout your institution

    1) Yes   16%
    2) No   56%
    3) Don't know 28%

Q27) How prepared do you feel this past spring's graduates were when it comes to their overall?

    a. Understanding and use of Generative AI tools
        1) Very prepared   3%
        2) Somewhat prepared   35%
        3) Not very prepared   51%
        4) Not at all prepared   11%

    b. Preparedness to use Generative AI in the world of work
        1) Very prepared   3%
        2) Somewhat prepared   34%
        3) Not very prepared   50%
        4) Not at all prepared   13%

    c. Sense of the ethical issues raised by Generative AI tools
        1) Very prepared   3%
        2) Somewhat prepared   25%
        3) Not very prepared   44%
        4) Not at all prepared   27%

Q28) In the **next five years**, how much do you think Generative AI tools will affect the typical teaching model in your department?

        1) Significantly   43%
        2) Some   36%
        3) Not much   11%
        4) Not at all   2%
        5) Don't know   8%

Q29) To what extent do yomu believe Generative AI tools may **impact students in the future** when it comes to these aspects of their academic lives?

    a. Enhance and customize learning
        1) A lot   24%
        2) Some   37%
        3) Not much   14%
        4) Not at all   18%

    b. Improve research skills
        1) A lot   14%
        2) Some   27%
        3) Not much   18%
        4) Not at all   35%

    c. Increase creativity
        1) A lot   10%
        2) Some   17%
        3) Not much   22%
        4) Not at all   48%

d. Increase ability to write clearly and persuasively
- 1) A lot   15%
- 2) Some   25%
- 3) Not much   16%
- 4) Not at all 42%

e. Develop an overreliance on Generative AI tools
- 1) A lot   76%
- 2) Some   19%
- 3) Not much   2%
- 4) Not at all   1%

f. Diminish critical thinking skills
- 1) A lot   66%
- 2) Some   24%
- 3) Not much   6%
- 4) Not at all   2%

g. Increase concerns about academic integrity
- 1) A lot   76%
- 2) Some   18%
- 3) Not much   3%
- 4) Not at all   1%

h. Decrease attention spans
- 1) A lot   62%
- 2) Some   21%
- 3) Not much   10%
- 4) Not at all   3%

i. Widen digital inequities
- 1) A lot   58%
- 2) Some   23%
- 3) Not much   7%
- 4) Not at all   2%

Q30) To what extent do you think the following are challenges to adopting Generative AI tools in existing courses in your department?

a. Faculty resistance to using Generative AI tools
- 1) A lot   39%
- 2) Some   43%
- 3) A little   9%
- 4) Not at all   5%

b. Student resistance to using Generative AI tools
- 1) A lot   3%
- 2) Some   25%
- 3) A little   35%
- 4) Not at all 33%

c. Faculty unfamiliarity with Generative AI tools
    1) A lot   44%
    2) Some   39%
    3) A little   8%
    4) Not at all   4%
d. Student unfamiliarity with Generative AI tools
    1) A lot   8%
    2) Some   39%
    3) A little   31%
    4) Not at all   18%
e. Concerns regarding diminished student learning outcomes
    1) A lot   69%
    2) Some   23%
    3) A little   5%
    4) Not at all   1%
f. Lack of training and support infrastructure to foster broad adoption of Generative AI tools
    1) A lot   40%
    2) Some   30%
    3) A little   15%
    4) Not at all   9%
g. Poor quality of Generative AI tools' output, including false, misleading or biased information
    1) A lot   55%
    2) Some   33%
    3) A little   7%
    4) Not at all   3%
h. Lack of trust in the safety and security of the Generative AI tools
    1) A lot   60%
    2) Some   30%
    3) A little   6%
    4) Not at all   2%
i. Other _____

    1) A lot   8%
    2) Some   3%
    3) A little   *
    4) Not at all   *

Q31) In the next five years, how much, if at all, will you offer **self-paced and personalized instruction** to students at your institution that is built upon Generative AI tools?
    1) A lot   8%
    2) Some   24%
    3) A little   12%
    4) Not at all   56%

Q32) Optional open-ended question: Please list up to three human skills and traits that you believe will become more important for institutions of higher learning to cultivate as Generative AI tools spread through society in the coming years. _____

No Q33 in this survey

Q32. Please list up to three human skills and traits that you believe will become more important for institutions of higher learning to cultivate as Generative AI spread in the coming years. _____

Faculty Training and Development

Q34 Overall, what proportion of faculty members in your department are well prepared to use Generative AI tools in their teaching?

1)	Most -- 80% or more	3%
2)	Many -- 60%-79	8%
3)	About half -- 40%-59%	17%
4)	Some -- 20%-39%	25%
5)	A small number -- 1%-19%	28%
6)	None	4%
7)	Don't know	15%

Q35) How likely is it that the emergence and adoption of Generative AI tools will impact the work and role of those who teach in higher education?

1)	Extremely unlikely – No meaningful impact is expected	1%
2)	Unlikely – Minimal or limited impact is expected	3%
3)	Neither likely nor unlikely – Unsure or neutral	10%
4)	Likely – Noticeable impact is expected	45%
5)	Extremely likely – Significant and transformative impact is expected	41%

Academic Integrity and Cheating

Q36) Has cheating increased on your campus since Generative AI tools have become widely available?

1)	Yes, it has increased **a lot**	57%
2)	Yes, it has increased **a little**	21%
3)	Cheating levels have not changed	5%
4)	Don't know	18%

Q37) Have you had academic integrity cases in your courses that involved student usage of Generative AI tools?

1)	Yes – a lot	33%
2)	Yes – a few times	40%
3)	No	27%

Q38) Optional open-ended question: How have you handled academic integrity issues that involved Generative AI? _____

Q39) In terms of academic integrity, would you consider the following examples to be legitimate student uses of Generative AI tools?

a. A student receives a writing assignment and asks AI to provide a detailed outline of an appropriate response. The student then follows the outline to write the paper.

    1) This is a **legitimate use** of a Generative AI tool   29%
    2) This is using Generative AI tools **to cheat**   52%
    3) Not sure   18%

b. A student writes a paper and provides a Generative AI tool with their draft, the writing assignment, and the grading rubric. The student asks for feedback on their paper specifically seeking guidance that, based on the rubric, would result in an A on the assignment. The student then makes the recommended edits.

    1) This is a **legitimate use** of a Generative AI tool   45%
    2) This is using Generative AI tools **to cheat**   34%
    3) Not sure   21%

c. A student uses Generative AI tools to help brainstorm and refine project ideas that she/he then adopts for the assignment.

    1) This is a **legitimate use** of a Generative AI tool   64%
    2) This is using Generative AI tools **to cheat**   22%
    3) Not sure   14%

d. A student uses Generative AI tools to make improvements to their work. This might include fact-checking claims, fixing citation formatting, and adjusting a paper's structure.

    1) This is a **legitimate use** of a Generative AI tool   60%
    2) This is using Generative AI tools **to cheat**   23%
    3) Not sure   16%

e. A student uses Generative AI tools to write the first draft of a paper. The student then makes edits to the paper to further refine it for accuracy and audience before turning it in.

    1) This is a **legitimate use** of a Generative AI tool   11%
    2) This is using Generative AI tools **to cheat**   76%
    3) Not sure   13%

Q40) In terms of professional integrity, would you consider the following examples to be legitimate faculty uses of Generative AI tools in their work?

    a. A faculty member uses Generative AI tools to create a first draft of their syllabus that he/she then edits and refines.

        1) This is a **legitimate use** of a Generative AI tool   50%
        2) This is using Generative AI tools **to cheat**   30%
        3) Not sure   20%

    b. A faculty member uses Generative AI tools to create PowerPoint presentations that they use in class to teach their students.

        1) This is a **legitimate use** of a Generative AI tool   46%
        2) This is using Generative AI tools **to cheat**   32%
        3) Not sure   22%

    c. A faculty member uses Generative AI tools to respond to student e-mails.

        1) This is a **legitimate use** of a Generative AI tool   26%
        2) This is using Generative AI tools **to cheat**   52%
        3) Not sure   21%

    d. A faculty member uses Generative AI tools to grade essays in their course.

        1) This is a **legitimate use** of a Generative AI tool   10%
        2) This is using Generative AI tools **to cheat**   71%
        3) Not sure   19%

    e. A faculty member uses AI to write portions of an article that they then submit to a journal.

        1) This is a **legitimate use** of a Generative AI tool   7%
        2) This is using Generative AI tools **to cheat**   82%
        3) Not sure   11%

Q41) How effective do you think you are in recognizing content created by Generative AI tools?

    1) Very effective   10%
    2) Somewhat effective   56%
    3) Not very effective   25%
    4) Not at all effective   5%
    5) Don't know   4%

Q42) How effective do you think your faculty colleagues are at recognizing content created by Generative AI tools?

1) Very effective   4%
2) Somewhat effective   42%
3) Not very effective   31%
4) Not at all effective   8%
5) Don't know   15%

Q43) Does your university provide a subscription to an **AI detection tool** for faculty to use?
1) Yes   34%
2) No   41%
3) Don't know   25%

Q44) Do you use AI detection tools to try to detect whether students have used Generative AI tools in their assignments?

1) Yes   31%
2) No   69%

Q45) How effective are current detection tools in identifying content created by Generative AI tools?

1) Very effective   2%
2) Somewhat effective   21%
3) Not very effective   33%
4) Not at all effective   22%
5) Don't know   21%

Q46) How do you think Generative AI tools will impact the integrity and value of academic degrees?

1) A lot for the better   2%
2) Some for the better   6%
3) Neither for the better nor worse 18%
4) Some for the worse   38%
5) A lot for the worse   36%

Q47) Optional open-ended question: What do you see as the key issues associated with the use of AI detection tools? _____

Ethical Issues

Q48) How necessary do you feel it is that the following issues be addressed by you in your classes

a) Biased and discriminatory results from Generative AI tools
   1) Very necessary   64%
   2) Somewhat necessary   25%
   3) Not at all necessary   6%
b) Hallucinations (inaccurate statements) in the output of Generative AI tools
   1) Very necessary   79%
   2) Somewhat necessary   16%
   3) Not at all necessary   3%
c) Privacy issues related to personal data use by Generative AI tools
   1) Very necessary   66%
   2) Somewhat necessary   24%
   3) Not at all necessary   7%
d) Disclosure of the training data used for Generative AI tools
   1) Very necessary   54%
   2) Somewhat necessary   27%
   3) Not at all necessary   10%

e) Cybersecurity concerns and related matters
   1) Very necessary   55%
   2) Somewhat necessary   26%
   3) Not at all necessary   10%
f) Transparency by Generative AI regarding how they produce answers
   1) Very necessary   62%
   2) Somewhat necessary   26%
   3) Not at all necessary   7%
g) The use of Generative AI tools to deliberately produce misinformation and deepfakes
   1) Very necessary   72%
   2) Somewhat necessary   17%
   3) Not at all necessary   7%
h) The use of Generative AI tools for the purposes of cyberbullying
   1) Very necessary   53%
   2) Somewhat necessary   23%
   3) Not at all necessary   15%
i) The ability or inability of human beings to control Generative AI tools
   1) Very necessary   55%
   2) Somewhat necessary   26%
   3) Not at all necessary   12%
j) The alignment of Generative AI tools to perform with basic human values
   1) Very necessary   56%
   2) Somewhat necessary   25%
   3) Not at all necessary   11%
k) The erosion of copyright and authorship as a result of Generative AI tool practices
   1) Very necessary   69%
   2) Somewhat necessary   21%

3) Not at all necessary   7%
l) The environmental impact of Generative AI usage
    1) Very necessary   64%
    2) Somewhat necessary   22%
    3) Not at all necessary   8%

Outside partnerships

Q49) Has your institution formed any partnerships with private industry and other outside organizations related to AI?

1) Yes   43%
2) No   57%

Q50) Optional open-ended question: If you wish, please describe the main partnerships you have formed with industry and other outside organizations: _____

Demographics and general stats

Q51) What is your job title?

Full professor	39%
Associate professor	22%
Assistant Professor	10%
Professor Emeritus	1%
Retired professor	1%
Non-tenured instructor (including adjunct, lecturer, clinical professor)	26%

Q51) In what broad category does your academic fall?

a.	Arts & Humanities	37%
b.	Biological Science, Agriculture, Natural Resources	8%
c.	Physical Science, Mathematics & Computer Science	11%
d.	Social Sciences	18%
e.	Business	4%
f.	Communications, Media & Public Relations	3%
g.	Education	6%

Q52) How large are the classes you most often teach?

1) 20 or fewer students   38%
2) 21-40 students   50%
3) 41-60 students   6%
4) 61-80 students   2%
5) 81-100 students   1%
6) More than 100 students   2%

Q53) How many full-time students are enrolled in your institution?

1) Fewer than 3,000   22%
2) 3,000-10,000   39%
3) More than 10,000   39%

Q54) How many part-time students are enrolled at your institution?

1) Fewer than 3,000   56%
2) 3,000-10,000   30%
3) More than 10,000   14%

Q55) What percentage of your student body is eligible for Pell grants?

1) Less than 10%   5%
2) 10%-19%   11%
3) 20%-29%   17%
4) 30%-39%   17%
5) 40%-49%   10%
6) 50%-59%   14%
7) 60%-69%   9%
8) 70%-79%   8%
9) 80%-89%   4%
10) 90% or more   4%