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BRIEF

# How Generative AI Is Changing the Classroom

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# How Generative AI Is Changing the Classroom

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Contact [CI@chronicle.com](mailto:CI@chronicle.com) with questions or comments.

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**T**he debut of generative artificial-intelligence tools in late 2022 — and the subsequent firestorm of excitement and concern, innovation and resistance — has brought a host of unprecedented dynamics and profound pedagogical questions to college classrooms. Faculty members are having to decide what constitutes appropriate use of the technology in teaching and learning while recognizing that many of their students are already using the tools, and that it's difficult to detect that use. Administrators are having to determine what role they should play in setting and enforcing institutional policies related to these issues, balancing when such action is necessary and constructive and when it's an unwelcome imposition on faculty and student autonomy.



To learn more about generative AI in the classroom — and the practices and policies emerging to reckon with it at colleges nationwide — *The Chronicle*, with support from Amazon Web Services (AWS), conducted an online survey of administrators and faculty from April 16 to April 29, 2024. We received 826 responses from 410 administrators and 416 faculty. (The administrator respondents included presidents, provosts, chancellors, deans, and directors. Most of the faculty respondents were tenured instructors.) In addition, *The Chronicle* conducted more than a dozen follow-up interviews for this report.

The survey found widespread evidence of the change taking place and the anxiety surrounding it — concern about students using AI for assignments and passing it off as their own work, uncertainty from faculty members about what they should be doing in this new era, and fear that this technology threatens core values of higher education,

even as it also presents educational opportunities.

Respondents agreed on a number of key issues, such as the need for instructors to rethink how they should assess learners, and the need for students to graduate with basic AI literacy and an understanding of the ethical issues around the technology. However, the results also found dramatic disagreements between administrators and faculty members on AI's potential to be a positive force in academe generally and in

teaching specifically. Administrators expressed considerably more enthusiasm about generative AI and notably greater confidence than faculty members that their institutions are taking steps to manage its usage. Still, the survey suggested that AI technology in the classroom isn't being banned at the vast majority of colleges and that institutions generally aren't purchasing tools to detect its use, which experts say are unreliable anyway. Even most of the faculty members — the group with the stronger skepticism of and resistance to AI — expressed an openness to embrace the technology over time.

This report will explore the distinct perspectives from which administrators and faculty members are approaching these issues, the institutional policies and classroom practices they're developing to mold the use of AI in teaching and learning, and the ways instructors are dealing with concerns about this technology while positioning themselves — and their students — to take advantage of its benefits.

**Administrators expressed considerably more enthusiasm about generative AI and demonstrated notably greater confidence than faculty members that their institutions are taking steps to manage its usage.**

**F**or many in higher ed, the emergence of generative-AI tools feels like the latest disruption in an era of upheaval.

Just a few years removed from a global pandemic, colleges continue to be shaped by the effects of that trauma in obvious and subtle ways. Classrooms are filled with students whose grade-school experiences were upended by the crisis, with adverse consequences for their social and academic development. It's also taken a toll on the instructors leading those classrooms. "We're at a moment when faculty and staff burnout is at an all-time high," says Kevin Gannon, a history professor who directs the Center for the Advancement of Faculty Excellence at Queens University of Charlotte.

That dynamic, combined with other external and internal stressors like international and domestic political controversies, budget shortfalls, and enrollment challenges, make for a less-than-ideal environment in which to take on an accelerating, and clearly game-changing new technology. In a world in which one prominent tech CEO has [described](#) AI's impact as more profound than the invention of electricity or even the discovery of fire, the hype around AI — warranted or unwarranted — also makes it seem more intimidating.

"There are a lot of big declarations about how much things are going to change and how quickly they're going to change," says Trey Conatser, who directs the Center for the Enhancement of Learning and Teaching at the University of Kentucky and co-chairs an AI task force. "In some cases, those declarations might be true, but they can be really alienating to a lot of people. They can be a barrier to people stepping into a space of curiosity."

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Indeed, many in higher ed express apprehension that the scale of the change AI is bringing may be unprecedented and the sector might not be equipped to handle it. Melody Buckner, associate vice provost for digital learning and online initiatives at the University of Arizona, recalls a memorable description she heard at a national conference last fall: “It’s the Wild West, and we have no horses.” She loved that line, she says, because AI-driven changes are “happening all around us, and we don’t really know how to react.”

But higher ed has had to react. In crafting specific policies and practices, often with the help of special AI task forces and working groups, colleges have engaged and continue to engage with broader questions about the fundamental virtues and vices of the technology — not just how it should be used in the classroom but why or whether it should be.

The case for its adoption — beyond that it’s hard to stop students from using it and faculty members aren’t necessarily going to abstain either — starts with the idea that AI can make teaching and learning more efficient and productive. Instructors can use it to develop course materials, including syllabi and assessments. Even if the technology merely drafts these materials for instructors to edit extensively and make their own, it can potentially save time and effort.

Another common argument is that AI can make learning more personalized for students and contribute to diversity, equity, inclusion, and accessibility in the classroom. Students and faculty members for whom English isn’t a first language can use it to help them communicate and to polish their writing. Neurodivergent learners with atypical approaches to interacting with others and processing information can ask questions of AI instead of an instructor in a classroom full of students, or use a text-to-speech function or language translation. AI tutors can provide students with individualized attention. AI can summarize and synthesize information, making comprehension less time consuming.



If AI is accessible to all students, it can even contribute to one of higher ed's loftiest goals, the democratization of learning, says Muhsinah Morris, a senior assistant professor in the department of education at Morehouse College. "It's the most disruptive technology to education, but it may be the most necessary."

The case for caution, which even the biggest proponents of AI in the classroom make to varying degrees, begins with the fact that it sometimes provides false information. (One of the more favorable comparisons made about AI is that it's like a calculator — a useful tool that initially met with some resistance but ultimately was integrated into education. Yet as Gannon notes, there's a big difference: "Calculators are correct all the time.")

There's also abundant worry about academic integrity — that students may use the technology to cheat or otherwise misrepresent their work. Alongside that is the concern that it could weaken academic skills and content knowledge, if students essentially hand off their work and effectively outsource their thinking. Then there are privacy worries about personal data and ethical concerns about AI's amplifying of existing societal biases, the environmental costs of more technological development, and the [treatment](#) of workers who have to train these digital tools.

Ultimately, as Buckner argues, students can't afford to rely on AI — but they also can't afford to ignore it. She believes higher ed needs to be more open to the technology while never shutting down criticism of it. "We need to teach our students how they're going to use it once they leave the university," she says. "There are a lot of people really afraid of artificial intelligence right now. I'm like, 'You don't have to worry about artificial intelligence taking your job, but you might have to worry about someone who knows how to

[AI is] "the most disruptive technology to education, but it may be the most necessary."

use artificial intelligence taking your job.’ A ban on it isn’t preparing students to enter a world where artificial intelligence is already pretty predominant, even if it’s hidden all around us. We need to bring it out into the open and shine a light on it.”

Colleges are realizing that they must balance the need to address concerns with the imperative to engage, as AI is already shaping workplaces and incoming students’ expectations. Earlier this year, [polling](#) from Art & Science Group, a consulting and research firm, found that “most high-school seniors intending to attend four-year colleges and universities as full-time students this fall are broadly familiar with” generative-AI tools and more than a third already use the tools in their schoolwork.

In addition, 72 percent of the students Art & Science surveyed expressed “significant concerns regarding the potential ethical and societal implications associated with AI tools,” including that they’ll “contribute to a significant increase in misinformation and deep fakes.” Nearly three-fourths think the tools can “contribute to a significant decline in critical thinking and creativity” and that their usage “is a form of cheating and plagiarism.” All of which suggests something administrators and especially faculty members may find reassuring — even their youngest students share a lot of the same worries about this technology.

Higher ed’s challenge now is to help students make sense of AI as it evolves, giving them frameworks for its use in the classroom and equipping them for a future where it may well be ubiquitous in the wider world. “Over half of high-school seniors expect not only that it’s going to be there, but also that they’re going to be taught how to use it effectively and ethically,” says Craig Goebel, a principal at Art & Science Group. “That puts the onus on colleges and universities to figure this out pretty quickly.” But doing so will require much more engagement with AI throughout the sector, including finding ways to bridge those divisions between administrators and faculty members.



# Divisions Between Administrators and Faculty

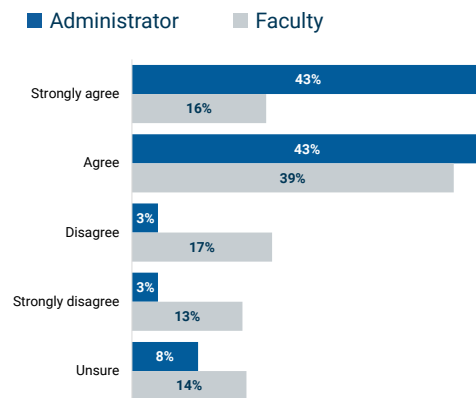
**K**evin Steeves, an instructional designer at Lane Community College, in Eugene, Ore., describes a recent experience he had in a campus computer lab — a space where administrators and faculty and staff members can walk in and ask questions about generative-AI tools. A member of the mathematics faculty came by and watched the technology quickly write an equation for a graph from one of his exams, complete with a step-by-step explanation of how it came to its conclusions. Looking deflated, the instructor said, “I’m not sure why you still need me.”

Steeves, who co-chairs a task force on AI the college created last year, was quick to reassure the instructor he wasn’t being replaced. His task force co-chair, Shelley Tinkham, the college’s vice president for academic affairs, says that in many respects the rise of this technology makes the role of excellent teachers — those who can adapt, innovate, forge strong personal bonds with students, and cultivate their critical thinking — even more vital. “AI is kind of like co-intelligence,” she says. “It’s a partner. To engage with it well, you need to have a certain level of foundational knowledge, so I think we’re going to need to do even more for our students in terms of teaching them to think critically.”

Yet the math instructor’s comment questioning his own value reflects the relatively negative attitudes faculty members have about AI when compared to administrators, according to *The Chronicle’s* survey. While 86 percent of administrators in the survey agreed that “generative artificial-intelligence tools offer an opportunity for higher education to improve how it educates, operates, and conducts research,” only 55 percent of faculty members agreed.

**How much do you agree with the following statement?**

**“Generative artificial-intelligence tools offer an opportunity for higher education to improve how it educates, operates, and conducts research.”**

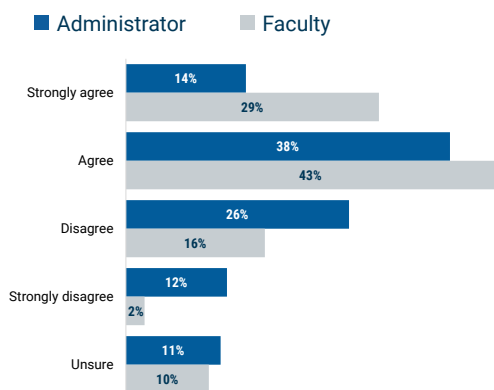


Source: *Chronicle* survey of 826 college administrators and faculty members  
 Note: Due to rounding, figures might not total 100 percent.

Asked whether these tools “pose a threat to how higher education educates, operates, and conducts research,” just 52 percent of administrators agreed, compared to 72 percent of faculty. (See chart, p. 14.)

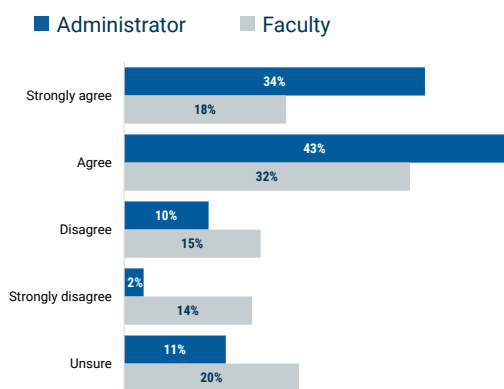
**How much do you agree with the following statement?**

**“Generative artificial-intelligence tools pose a threat to how higher education educates, operates, and conducts research.”**



**How much do you agree with the following statement?**

**“Instructors should use generative-AI tools to improve teaching and make their work more efficient.”**



Source: Chronicle survey of 826 college administrators and faculty members  
Note: Due to rounding, figures might not total 100 percent.

Similarly, 78 percent of administrators said AI would have a positive impact on teaching in the next five years, whereas only 46 percent of faculty shared that sentiment. On the question of whether AI would have a negative impact on teaching, 48 percent of administrators said yes, compared to 75 percent of the faculty members. (See charts, p. 15.)

Only half of faculty respondents agreed with the idea that instructors should use AI “to improve teaching and make their work more efficient,” a notion 77 percent of administrators supported.

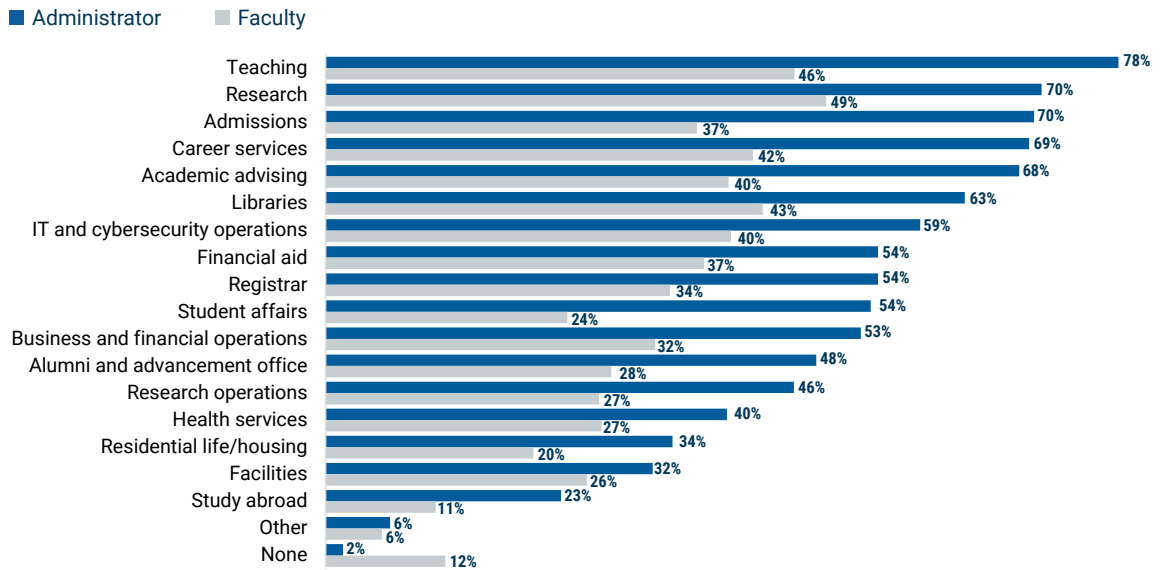
Gannon, of Queens University, says that last result “reflects something administrators have been hearing from faculty for years: Faculty workloads are too heavy. Faculty are being asked to do too much in teaching, scholarship, and service, and they lack capacity.” He says administrators may believe AI enables them to “address workload problems at their universities without having to add staff, which makes sense seen through a fiscal lens.”

But, he adds, part of the problem with that idea is that faculty members may not believe AI’s ostensible

**“I worry about the potential for this to be seen as a labor-saving device, and administrators devoting already-scarce resources to licenses for AI tools, as opposed to support for faculty and maybe even expanding capacity there.”**

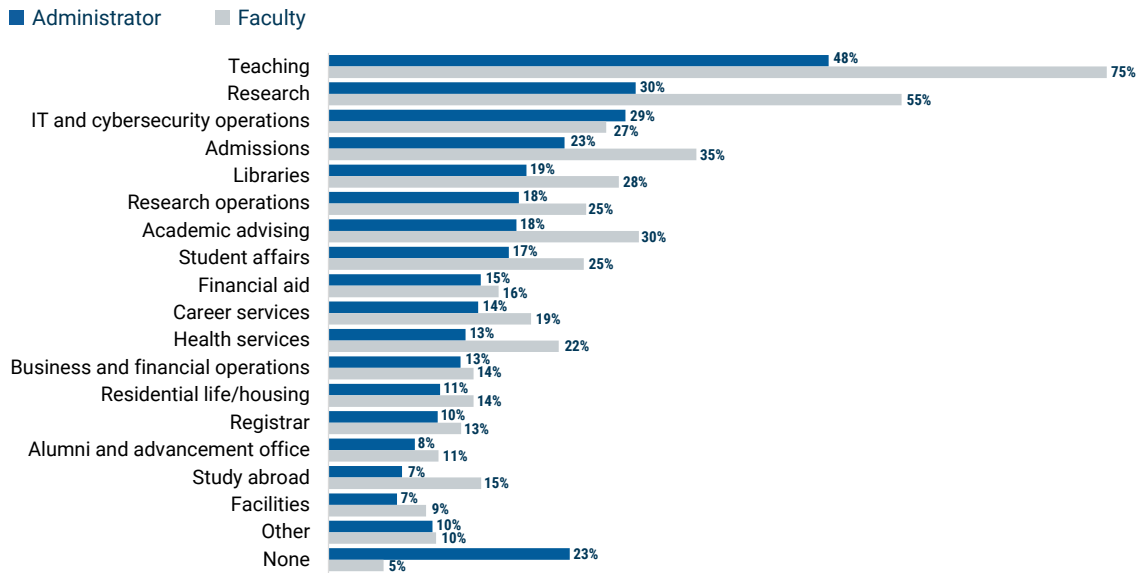
## Which parts of college operations will AI tools have a positive effect on in the next five years?

Choose all that apply.



## Which parts of college operations will AI have a negative impact on in the next five years?

Choose all that apply.



Source: Chronicle survey of 826 college administrators and faculty members  
 Note: Due to rounding, figures might not total 100 percent.

time savings will, in fact, save time, especially if it's necessary for them — and their students — to check the accuracy and quality of everything AI generates. And some of what AI advocates say can be off-loaded to technology may be activities faculty members would like to spend more time on, such as personalized tutoring. “I worry about the potential for this to be seen as a labor-saving device, and administrators devoting already-scarce resources to licenses for AI tools,” Gannon says, “as opposed to support for faculty and maybe even expanding capacity there.”

**“The invention of electricity didn’t change everything overnight, so let’s give people some time.”**

The threats faculty perceive from AI tools include harming their relationships with students and having to completely overhaul their longstanding teaching practices. “Faculty are knowledge workers, and AI threatens their role as subject-matter experts in a classroom,” says Morris, of Morehouse College. She argues that AI can work to students’ benefit, because their learning won’t be limited by what their

instructors know — or what they can learn through books and other online tools — yet she also understands the perspective of her fellow faculty members and thinks this technological disruption may be greater for them than administrators. “It threatens how you’re perceived, too. You may look outdated and antiquated.”

Flower Darby, associate director of the Teaching for Learning Center at the University of Missouri at Columbia, has been surprised and disappointed by the lack of enthusiasm she’s seen among most faculty members as she’s traveled the country speaking about AI’s value and talking with instructors and other higher-ed leaders. After the pandemic forced all of higher ed to quickly adapt to new practices, a small percentage of faculty members “were inspired and have maintained a readiness to innovate,” Darby says. However, “I’ve been dismayed to see the vast majority were happy to get back to the way they always did things,” she adds. “I don’t think that’s going to be possible with generative AI.” Even so, she says the technology is a lot to absorb and adjust to, and instructors need grace and support. “The invention of electricity didn’t change everything overnight, so let’s give people some time.”

Annette Vee, an associate professor of English and director of the Composition Program at the



University of Pittsburgh, makes the point that it may be easier for administrators to get excited about a vision for change, as they aren't the ones who have to implement it in the classroom. Vee believes colleges increasingly will see engagement with AI as a marketable competitive advantage. It's the kind of thing you can put in recruitment materials to prove you're "preparing students for the future," she says.

In many instances, AI knowledge is preparing students for the present. Mary Lou D'Allegro, vice president for academic affairs at Luzerne County Community College, in Nanticoke, Pa., says employers are telling her institution, "We would like our entry-level workers and managers to be capable of using AI to troubleshoot, find efficiencies, do data analytics, and help us with documentation and user manuals."



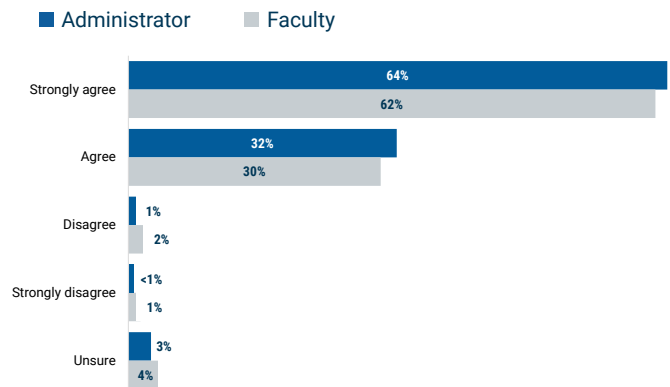
# Institutional Policies

Some of the rare areas of agreement between faculty members and administrators in *The Chronicle's* survey revolved around high-level institutional commitments and concerns. There was broad consensus — among 96 percent of administrators and 92 percent of faculty members — that their colleges “should ensure that all students graduate with basic knowledge of AI ethics and literacy.”

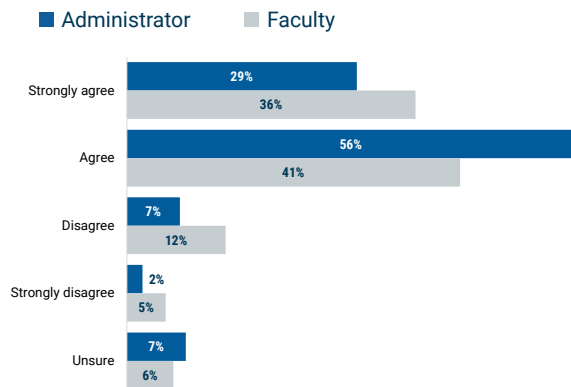
The vast majority of survey respondents — 85 percent of administrators and 77 percent of faculty — also said their college “is concerned that students are using generative-AI tools to complete assignments and passing it off as their own.”

Several experts say students may be doing this less than administrators and faculty members think. Many students themselves are wary of AI, afraid of being accused of using it inappropriately, and cognizant that overreliance on it diminishes their education. Yet there’s little doubt usage is widespread — and increasing. Asked if they’d seen more students using the technology in coursework in 2023 and 2024 than in previous years, 78 percent of faculty members said yes.

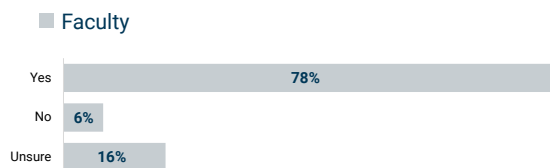
**How much do you agree with the following statement?**  
**“My college should ensure that all students graduate with basic knowledge of AI ethics and literacy.”**



**How much do you agree with the following statement?**  
**“My college is concerned that students are using generative AI tools to complete assignments and pass them off as their own.”**



**In 2023-24, have you seen more students using generative-AI tools in coursework compared with previous years?**



Source: *Chronicle* survey of 826 college administrators and faculty members  
 Note: Due to rounding, figures might not total 100 percent.

Which isn't to say most colleges know what to do about it. Asked whether their institutions had "a clear process for how a faculty member should deal with students who hand in AI-produced work when they aren't allowed," 59 percent of faculty members said no. Only 27 percent said yes.

It's apparent that many colleges are making institutional efforts to deal with the use of generative-AI tools by students, though administrators were more likely than faculty members to say their institutions were

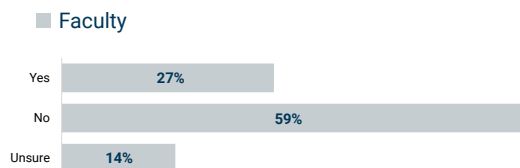
taking action. Sixty percent of administrators, compared to 48 percent of faculty members, said their college had developed a group of faculty members and/or administrators to study the use of the technology.

The division was smaller when the survey asked about other efforts. Fifty-eight percent of administrators, compared to 55 percent of faculty, said their institution had held meetings with faculty and students to discuss use of the technology. Forty-nine percent of administrators, compared to 44 percent of faculty, said their institution created an academic-integrity policy on the proper use of the technology.

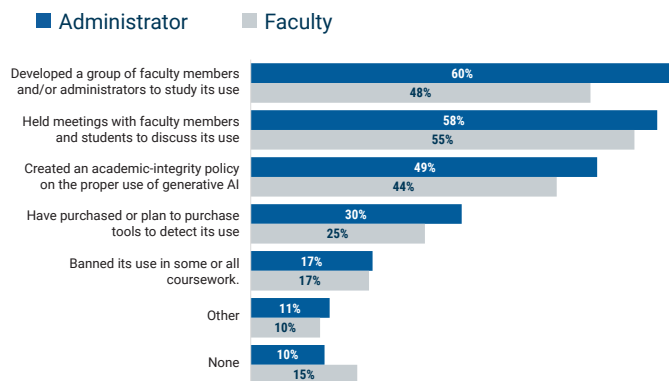
Some institutions like Goucher College, in Towson, Md., simply included AI in their existing academic-integrity policies. Goucher is thinking about student use of AI "as less of a revolution and more of an evolution that can be incorporated into existing structures," says Michael McCreary, an educational developer at Goucher and the co-founder of [Teaching Tools](#), an ed-tech startup that builds AI tools for higher-ed instructors.

McCreary noted that [the college's honor code](#) now includes language prohibiting the unauthorized use of AI tools and recommending that students always check with

**Does your institution have a clear process for how a faculty member should deal with students who hand in AI-produced work when they aren't allowed?**



**What steps has your institution created related to the use of generative-AI tools by students? Choose all that apply.**



Source: Chronicle survey of 826 college administrators and faculty members  
Note: Due to rounding, figures might not total 100 percent.

their instructors and review “course policies and assignment guidelines” to determine if the technology is “permitted at any stage of writing.”

Morris, of Morehouse College, says its policy allows for a lot of flexibility, deferring to faculty members on what works for their subject areas. It’s a recognition that AI use will and should vary depending on the discipline, and she believes this sort of approach is common throughout higher ed. “People have shied away from making blanket policies.”

**“The guidance we gave in the fall of 2023 was that faculty can decide what they want to use in their classrooms.”**

Many experts say institutions are encouraging faculty to make their stances on AI clear. “The guidance we gave in the fall of 2023 was that faculty can decide what they want to use in their classrooms,” says Tilman Wolf, senior vice provost for academic affairs at the University of Massachusetts at Amherst. “They should have a statement in their syllabi so students understand the expectations.”

Conatser, of the University of Kentucky, says his institution is “still trying to figure out how we can

develop institution-level policies flexible enough to enable innovation and creativity while also ensuring that we’re accounting for differences across disciplines, programs, and professions.” The university has created guidelines, which his Center for the Enhancement of Learning and Teaching (CELT) has been publicizing around the university.

“By the end of June, we will have held 65 different trainings, workshops, and presentations on generative AI — a combination of campuswide events as well as invite-based events,” he says. One of the ideas the center is promoting is practice or “play sessions” with “guided play” to learn about the technology. The next cohort of participants at CELT’s Teaching Innovation Institute, which has an annual program to cultivate faculty leaders, will be focused on teaching and learning with generative AI. The center also recently launched a digital-badge program to reward inclusive teaching, and it will soon offer badges for technical and ethical literacy, including about AI.

Buckner, of the University of Arizona, points out that the university has a special [website](#) dedicated to AI, which includes online training for students and staff members as well as a [recommendation](#) that faculty members provide students with guidance on the use of the technology in their courses. The university’s Center for Assessment,

Teaching, and Technology [recommends](#) that instructors clearly explain their guidance, help students “recognize fabrication, biases, inaccuracies, or shallow reasoning” from AI, and warn them against sharing confidential information. There are also [extensive guidelines](#) to help faculty members create their syllabus policies.

Imposing a top-down policy on the whole university would be too restrictive, Buckner says. “With something like artificial intelligence that’s constantly evolving, it would be like trying to hit a moving target. If we put in a policy now, it could be out of date by the fall.”

While institutions may be deferring to faculty members out of a desire to respect academic freedom, an approach that’s too hands-off can be cause for concern. “Faculty are feeling unsupported by the lack of guidance from institutions,” says Darby, of the University of Missouri. They “are actually asking for this support — for some kind of parameters.”

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Only a small number of institutions are attempting to prohibit AI. Less than 30 percent of administrators and faculty members said their college had banned it or purchased — or planned to purchase — tools to detect its use. (See chart, p. 21).

“The institutions that decided early on to use AI-detector tools as their solution to unauthorized use by students have come to regret that decision,” says Gannon. “Based on conversations I’ve had with administrators and faculty, I think they believe these tools were sold as much more reliable than they are.”





# Classroom Practices

**W** *e're not going back to blue books.* That's what Tinkham, of Lane Community College, remembers

thinking last year when she heard the suggestion that instructors make more use of old-school in-class written exams to combat academic-integrity concerns in the era of AI. She worried that this kind of assessment would pose challenges for nontraditional learners such as non-native English speakers and students with learning disabilities. She knew some students just don't perform well in that kind of high-pressure testing environment.

As months passed and she continued to reflect, though, Tinkham began to think maybe there is a role for that kind of in-person testing — and in-person writing workshops — along with more modern forms of assessment. Along those same lines, Morris, of Morehouse College, has had some of her students write in-class essays based on a writing prompt and then compare their work to what AI can generate from the prompt. “Students learn that their voice still has meaning,” she says. “Even though you can use AI as a tool to help with grammar or being more succinct or elaborating, muting your own voice limits your self-expression.”

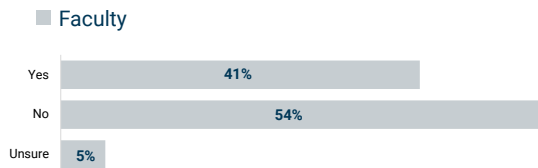
In a similar “humans versus machines” contest, Vee, of the University of Pittsburgh, says she's been hearing about faculty members who have had AI perform a task before asking students to do it. She's developed an online resource called [TextGenEd](#), which provides writing instructors with “early experiments in pedagogy with generative-text technology” and undergraduate-level assignments “to support students' AI literacy.”

**“Students learn that their voice still has meaning.”**

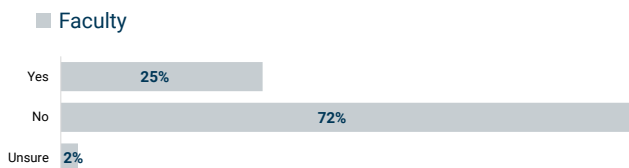
This is the kind of thinking instructors are doing as they craft classroom practices around AI use. It's not a majority of faculty members, however. Most say they aren't yet using AI in their teaching practices and 72 percent say they haven't assigned students tasks that require the use of generative-AI tools. Asked whether instructors “should require students to learn and use generative-AI tools as part of their coursework,” 70 percent of administrators said yes, compared to only 46 percent of faculty. (See charts, p. 27.)

Yet the evolution of faculty members' practices was evident in the survey. Half of them say they don't allow students to use AI on any

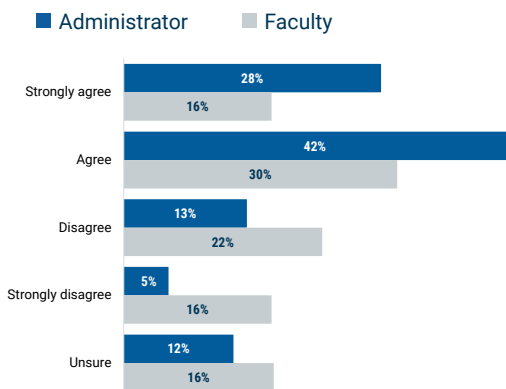
### Do you already use generative-AI tools in your teaching practices?



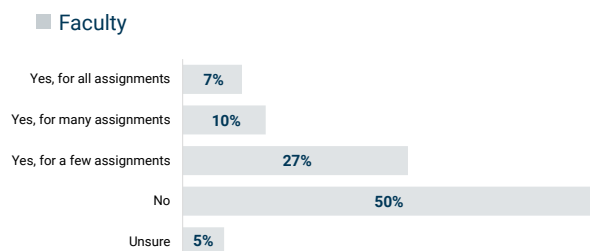
### Have you assigned students tasks that require the use of generative-AI tools?



### How much do you agree with the following statement? “Instructors should require students to learn and use generative-AI tools as part of their coursework.”



### Do you allow students to use generative-AI tools on assignments?



Source: Chronicle survey of 826 college administrators and faculty members  
Note: Due to rounding, figures might not total 100 percent.

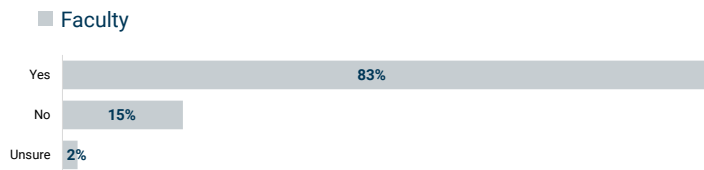
assignments, but almost half say they do permit its use — at least to some degree or some of the time. Darby describes a “traffic light” analogy some faculty members are starting to use: “On this assignment, you have a yellow light for cautious use of AI or a green light to do whatever you want.”

Debzani Deb is one of many computer-science professors nationwide already making use of AI. At Winston-Salem State University, in North Carolina, she says she prohibits freshmen from using it when they’re supposed to be learning basic skills but then allows its usage for older, more experienced students. “Nobody knows where AI tools are going to take us,” she says, “but I’m a strong believer that we’ll find a way to use them. We’ll improve our productivity and the way we accomplish tasks.”

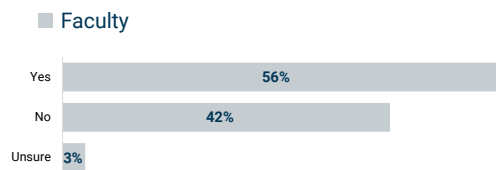
Eighty-three percent of faculty members say they discuss ethical and appropriate AI use in their syllabi and 52 percent say they’ve “changed the types of assignments” they “require because of the increase in generative-AI tools.” (See charts, p. 28.)

At least 96 percent of administrators and faculty members say AI “will require instructors to rethink how they assess students.” But so far, only about half of faculty respondents — 52 percent — say that they personally

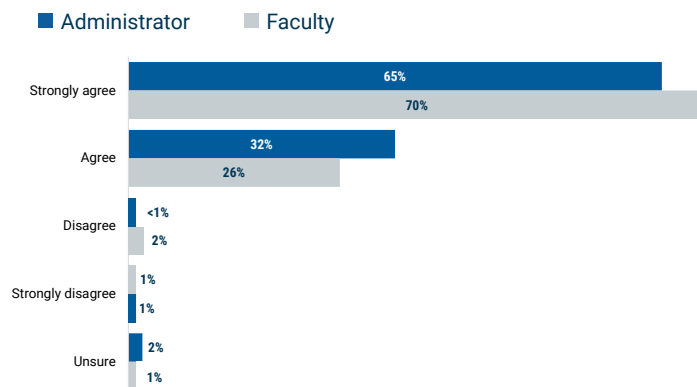
**Do you discuss the ethical and appropriate use of generative-AI tools in your course, or do you outline those principles in your syllabus?**



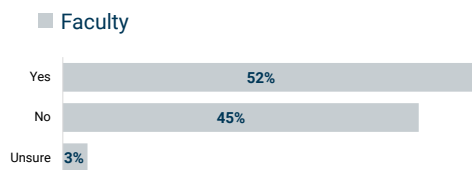
**Have you changed the types of assignments you require because of the increase in generative-AI tools?**



**How much do you agree with the following statement?  
“Generative-AI tools will require instructors to rethink how they assess students.”**



**Have you changed the types of assessments you conduct because of the increase in generative-AI tools?**



Source: Chronicle survey of 826 college administrators and faculty members  
Note: Due to rounding, figures might not total 100 percent.

have “changed the types of assessments” they conduct.

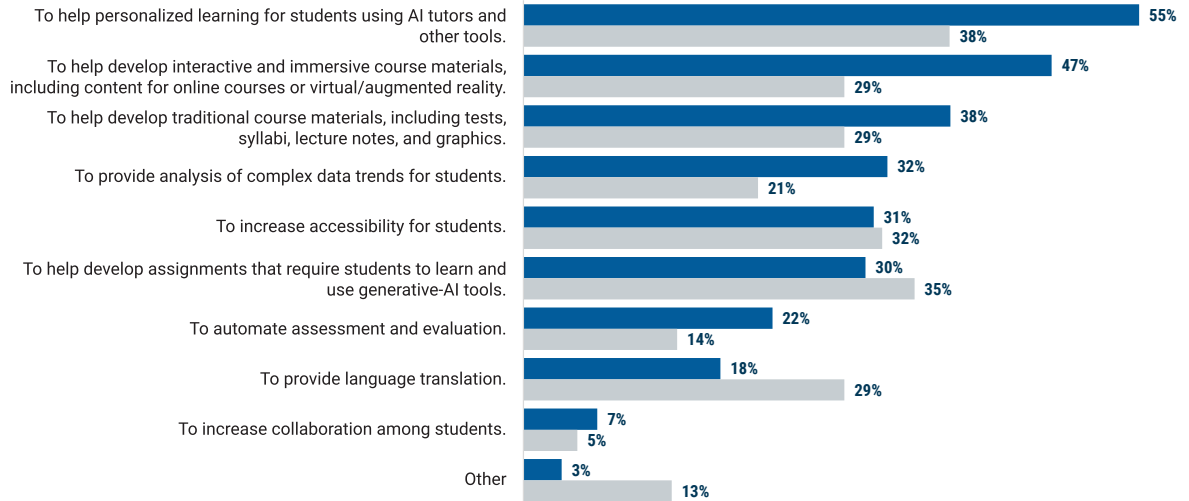
“This is a conversation that’s long overdue,” Gannon says. “The most positive outcome possible from all of this could be us getting out of an almost exclusively outcomes-based model of assessment and getting us to more process-based assessment. The process is where the learning occurs. Outcomes give us a snapshot of where students are, but they often don’t tell us how they got there.” Buckner says there could also be a proliferation of different forms of assessment — more student presentations, videos, infographics, or other multimedia.

Morris mentioned hearing about faculty members increasingly turning to oral exams, classroom discussions and debates, and other forms of persuasive speaking. “I know of people who aren’t even giving final exams, because they’re assessing students through participation throughout a course,” she says.

Asked about the biggest ways generative AI could potentially have a positive impact on teaching and learning — and presented

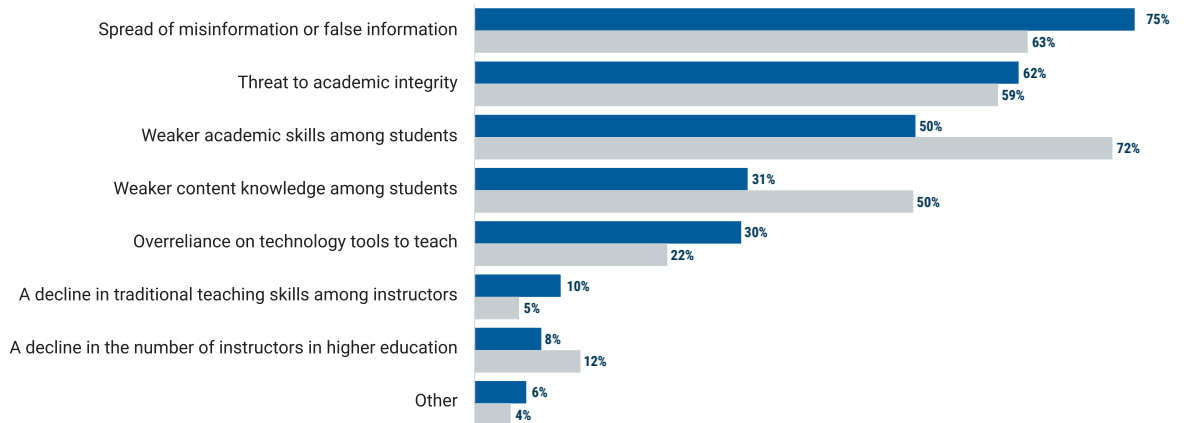
**Where do you see the biggest potential for generative AI to positively impact teaching and learning?**  
(Please select up to three responses.)

■ Administrator    ■ Faculty



**Where do you see the biggest potential for generative AI to negatively impact teaching and learning?**  
(Please select up to three responses.)

■ Administrator    ■ Faculty



Source: Chronicle survey of 826 college administrators and faculty members  
Note: Due to rounding, figures might not total 100 percent.

with a series of classroom practices — the division between administrators and faculty was once again evident. Whereas 55 percent of

administrators expressed optimism about “personalized learning for students using AI tutors and other tools,” only 38 percent of faculty did.

The survey found notable consensus about the ways generative AI has the potential to negatively impact teaching and learning. Seventy-five percent of administrators and 63 percent of faculty selected the spread of misinformation or false information as a concern. Sixty-two percent of administrators and 59 percent of faculty said they were worried about threats to academic integrity, while 50 percent of administrators and 72 percent of faculty expressed worry about students having weaker academic skills. Fifty

percent of faculty also said they thought students might end up with weaker content knowledge, though only 31 percent of administrators shared that concern.

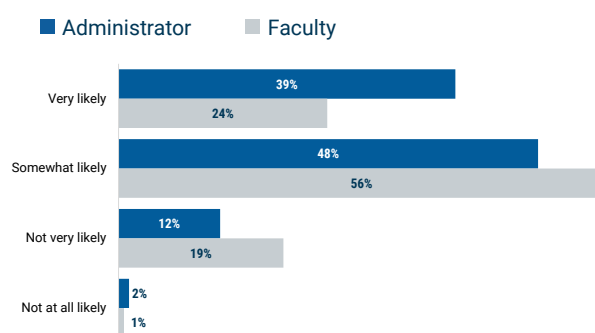
That's why experts say faculty members must show students that AI can make mistakes and they should be skeptical of everything the technology produces. "We need to teach our students to critically appraise every single thing they see, hear, read, or watch — literally everything," says Darby, of the University of Missouri.

## CONCLUSION

It's important to note that the trends indicated in *The Chronicle's* survey are not evident at every college. "Our experience has been almost the opposite," says Ravi S. Rajan, president of the California Institute of the Arts, in Santa Clarita. "People in non-faculty roles here, while they may see potential" in AI, "don't necessarily see an immediate urgency or compelling reason to use it." At his institution, Rajan explains, it's the faculty members who've "taken a proactive approach to engaging the technology, particularly in writing-intensive classes." The college is happy to have students use AI to help create their art, and no one is particularly worried about its use.

It's also likely that attitudes toward AI will change in the coming years, paving the way for more use in the classroom. More than 70 percent of administrators and faculty said faculty members at their institution were at least somewhat likely to embrace the integration of generative-AI technology in teaching practices over the next five years.

### In the next five years, how likely is your institution's faculty to embrace the integration of generative-AI technology in teaching practices?



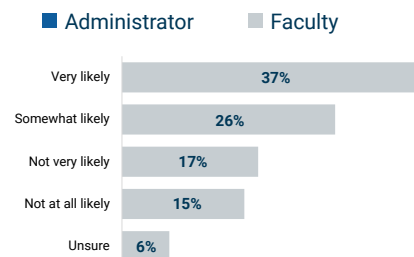
Source: *Chronicle* survey of 826 college administrators and faculty members.

Asked how likely they personally were to embrace this technology in half a decade, more than 60 percent of faculty members said they were at least somewhat likely to do so. Multiple experts stressed the need for colleges to provide faculty with support and training so they have the skills they need to make this transition.

“It may be that resistance is already thawing. Some sources say the worst of the initial anxiety is wearing off, as colleges are beginning to accept the need to face the change ahead. It’s like cars on a superhighway — they’re coming,” says Buckner. “You may really love your horse and buggy, but cars are coming.”

Be that as it may, some traditions of learning seem certain to endure, including that most humans want to learn from other humans. “I’m wondering whether this new era of artificial intelligence might actually be an impetus for people to come together face to face,” Buckner adds, “because we know that has value.”

### In the next five years, how likely are you to embrace generative-AI technology in your teaching practices?



Source: Chronicle survey of 826 college administrators and faculty members



## METHODOLOGY

Eight-hundred and twenty-six people responded to *The Chronicle's* online survey, which was conducted between April 16 and April 29, 2024. The respondents included 410 administrators and 416 faculty. Among the administrators, 27 percent were directors, 22 percent were deans, 13 percent were vice presidents, and 8 percent were associate, assistant, or vice provosts. Five percent were provosts, 4 percent were presidents or chancellors, and 7 percent held other kinds of positions. Most of the faculty — 64 percent — were tenured, while 18 percent were nontenured, 10 percent were on the tenure track, and 8 percent were department chairs.



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