NATIONAL INSTITUTE ON ARTIFICIAL INTELLIGENCE IN SOCIETY

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"I am literally overwhelmed by the onslaught" Faculty AI Practices and Attitudes

Spring 2024 Survey report; Released May 7, 2024
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Executive Summary

The Spring 2024 Survey on Faculty AI Practices and Attitudes, conducted by the Chief AI Officer of the National Institute on Artificial Intelligence in Society (NIAIS), reveals both strong faculty interest and significant challenges in integrating artificial intelligence into academic curricula. AI in education has become an urgent matter that demands immediate attention and action. The primary obstacle to more widespread AI adoption in the classroom is not resistance from faculty but rather the complex, multifaceted challenges associated with such an integration, which must be addressed swiftly to ensure that higher education remains relevant and effective in preparing students for the rapidly evolving AI-driven world.

Key findings from the survey show that a significant minority of faculty already experiment with both personal use of AI and with encouraging students to use it. Faculty practices and attitudes towards AI, though varied, collectively signal a cautious approach to its adoption. The majority of faculty members do not yet routinely use advanced AI tools in their professional activities, with only a minor portion often or always using AI for tasks like course development, grading, or class preparation. This limited use is not due to a lack of interest but rather to significant barriers including the absence of easy access to advanced AI technologies, a scarcity of time, and insufficient incentives to undertake comprehensive curriculum revamps.

The report identifies several critical areas that need urgent attention to facilitate the effective integration of AI into the educational framework:

1. **Access to Technology**: Most faculty members lack ready access to sophisticated AI tools that could demonstrate the potential of AI to enhance teaching and research.
2. **Curricular Integration**: Integrating AI requires a fundamental redesign of course content, teaching methods, and assessment techniques—a significant undertaking that extends beyond the current capacities and responsibilities expected of faculty.
3. **Professional Learning**: There is a strong demand for more extensive professional learning opportunities focused on AI. Faculty members express the need for more opportunities to be introduced to AI technologies. They and also want assistance in rethinking their pedagogical approaches to incorporate these tools effectively.

The integration of AI into higher education curricula is not merely a technological upgrade but a complex educational reform that requires immediate institutional support, significant investment in faculty professional learning, and thoughtful consideration of the pedagogical implications. Given the rapid advancement of AI and its transformative potential, addressing these challenges is an urgent priority. This report advocates for a strategic approach that includes developing clear policies, providing access to advanced tools, and supporting faculty through this transition with appropriate incentives and resources. The future of AI in education hinges on our ability to address these challenges comprehensively and collaboratively, recognizing that swift action is essential to ensure that higher education remains at the forefront of preparing students for success in an AI-driven world.

Respondents

Total Respondents: 183 faculty members
Response Rate: 21% (sent to 870 faculty members)
Faculty Ranks:

- Full Professor: 30.29%
- Part-Time Lecturer: 22.86%
- Associate Professor: 18.86%
- Assistant Professor: 16.57%
- Full-Time Lecturer: 9.14%

Distribution by College:

- Social Sciences & Interdisciplinary Studies: 23.43%
- College of Education: 21.71%

- Health & Human Services: 17.14%
- Arts & Letters: 16.57%
- Natural Sciences & Mathematics: 12.57%
- College of Business: 5.14%
- Engineering & Computer Science: 3.43%

Top Disciplines Represented:

- Psychology: 5.16%
- Political Science: 4.52%
- Sociology: 3.23%
- Anthropology, History, Public Health: Each 2.58%
- Social Work, Communication Studies, Geography: Each 1.94%

Faculty personal use of AI-powered tools

Use kind	Never	Rarely	Sometimes	Often	Always
Course Development	64.43% (96)	18.12% (27)	24.83% (37)	10.74% (16)	3.36% (5)
Grading Assignments	82.19% (152)	8.63% (16)	4.86% (9)	2.16% (4)	0.54% (1)
Class Preparation	66.45% (104)	19.16% (30)	20.45% (32)	7.04% (11)	1.92% (3)
Research (Data Analysis)	68.39% (119)	12.07% (21)	13.22% (23)	6.90% (12)	2.87% (5)
Research (Writing)	68.39% (119)	12.07% (21)	15.52% (27)	5.75% (10)	1.72% (3)
Communications	71.43% (105)	15.65% (23)	15.65% (23)	12.24% (18)	7.48% (11)
Coding	82.99% (154)	6.45% (12)	2.69% (5)	2.69% (5)	0.54% (1)

Faculty Usage Frequency of AI-Powered Tools by Activity
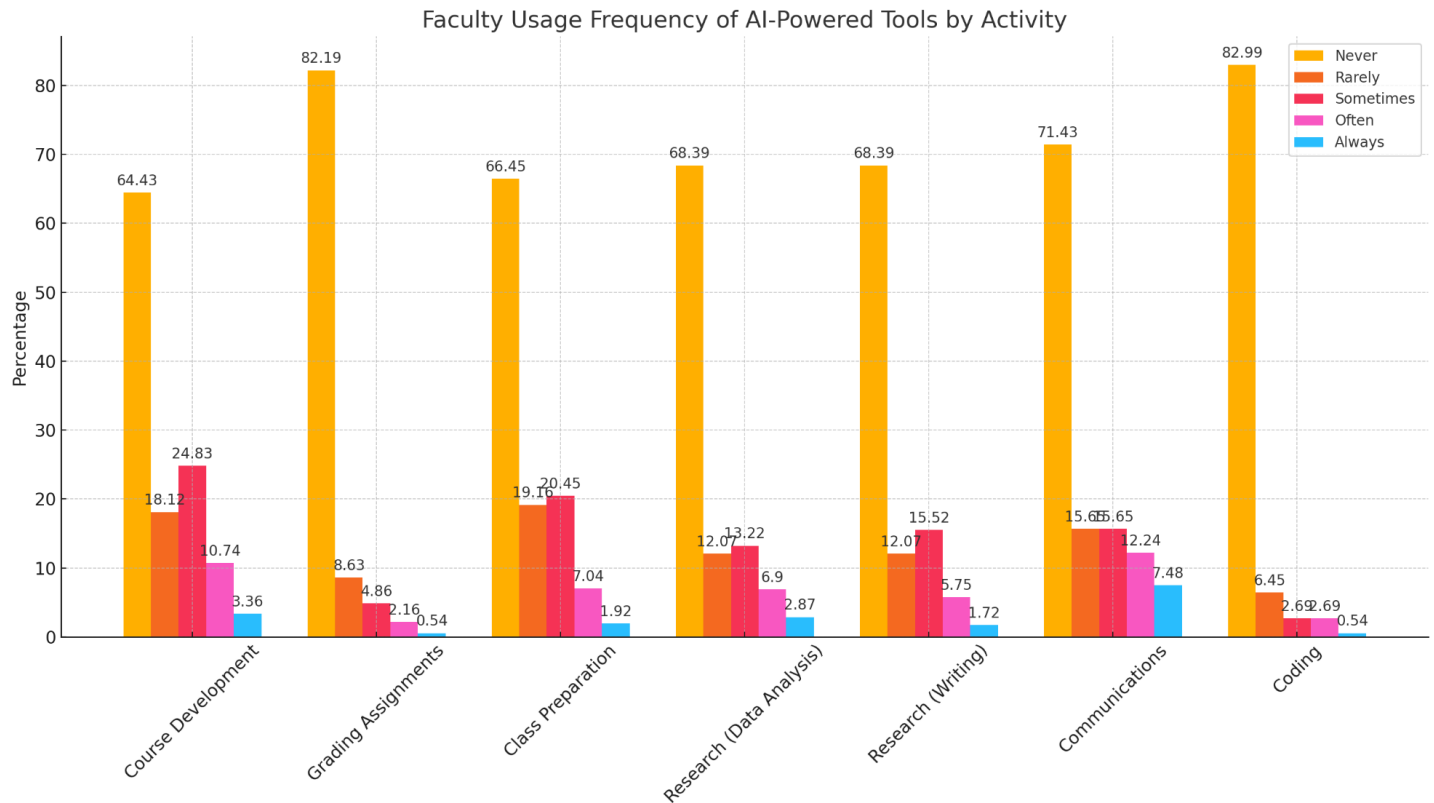
Other uses:

1. **Academic and Professional Writing**:
   - To evaluate how AI would respond to course-specific exam and paper prompts
   - I am starting to use them to critique work I have written
   - Editing
   - Writing case study scenarios for class
   - Testing my essay prompts
2. **Communication and Information Retrieval**:
   - To ask about different things I need information like I used to do in Google
   - Rarely have experimented with using it almost like a search engine for specific terms (that I cannot identify) but must describe in a coarse way
   - Correspondence
   - Finding references (I like Perplexity because it provides citations to original sources)

3. **Creative and Personal Use**:
   - Making up bedtime stories for my kids
   - Internal Dialogue
   - To redo the front of my house
4. **Teaching and Learning Tools**:
   - Wellness check-ins with students
   - Photo image
5. **Utility and Miscellaneous**:
   - Autofill
   - Direct train routes in Europe

Tools faculty use

1. ChatGPT: 140
2. Claude.ai: 27
3. Gemini: 16
4. MS Co-Pilot: 21
5. Grammarly: 61
6. Otter.ai: 28
7. Other: 23

Other: Paperpal, QuillBot, Google Translate, Canva Bard Humata Dalle Imagine (Meta), Speechify Adobe Premiere Pro, Adobe Express, Dah-li, Pi Ai, Chat AL, AL Translator, Pi, GPT Zero, Dalle, Perplexity, Turnitin, Bard, Elicit, Ideogram.ai, Adobe Firefly for Images, Magicschool.ai, BingAI, Jasper.ai, WriteSonic.

Faculty class polices on student AI use

Purpose	Explicitly Forbid	Discourage	Don't Ask/ Don't Tell	Encourage	Require
To research	33.90% (50)	19.73% (29)	32.55% (48)	30.41% (45)	2.03% (3)
To brainstorm ideas for assignments	28.57% (42)	12.93% (19)	33.33% (49)	39.46% (58)	4.08% (6)
As a personal tutor	29.25% (43)	16.33% (24)	42.86% (63)	25.17% (37)	4.08% (6)
As a wellness couch	40.14% (59)	12.24% (18)	47.62% (70)	9.52% (14)	2.04% (3)
To draft assignments	42.86% (63)	18.37% (27)	35.37% (52)	17.01% (25)	1.36% (2)
To write/code/produce content for assignments	57.14% (84)	13.61% (20)	35.37% (52)	8.84% (13)	0.68% (1)
To get feedback on draft assignments	40.14% (59)	12.24% (18)	42.18% (62)	17.69% (26)	1.36% (2)
To edit/polish final versions of assignments	44.90% (66)	12.93% (19)	34.01% (50)	19.05% (28)	2.72% (4)

Classroom AI use policies
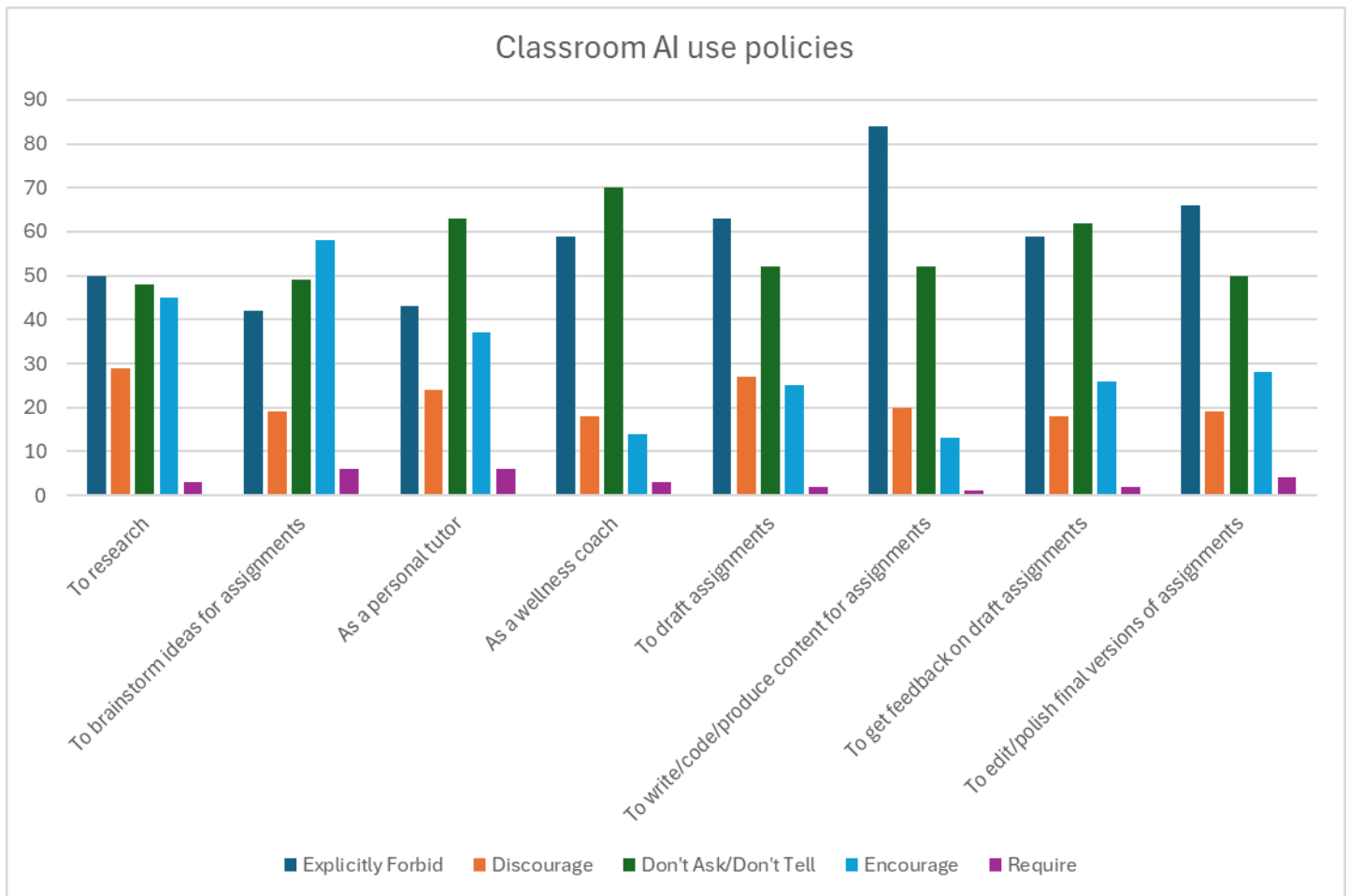
The good news is that there is a group of 50-60 faculty members who actively encourage or require students to use AI for research or brainstorming. However, about the same number of respondents actively forbid or strongly discourage students from doing it. It is particularly concerning that 67% of respondents either explicitly forbid (43) or discourage (24) students from using AI as a personal tutor. This type of AI usage is the least controversial and is not known to have any negative consequences. On the contrary, such a use can be beneficial to students.

Other AI uses allowed or encouraged

1. Preparation for life after graduation
2. Language assistance (specifically for ESL learners)
3. Ideation for papers
4. Research motivation
5. Limited AI use in curriculum adjustments
6. Class-dependent AI requirements or encouragement
7. Drafting personal statements for grad school
8. Job interview practice
9. Writing cover letters
10. Faculty professional development on AI use
11. Exploration of ideas for various contexts
12. Finding and evaluating peer-reviewed research articles

Syllabi statements

58 respondents have statements on AI in their syllabi. Based on the provided syllabus statements, there are several prevailing intents and types of statements regarding the use of AI in academic work:

1. Prohibiting the use of AI for completing assignments: Many statements explicitly prohibit students from using AI tools like ChatGPT to generate or complete their work. These statements consider the use of AI without

proper attribution as a form of plagiarism or academic dishonesty. The main intent behind these statements is to ensure that students submit original work that demonstrates their own understanding and mastery of the course material.

2. Allowing limited use of AI with proper attribution: Some statements allow students to use AI tools for specific purposes, such as brainstorming, outlining, or editing their own work. However, they require students to clearly identify and cite any AI-generated content. The intent is to encourage students to use AI as a supplementary tool while maintaining academic integrity and transparency.

3. Recognizing the potential benefits and limitations of AI: Several statements acknowledge that AI tools can be helpful for certain tasks, such as grammar and spell-checking, generating ideas, or providing explanations. However, they also emphasize the limitations of AI, such as its inability to engage in critical thinking, its potential for biases, and its lack of original thought. The intent is to help students understand the appropriate use of AI while being aware of its drawbacks.

4. Emphasizing the importance of original work and learning: Many statements stress the significance of students submitting their own original work as a means to demonstrate their learning and mastery of the course material. They highlight that relying heavily on AI-generated content undermines the purpose of education and hinders students' intellectual growth. The intent is to encourage students to engage in the learning process actively and develop their own critical thinking and writing skills.

5. Outlining consequences for academic dishonesty involving AI: Most statements clearly state that the use of AI without proper attribution or permission will be treated as academic dishonesty, leading to penalties such as failing the assignment, failing the course, or facing disciplinary action. The intent is to deter students from misusing AI and to maintain academic integrity within the course and institution.

6. Acknowledging the evolving nature of AI in education: Some statements recognize that the use of AI in education is a rapidly evolving issue that requires ongoing examination and discussion. They express the need for students, faculty, and institutions to navigate this new landscape together and develop guidelines for the responsible use of AI tools. The intent is to foster a dialogue about the role of AI in education and adapt policies as needed.

The prevailing intent of these syllabus statements is to establish clear guidelines for the use of AI in academic work, protect academic integrity, encourage original thinking and learning, and help students understand the benefits and limitations of AI tools in the context of their education.

The **discourse analysis** of the provided syllabus statements reveals several recurring themes and tropes in how faculty perceive and frame the use of AI in their courses:

1. **AI as a threat to academic integrity**: Many statements cast AI, particularly language models like ChatGPT, as a potential tool for cheating and plagiarism. Faculty express concerns that students may use AI to generate content without properly understanding the material or developing critical thinking skills. This is evident in phrases like "AI-generated work and representing it as your own is against the Hornet Honor Code" and "using AI for assignment completion is considered academic dishonesty."

2. **AI as a shortcut or bypass to learning**: Some faculty frame AI as a means for students to circumvent the learning process, as seen in statements like "AI simply short-circuits your learning" and "AI just takes strings of words that have already been written and regurgitates them." This discourse positions AI as a barrier to genuine learning and skill development.

3. **AI as a tool with limitations**: Several statements acknowledge the potential usefulness of AI but emphasize its limitations. Faculty point out that AI may produce inaccurate, biased, or poorly cited information. This is

exemplified by phrases such as "AI often produces mistakes and offers information that is clearly incorrect" and "AI models have built-in biases."

4. **AI as a subject of ethical consideration**: Many statements frame the use of AI in academic work as an ethical issue that requires critical examination. This is evident in phrases like "given these important ethical caveats, how AI is used in academics and in scholarship continues to need examination" and "it's going to take a while for society to figure out when using these tools is/isn't acceptable."

5. **AI as a skill for the future**: A few statements acknowledge that AI may become an important skill for future careers, as seen in phrases like "using tools like these are going to become an important skill for careers in the not distant future." However, this perspective is less prominent than the cautionary framing of AI.

6. **AI as a subject of evolving policies**: Some statements recognize that the rapid development of AI requires ongoing examination and adaptation of policies. This is evident in phrases like "technology is evolving rapidly" and "for the time being, I'm supplementing the University's academic integrity policy."

Overall, the dominant discourse in these syllabus statements frames AI as a potential threat to academic integrity and genuine learning, while acknowledging its potential usefulness and the need for ethical consideration. Faculty cast themselves as guardians of academic standards, responsible for guiding students in the appropriate use of AI and adapting policies to address this evolving technology. The statements employ a cautionary and regulatory tone, reflecting the challenges and uncertainties surrounding the integration of AI in higher education.

Faculty concerns

Causes for Concern	1 (Not at all)	2	3	4	5 (Extremely)
Students using AI to cheat on assignments	10.4% (19)	10.4% (19)	14.8% (27)	15.9% (29)	48.4% (88)
Students not learning how to work with AI	19.2% (35)	12.1% (22)	21.4% (39)	24.7% (45)	22.5% (41)
Students not learning about ethical uses of AI	4.9% (9)	2.2% (4)	10.4% (19)	18.1% (33)	64.3% (117)
How do I revise my assignments to make them cheating-resistant	12.1% (22)	8.2% (15)	20.3% (37)	20.9% (38)	38.5% (70)
How do I modify instruction to appropriately incorporate AI	17.0% (31)	12.1% (22)	20.9% (38)	19.8% (36)	30.2% (55)
Student not learning key skills because of AI	6.0% (11)	6.0% (11)	12.1% (22)	20.9% (38)	54.9% (100)
Lack of campus policy	9.3% (17)	6.0% (11)	20.3% (37)	18.7% (34)	45.6% (83)
Lack of support for faculty on AI use in instruction	11.5% (21)	8.8% (16)	23.1% (42)	20.3% (37)	36.3% (66)

Distribution of Concerns About AI in Education
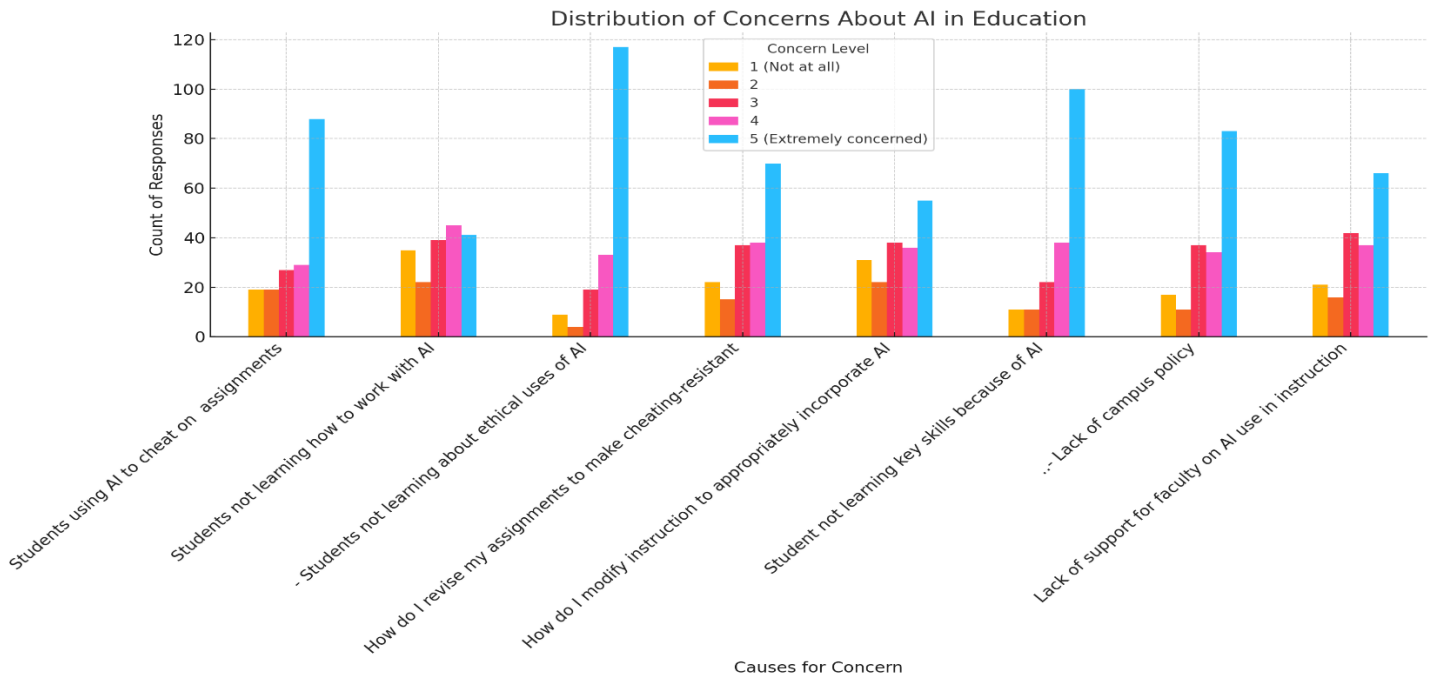
Other concerns

Here are the concerns ranked from most important to least, with similar ones combined:

1. Lack of understanding and training about AI among faculty, staff, and administration
   - Colleagues not understanding AI and failing their students for using it
   - Lack of campus-wide understanding of what AI is and the different types of AI
   - Technology Information team not being trained on AI applications
   - Personal need for more AI training

2. Ethical and legal issues surrounding AI use in education
   - Not addressing ethical and legal issues in AI among faculty
   - Lack of support for disabling AI when assessing students (exams) but enabling it for regular learning instruction

3. Students using AI to cheat on assignments
   - My students already have Chegg to cheat on all physics assignments
   - Lack of reliable AI detection
   - Lack of campus tools to detect AI use by students to cheat

   - Finding motivation to assign any writing in my courses due to rampant use of AI
   - Lack of clear guidance to students about cheating with AI

4. Concerns about the impact of AI on faculty positions and resources
   - University focus on promoting AI, which may eliminate certain faculty positions or make it harder to get resources
   - Emphasis on embracing AI in the classroom and the insinuation that those who don't are luddites who refuse to change with the times

5. Students not understanding the importance of knowledge acquisition
   - Highly concerned students don't understand WHY knowledge acquisition matters (even content memorization)

6. Lack of AI support and resources from campus administration

7. Need for more tools regarding AI and graphics
   - Designing for PowerPoints, analyzing images using AI

8. Workload challenges due to AI
   - Drowning this semester as a writing intensive instructor with five classes

The **discourse analysis** of the "Other concerns" expressed by faculty reveals several key themes and underlying narratives:

1. **AI as a facilitator of cheating**: Faculty express concerns about students using AI tools like Chegg to cheat on assignments, particularly in subjects like physics. This discourse frames AI as a threat to academic integrity and the fairness of assessments.

2. **Lack of institutional preparedness**: Many comments highlight a perceived lack of support, guidance, and training from the university administration regarding AI. Faculty point to the absence of reliable AI detection tools, clear policies on AI use, and training for staff. This discourse suggests a sense of frustration and vulnerability among faculty who feel ill-equipped to navigate the challenges posed by AI.

3. **Tension between AI adoption and job security**: Some faculty express fear that the university's promotion of AI in the classroom may lead to the elimination of certain faculty positions. This discourse reveals an underlying concern about the potential of AI to displace human educators and the job insecurity that may result.

4. **Resistance to AI as a mark of traditionalism**: One comment expresses concern about the "insinuation that those of us who don't [embrace AI] are somehow luddites who refuse to change with the times." This statement suggests a perception that resistance to AI is viewed as a sign of being old-fashioned or resistant to change, creating pressure on faculty to adopt AI even if they have reservations.

5. **AI as a challenge to the value of knowledge acquisition**: Some faculty worry that students may not understand the importance of acquiring knowledge and memorizing content in an age of AI. This discourse reflects a concern that AI may undermine traditional educational values and practices.

6. **Need for nuanced understanding of AI**: A few comments emphasize the importance of understanding the different types and capabilities of AI, suggesting that some forms of AI may be appropriate for student use while others may not. This discourse calls for a more granular and informed approach to AI in education.

7. **Workload and resource pressures**: Some faculty express a sense of being overwhelmed, particularly in writing-intensive courses, and call for more support and resources. This discourse highlights the practical challenges of integrating AI into teaching practice, particularly given existing workload pressures.

The discourse in the "Other concerns" paints a picture of faculty grappling with the complex implications of AI for their teaching practice, job security, and educational values. The dominant narrative is one of concern, uncertainty, and a perceived lack of institutional support. Faculty cast themselves as struggling to adapt to a rapidly changing technological landscape while upholding academic integrity and the value of human-led education. The discourse reveals tensions between the pressure to adopt AI and fears about its potential negative impacts on faculty roles and student learning.

Support requested

Faculty request the following support from the University leadership

Support requested	N
Clear policy on the use of AI by students	102
Advanced AI tools (e.g. paid version of ChatGPT or Claude)	82
Professional Development on revising my classes to accommodate for AI	75
Professional Development on personal use of AI tools for instruction, research, communication	73
More resources on how to integrate AI in instruction, research, communications	70
A place and time to talk to my colleagues about AI use	49
Other	18
o **AI Detection and Academic Integrity**	8

Support requested	N
o **Support and Training for AI Utilization**	7
o **Policy Development and Administration**	5
o **Access to Creative and Technological Tools**	1
o **Ethical and Philosophical Discussions on AI**	2

Faculty support needed
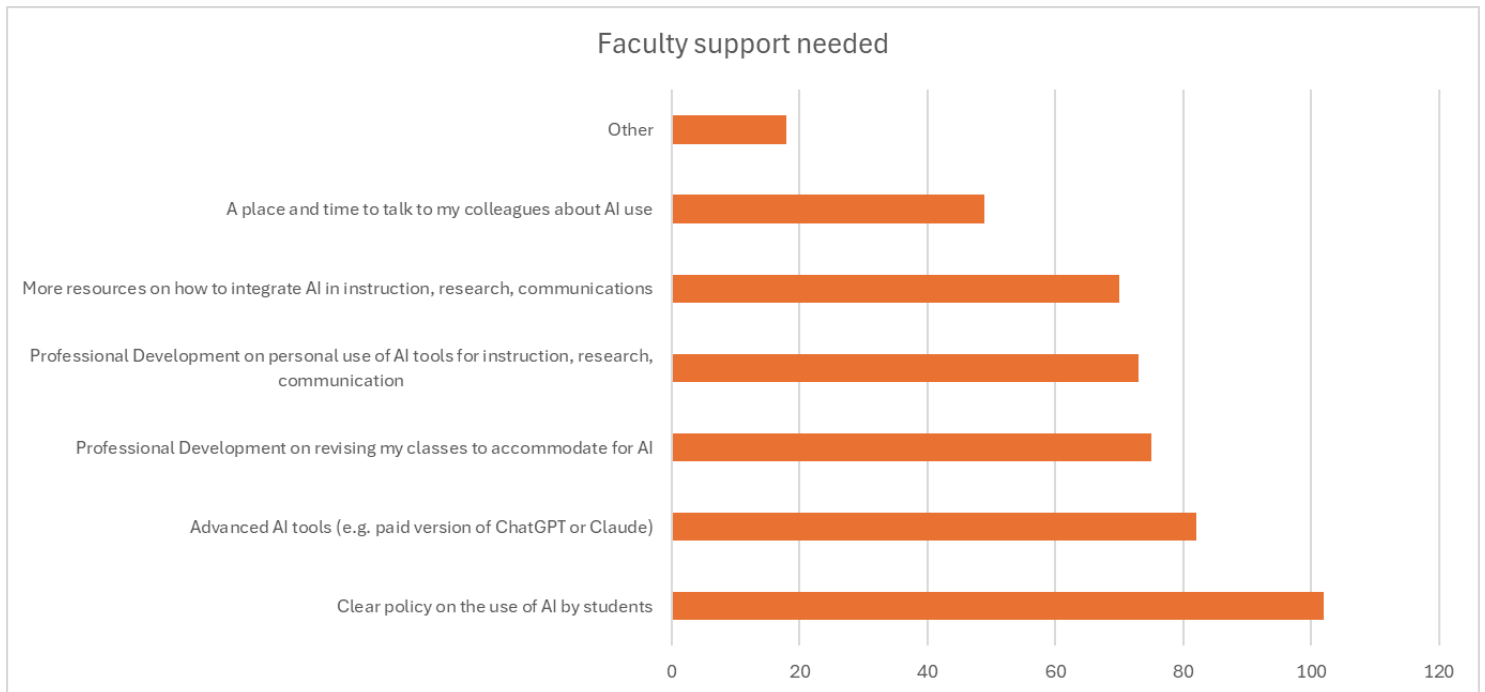
Correlations

Mean Personal Use of AI and **Encouraging Students to Use AI**: Correlation of approximately 0.82, suggesting a strong positive relationship. In other words, those faculty who more actively use AI tools, are also significantly more likely to encourage or require students use AI in class.

The **Encouraging Students to Use AI** is strongly (r=0.82) correlates with the strength of concern about the lack of campus policy.

Faculty Comments

Themes

Several key themes emerged from the faculty comments regarding the use of AI in instruction at Sacramento State University:

1. **Concerns about academic integrity and cheating** (12 comments): Many faculty expressed worries that students will use AI tools like ChatGPT to complete assignments without actually learning the material or developing critical thinking and writing skills. There is a fear that AI will make it even easier for students to cheat and that it will be difficult to detect and prove AI-assisted cheating. Faculty want clear policies and support from administration in dealing with academic dishonesty involving AI. "I'm mostly concerned about students not developing competencies in basic skills because of leaning on AI to complete assignments."

"When it is determined that AI software has been used by a student, I will advise the student of the original work requirement in my courses. They have to rewrite the passage(s) or paper and resubmit it in their own words. If the AI use is egregious, then I issue a zero (0) grade on the assignment which results in a course grade drop, and a referral to the Office of Student Conduct."

2. **Discipline-specific considerations** (6 comments): While some faculty see potential applications for AI in their fields, others, particularly in the humanities, feel AI is not relevant or useful for their courses. Some argue that in subjects like history, literature, and foreign languages, having AI complete work for students defeats the purpose of learning essential skills in those disciplines. Faculty opinions on the appropriateness of AI seem to vary significantly by field of study. "In my view AI use for students and faculty is highly discipline specific. There may be some uses for AI in some disciplines. In my discipline (history) there is very little use for AI except for cheating, and student use of AI for legitimate reasons would defeat the purpose of teaching them skills that are useful in our discipline." "I teach painting and drawing so students have to generate their own work, in practice, in class. AI does not seem to be an issue for the courses I instruct at the moment."

3. **Need for training and resources** (12 Comments): Many comments highlight a desire for more professional development, training, and resources to help faculty understand AI capabilities, learn how to use AI tools themselves, and rethink their pedagogical approaches. Faculty want access to advanced AI tools as well as support in redesigning assignments and assessments to account for AI. However, some caution that this should not turn into an unfunded mandate that adds to already heavy workloads. "I would like to learn how to use AI tools to make our work more efficient: for example I would love to learn how to use AI to do an initial grading of their assignments, create various versions of quizzes and tests etc." "I'm pleased with the efforts toward considering AI being made through the institute, but concerned that changes required of faculty will be 'unfunded mandates' demanding more of time to learn the tools and to make adjustments in teaching methods without considering the extra workload."

4. **Fundamental concerns about the role of AI in education** (10 Comments): Some faculty express deep skepticism about the push to embrace AI, arguing that it cannot and should not replace the hard work of human learning, the development of authentic writing and problem-solving skills, and the value of interaction with human instructors and peers. Concerns are raised about universities promoting AI for financial reasons at the expense of educational quality. Questions remain about the reliability and transformative potential of AI in its current state. "You are fooling yourselves if you think anything positive will come of using AI for instruction. Our students need to learn concepts for themselves. Please stop trying to make it even harder for them to succeed in the real world!" "There are many classes where the use of AI would severely diminish a student's ability to develop important skills related to that course. AI can also be very unreliable in its current state. I have many concerns about the idea of embracing AI in our teaching broadly speaking."

5. **Adapting to an AI-influenced future** (9 comments): Despite reservations, there is a recognition among some that AI will be part of students' professional futures, so academia must grapple with how to adapt. Some faculty are eager to explore the potential of AI to enhance learning if used thoughtfully, while still emphasizing the importance of students learning to use it responsibly and think for themselves. There is a sense that this is an evolving issue that will require ongoing discussion. "The future of education already includes AI. Therefore, we need support with how to use AI to teach, learn, research, and publish, ethically and creatively. Leadership could focus on strategies to embrace quality process and product oriented data." "We need to prepare the students to use AI as a tool. It should not be used as an answer book, it should be used as a place to get ideas on how to solve complex problems. I like the fact that ChatGPT walks the student

through the solution. I am currently happy that there are mistakes in the calculations. This requires the student to understand what is going on and not just copying the answer."

Overall, the comments reveal a faculty grappling with the profound implications of AI for their teaching and students' learning. While perspectives differ, there is a common call for institutional support, clear policies, and resources to navigate this complex new landscape responsibly and effectively. Balancing the potential benefits and risks of AI in education emerges as a central challenge.

Discourse analysis

The responses employ a variety of discursive strategies and rhetorical moves that construct AI in education as a complex and contested issue.

One prominent discourse is that of **AI as a threat**. This is evident in the use of metaphors like "unleashed on us without our consent," "released this into the wild," and "gaping hole." These metaphors suggest AI is a dangerous and uncontrolled force that has been imposed on faculty. The verb choices "shoved down our throats" and "fooling yourselves" also contribute to the sense that faculty are being coerced and misled regarding AI.

In contrast, a competing discourse frames AI as a **potentially useful tool**, but one that requires thoughtful integration. This is evident in phrases like "embrace quality process and product oriented data," "ease teaching", and "enhance learning if used correctly." The words "embrace", "ease" and "enhance" suggest an openness to AI, while the caveats around quality, process and correct usage imply faculty agency and discretion are still essential.

Another key discursive pattern is the use of contrast structures that **pit AI against human capabilities and traditional education**. For example, "Our students need to learn concepts for themselves" and "there is nothing 'Intelligent' about it" suggest AI is inferior to human intelligence. The quoting of "Artificial Intelligence" also questions the fundamental nature and value of AI.

Respondents also use **personal narratives and concrete examples** to bolster their arguments. Phrases like "I am seeing students routinely use AI", "I have dropped the weighting for homework" and examples of students sharing tips to evade detection on Discord all serve to illustrate the real-world impacts and challenges of AI from the faculty perspective.

Finally, many responses employ discursive markers of **uncertainty and call for clearer guidance**. Phrases like "I am not sure", "I fear", "I suppose" and the recurring calls for policies, training and detection tools suggest faculty feel unprepared and unsupported in responding to AI.

Overall, the discourse constructs AI as a disruptive and ambiguous development that raises significant pedagogical, ethical and practical questions for faculty. While a minor strain of the discourse expresses openness to engaging with AI, the dominant tone is one of concern and a perceived lack of agency in shaping its integration into teaching and learning. Addressing these concerns will likely require not just practical solutions, but also a shift in the discursive framing of AI to emphasize faculty empowerment, nuance, and a collaborative institutional response.

Sentiment Analysis

The sentiment analysis reveals that the majority of comments (52.4%) express a neutral stance towards the use of AI in instruction, while 28.6% hold a negative view and 19.0% have a positive outlook. The numeric characteristics highlight the most common themes and concerns, with cheating/academic dishonesty, the need for policies and guidelines, and concerns about AI's impact on learning being among the most frequently mentioned. The word frequency analysis further underscores the centrality of these topics in the faculty comments.

Conclusion and Future Directions

The survey reveals a complex picture of diverse perspectives and concerns surrounding the integration of AI in higher education. The results underscore the urgent need for a strategic, collaborative, and research-informed approach to address the multifaceted challenges associated with AI adoption in academia.

Key findings highlight the lack of consensus on fair AI use and the need for a nuanced approach to policy development. The survey suggests that developing a flexible and adaptable framework that provides general guidelines while allowing for discipline-specific interpretations and applications may be more effective than attempting to enforce one-size-fits-all policies.

Concerns about academic integrity and cheating using AI tools are widespread, and while reliable technologies for AI detection may not be feasible, it is crucial to acknowledge and address faculty sentiment. Their concerns reflect the urgent need for more robust frameworks and examples of cheating-resistant assignments and assessments. Equally important is the need for a deeper theoretical understanding of how curricula can be redesigned to accommodate AI across various disciplines. Many assignments and assessments will need to be fundamentally rethought to ensure that student learning and growth occur while using AI tools. This requires not just practical strategies but also a conceptual framework that articulates the learning objectives, competencies, and values that should guide the integration of AI in different fields. Developing such frameworks and examples will be essential in mitigating concerns about academic integrity and fostering a more constructive approach to AI adoption in higher education.

Meeting these challenges will require significant investment in research, faculty development, and infrastructure. Longitudinal studies tracking the impact of different curricular and pedagogical approaches could provide evidence-based guidance for redesigning programs, while faculty will need access to advanced AI tools, training on their use, and support for experimenting with new teaching strategies. Cross-disciplinary collaboration and knowledge-sharing will be essential for developing a shared understanding of best practices and navigating the ethical and educational implications of AI.

Priorities for future action and research include developing a flexible policy framework, supporting the creation of robust frameworks and examples of cheating-resistant assignments and assessments, promoting student education on academic integrity in the age of AI, and advancing theoretical and empirical research on AI-informed curricular redesign. By engaging faculty as partners, investing in the necessary resources and infrastructure, and committing to ongoing inquiry and improvement, Sacramento State University has the potential to pioneer a new model of AI-enhanced education that prepares students for success in an AI-driven world. The successful integration of AI in higher education will require bold experimentation, a willingness to grapple with complexity and uncertainty, and a steadfast commitment to the enduring values of critical thinking, creativity, and ethical reasoning that are at the heart of higher education's mission.