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Supporting Governance, Operations, and Instruction and Learning Through Artificial Intelligence:

A Survey of Institutional Practices and Policies 2025

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About the Organization

WCET – the WICHE Cooperative for Educational Technologies, is the leader in the practice, policy, & advocacy of digital learning in higher education. WCET is a member-driven organization which brings together colleges, universities, higher education organizations, and companies to collectively improve the quality and reach of digital learning programs. Learn more at wcet.wiche.edu.

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- **Gloria Niles**, Ph.D., Director of Online Learning, University of Hawai'i System
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- **Pamela Williams**, Ed.D, Instructional Designer, Southern Illinois University Edwardsville

AI Use Acknowledgement

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Introduction

The adoption of Artificial Intelligence (AI) in higher education has rapidly accelerated over the past two years, largely driven by the increased ubiquity of generative AI since late 2022. What began as a widely accessible, conversational AI quickly evolved into a catalyst for rethinking teaching, learning, operational, and administrative practices across colleges and universities nationwide and beyond. Early conversations focused on academic integrity concerns and disruptions to traditional assessment models, but institutions soon recognized AI's broader potential to streamline student services, enhance personalized learning, support faculty research, and improve operational efficiency, among other uses.

In April 2023, WCET (the WICHE Cooperative for Educational Technologies), undertook its first national survey to ascertain how and why postsecondary institutions were using Artificial Intelligence to support instruction and learning, what policies were in place, and what were the perceived barriers to, and benefits for, its use. Based on these findings, WCET developed a series of resources to support colleges and universities in their often nascent use of AI technologies, including the AI Education Policy & Practice Ecosystem Framework and AI Policies & Practices Toolkit.

Since then, higher education has entered a period of rapid AI experimentation and transformation. To capture this shift, WCET recently completed its second survey of institutional practices and policies, expanding the scope to include not only instruction and learning but also governance and operations. Administered in March - April 2025, the survey garnered 224 total responses and surfaced key insights into:

- current AI use;
- support, incentives, and training;
- policies and guidelines; and
- challenges and benefits at colleges and universities across the country.

Survey data were further enriched by seven interviews conducted with higher education professionals at diverse institutions at various stages of AI practice and policy implementation.

This report includes a review of the survey findings, an analysis of the key insights, plus takeaways for institutions as well as predictions for the future.

It is important to note that the research presented in this report is merely a snapshot in time of a rapidly expanding, dynamic set of technologies and should be utilized as such.

Definitions

Artificial Intelligence (AI)

Artificial Intelligence (AI) is technology that enables computers and machines to simulate human learning, comprehension, problem-solving, decision-making, creativity, and autonomy. AI systems can see and identify objects, understand and respond to human language, learn from new information and experiences, and act independently, such as in the case of self-driving cars.

(Source: What is artificial intelligence (AI)? IBM, August 9, 2024.)

Generative AI

Generative AI is a subset of AI that can create original content—such as text, images, video, audio, or software code—in response to a user's prompt or request. It relies on sophisticated machine learning models called deep learning models, which simulate the learning and decision-making processes of the human brain. These models identify and encode patterns and relationships in large amounts of data to generate new, relevant content based on user inputs.

(Source: What is generative AI? IBM, March 22, 2024.)

Governance

Governance in higher education refers to the structures, policies, and processes through which institutions are directed and controlled, ensuring accountability, transparency, and strategic decision-making. It involves the roles and responsibilities of governing bodies, administrators, faculty, and other stakeholders in shaping the institution's mission, goals, and overall direction. (Source: Copilot)

Governance stakeholders, in relation to AI policy and practice, may oversee:

- data governance (privacy, security, transparency, accountability),
- evaluation of AI use across the institution,
- promoting and monitoring faculty and staff usage of AI, including research,
- intellectual property,
- inclusive, equitable access, and
- AI use in promotion, tenure, and re-appointment practices.

Operations

Operations in higher education encompass the day-to-day activities and administrative functions that support the institution's academic and strategic goals. This includes managing resources, facilities, technology, and services to ensure efficient and effective delivery of education and support to students, faculty, and staff. (Source: Copilot)

Operations stakeholders, in relation to AI policy and practice, may oversee:

- professional development (training and support),
- developing and maintaining infrastructure for AI, and
- reviewing and recommending AI implementation to improve operational practices.

Key Findings and Insights

As Artificial Intelligence (AI) continues to reshape the landscape of higher education, institutions are navigating a pivotal moment of adoption marked by rapid evolution and cautious optimism but also lingering skepticism. To attempt to better understand the current landscape, we identified four areas under which to develop and organize the survey questions:

1. Use;
2. Support Incentives, and Training;
3. Policies and Guidelines; and
4. Challenges and Benefits.

Responses to both survey and interview questions suggest that while most institutions are still in the early-to-intermediate stages of AI maturity, significant momentum is building, particularly in instruction and learning, where AI has been most commonly applied. But use is also expanding in other areas across campus, particularly to increase operational efficiencies. This growth is tempered by persistent knowledge gaps among faculty, staff, and administrators, as well as a broad need for clear guidance and strategic direction.

These data reveal an overarching theme of transition: from experimentation to operationalization, as institutions move from exploring AI's potential to embedding it more systematically into teaching, policy, and planning. Together, they offer a snapshot of where higher education stands today and where targeted interventions can most effectively support meaningful, equitable, and responsible AI integration.

Use

- Institutions are generally at a "slightly mature" stage of AI use, with instruction and learning being the most prominent area of application. However, use of AI is expanding to support operations and governance.
- Lack of knowledge among administrators, staff, and especially faculty, is the primary reason some institutions are not using AI.
- Compared to 2023, there's a noticeable increase in AI adoption and strategic planning, as evidenced by fewer institutions reporting no AI strategies.
- Recent AI deployment is common, with a majority of institutions initiating use within the last two years, indicating significant potential for growth and a need for guidance.
- AI is primarily used to enhance efficiency and productivity in academic tasks, with common AI uses including content creation, editing, and curriculum development.

- Key support strategies focus on faculty training, ethical use guidelines, and general policy development.
- There is a recognition of the need for coordination of AI strategies and use across campuses.

Support, Incentives, and Training

- Faculty champions play a crucial role in supporting effective AI adoption, even when some faculty are skeptical about AI efficacy. However, dedicated AI task forces and committees are nearly as important as faculty champions in supporting AI initiatives.
- A majority of institutions still do not offer incentives to encourage AI use, although there has been an increase from the previous survey in the number that do. Institutions that do offer incentives are more often 4-year institutions and those with larger enrollments (at least 10,000 students), suggesting they have more infrastructure and resources to do so. The most common types of incentives include public recognition, certification/badging, and stipends.
- Training for faculty is more prevalent than training for other campus groups, perhaps suggesting a focus on AI use in instruction and learning.
- Some institutions are providing training on AI use for students, with the most common type being incorporation of AI skills into non-AI specific courses, followed by certificates and microcredentials. However, nearly one-third of respondents reported that their institution does not offer training for students.

Policies and Guidelines

- A large majority of surveyed institutions either have existing AI policies or are developing AI policies. Additionally, there has been a notable increase in the number of institutions with established AI policies since our 2023 survey.
- Some institutions, however, are choosing to eschew policy for more flexible and adaptable guidelines and frameworks.
- Policies and guidelines around academic integrity/plagiarism are the most common type of AI policy. This shows a substantial growth from the previous survey since 2023, indicating a rapid increase in such policies.
- Responses suggested a possible tension between faculty autonomy in developing and implementing classroom policy, and the need for adoption of more holistic, campus-wide policies and guidelines.

Challenges and Benefits

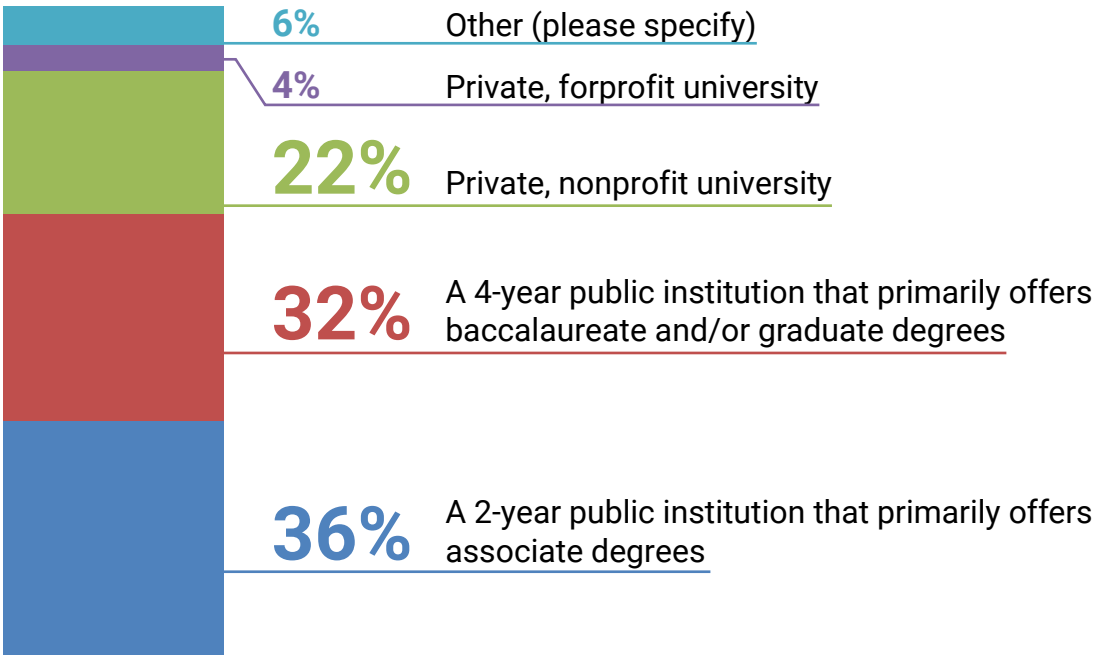
- Institutions continue to struggle with insufficient AI knowledge among staff and faculty, as well as widespread distrust and skepticism towards AI technologies. Survey data indicate that it's crucial to ensure faculty gain the necessary AI skills and knowledge to effectively educate and guide students.

- Concerns around academic integrity and plagiarism remain consistent and significant, demanding ongoing attention and solutions.
- The absence of policies and guidelines, a major concern in 2023, has decreased in significance as more institutions develop AI-related policies.
- The environmental impacts of AI are emerging as a new issue for higher education to address.
- While "teaching critical digital skills" was the top benefit of AI identified in 2023, "efficiency" is now seen as the most frequent benefit, showing a focus on practical AI applications. And there's a rapid acceleration of AI integration, moving towards pragmatic implementation for streamlining operations, rather than just exploring its educational potential.

Institutional and Respondent Identities

The 2025 AI Survey garnered 224 responses that reflected a diverse range of higher education institutions, varying in type and size. The largest proportion came from 2-year public institutions (36%), followed by 4-year public universities (32%). This is an inversion from the 2023 survey, in which 4-year public institutions represented the highest number of responses, perhaps suggesting an increased interest in AI at community colleges. Private, nonprofit universities accounted for 22% of respondents' institutions, while 4% were private, forprofit universities (Figure 1).

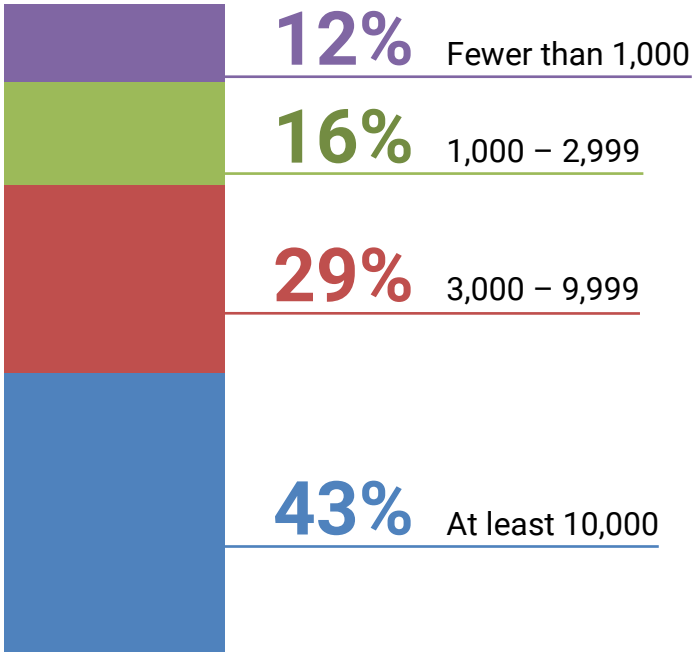
Figure 1: Institutional Type



Other respondents were from university and college systems and consortia, a medical school, a seminary, and two institutions that grant both 2-year and 4-year degrees.

Regarding institutional size, 43% percent of respondents' institutions had, in fall 2024, at least 10,000 total enrollments, 29% had 3,000-9,999, 16% had 1,000-2,999, and 12% had fewer than 1,000 (Figure 2).

Figure 2: Enrollments



Among the 213 respondents to the question about their primary position or role at their institution, the highest percentage (20%) identified as faculty. The second most frequently represented position was Instructional and Learning Designer/Engineer (14%). Chief Online Learning/Distance Education Officers and Center for Teaching/Learning Effectiveness Administrators or Related Staff were equally represented, each accounting for 12.21% of respondents.

The remaining 34% of responses came from a wide range of roles, indicating that AI engagement involves numerous offices and personnel across campuses. These included:

- Dean/Assistant or Associate Dean (8.5%),
- Chief Academic/Instructional Officers/Provosts (7.5%),
- Institutional Effectiveness/Research Administrator or Related Staff (5%),
- Librarian (4%),
- Chief Information Officer/Director of Information Technology (4%),
- Compliance Officer/Staff (1.5%), and
- Project Manager (1%).

Other roles mentioned included Assistant Vice Chancellor, VP Student Services, Program or Strategy Director/Officer, Academic Advisor, Marketing/Public Relations/University Communications Staff, and Enrollment Manager.

Notably — and perhaps unsurprisingly — several respondents described their roles as “Generative AI Specialist,” “Chief AI Officer,” and “Director of AI Policy.” This suggests a new level of specialization in AI among campus personnel. All three of these respondents were from larger institutions with fall 2024 enrollments of at least 10,000, but it is possible that we will see the expansion of these specialized roles across campuses in the near future.

Use

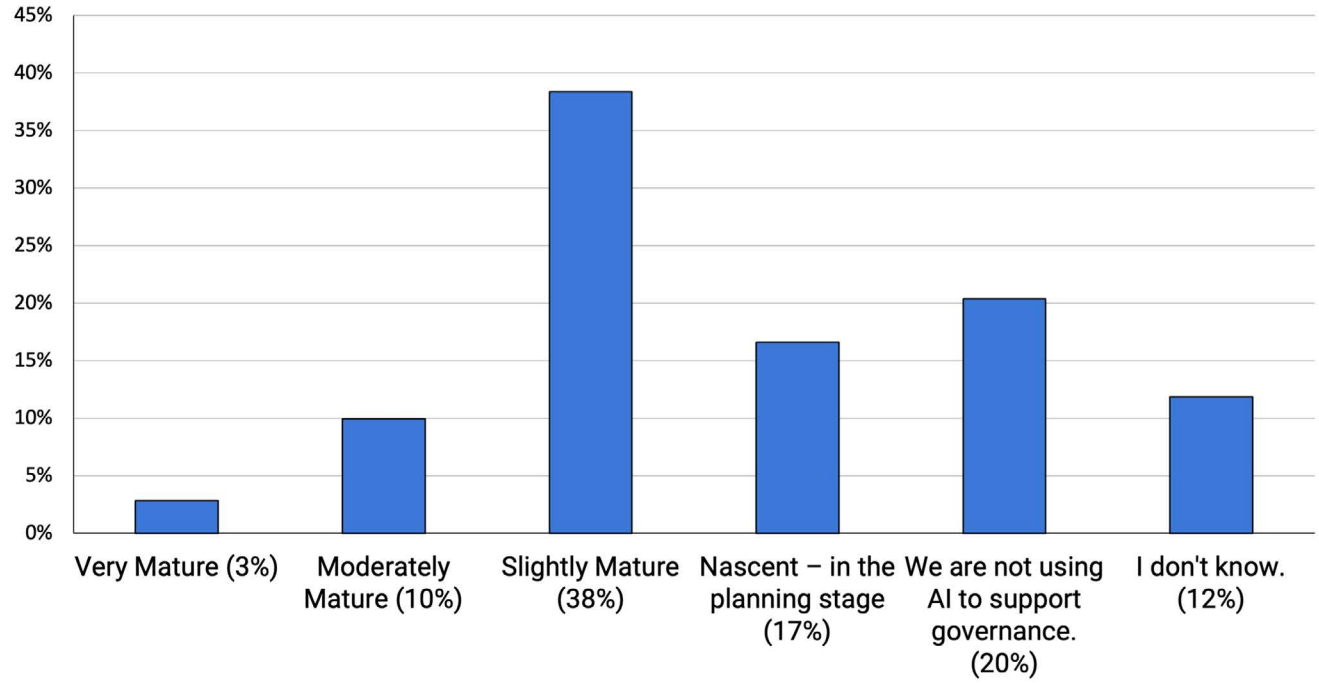
This section delves into the current state of AI utilization within higher education institutions. Examining institutional maturity across governance, operations, and instruction and learning, the survey reveals key trends in AI deployment, adoption strategies, and personal use of AI tools among respondents. By analyzing the reasons behind AI integration or its absence, as well as the specific tools and strategies employed, we gain a comprehensive picture of how colleges and universities currently are harnessing, and engaging with, AI.

Institutional Maturity in AI Use

The survey asked respondents to assess their institution's maturity in using AI to support three areas: governance, operations, and instruction and learning (Figures 3, 4, and 5). By governance, we mean the structures, policies, and processes through which institutions are directed and controlled, ensuring accountability, transparency, and strategic decision-making. Operations refers to the day-to-day activities and administrative functions that support the institution's academic and strategic goals. Instruction is the process of guiding and directing learners to acquire knowledge or skills, while learning is the outcome of that process – the acquisition of knowledge, skills, or understanding through experience, study, or being taught.

Across all three areas, the most common response was "Slightly Mature," indicating that AI is on the radar or in scattered use/pilot projects, but no systemic action has yet been taken. For instruction and learning, the second most common response was "Moderately Mature," while for operations, it was "Nascent," meaning they are in the planning stage. For governance, the second most common response indicated no use of AI to support this area, with "Nascent" close behind. A relatively small number of respondents (9 of 203) indicated that their institutions are not using AI to support instruction and learning. In contrast, higher numbers reported no use of AI in governance (43 of 211) and operations (32 of 207). These data indicate that AI use for instruction and learning is more mature than that for operations and governance, and the latter may be somewhat behind operations, suggesting potential challenges or lower prioritization for AI in governance compared to other areas within higher education.

Figure 3: Governance



Very Mature = it is widely used in numerous applications.
Moderately Mature = it is used for some applications but it not widely
Slightly Mature = it is on the radar or in scattered use/pilot projects, but no systemic action has yet been taken.

Figure 4: Operations

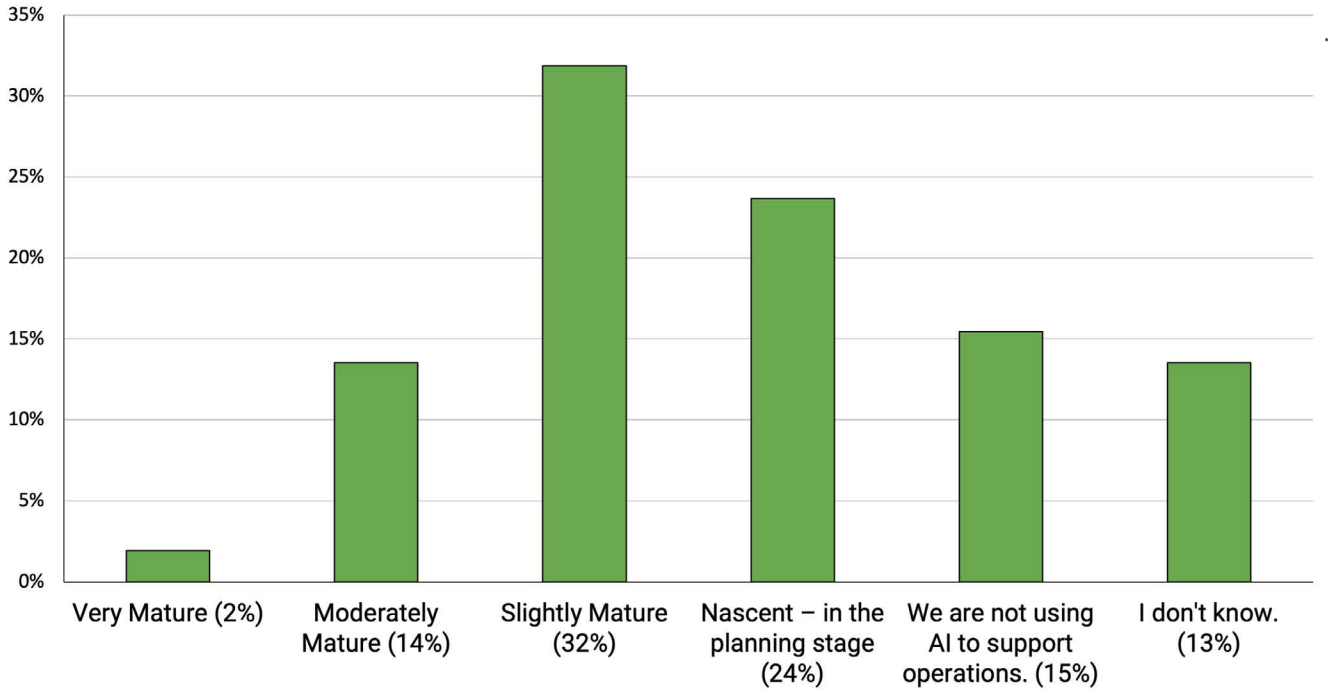
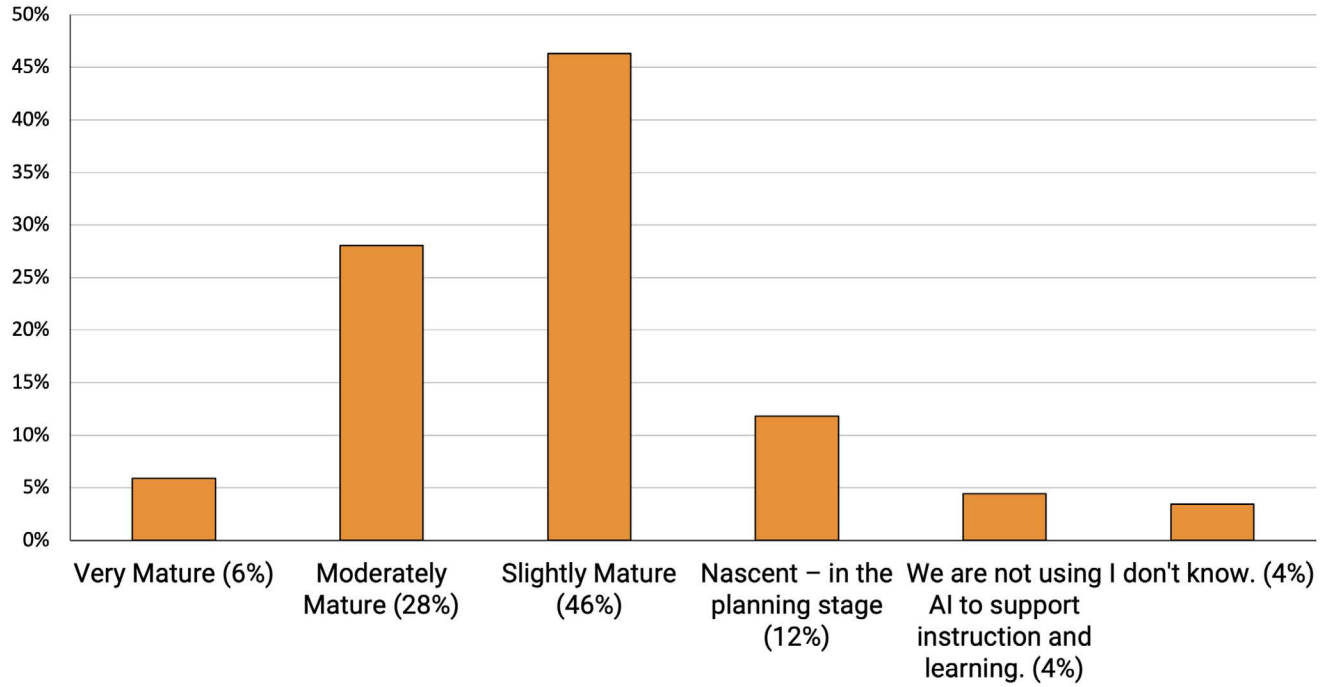


Figure 5: Instruction & Learning



Very Mature = it is widely used in numerous applications.
Moderately Mature = it is used for some applications but it not widely
Slightly Mature = it is on the radar or in scattered use/pilot projects, but no systemic action has yet been taken

For those not using AI to support governance and operations, the most common type of institution was private non-profit. For instruction and learning, it was evenly split between 2-year and 4-year public institutions (but again, there were only 9 respondents in this category). Furthermore, only 18 of 84 respondents indicating no use of AI across all three areas were from institutions with enrollments of at least 10,000, while 58 with no use were from institutions with enrollments of 1,000 - 9,999. This could suggest that larger institutions tend to use AI more than smaller colleges and universities, although this could be rapidly changing.

The survey followed up by asking those not using AI in each area, "why?" Across all three areas, the most common response was a lack of knowledge among administrators, staff, and faculty (with 78% of respondents indicating a lack of faculty knowledge as the reason for no AI use in instruction and learning). Lack of interest was also frequently cited.

For institutions not using AI in governance, the top five other reasons, in descending order, were:

- concerns about data security (36%),
- concerns about ethics/biases (31%),
- costs to the institution (31%),
- technologies are too nascent (24%), and
- concerns about equitable access (19%).

For those not using AI in operations, the top five other reasons, in descending order, were:

- costs to the institution (30%),
- leadership changes or shifts in institutional priorities (27%),
- concerns about data security (23%),
- concerns about ethics/biases (20%), and
- technologies are too nascent (17%).

For those not using AI in instruction and learning, the top five other reasons, in descending order, were:

- concerns about academic integrity (56%),
- concerns about ethics/biases (44%),
- concerns about data security (33%),
- costs to the institution (33%), and
- technologies too nascent and concerns about equitable access (both 22%).

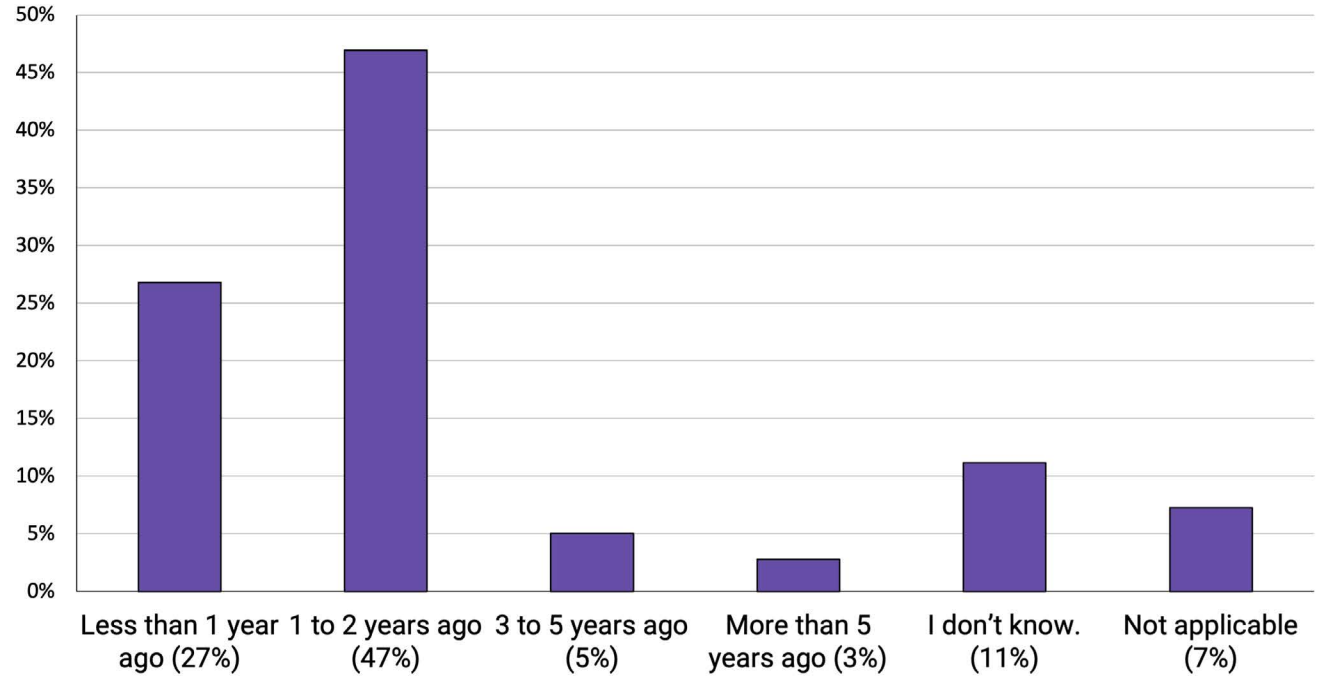
Concerns about data security and ethics/biases, as well costs to the institution and the perception that AI technologies are too nascent, were all common reasons that respondents suggested their institutions do not use AI in governance, operations, and instruction and learning. Notably, outside of a lack of knowledge and interest, the top specific concerns varied by area of operation. While academic integrity concerns were paramount for instruction and learning, costs and leadership shifts were more significant barriers for operations, and data security and broader ethical considerations were for governance. This highlights that AI adoption is not a one-size-fits-all issue, and institutional leaders must address the nuanced challenges specific to each area to effectively implement AI technologies.

Deployment of AI

Next, the survey inquired about when institutions first deployed AI to support governance, operations, and/or instruction and learning. A large majority of respondents indicated that this deployment occurred within the past two years or less, indicating that, not surprisingly, AI use is fairly recent at most institutions (Figure 6).

For those who deployed AI more than five years ago (5 respondents), all were at large institutions – either 2- or 4 year – of at least 10,000 enrollments in fall 2024, suggesting, perhaps, that larger institutions with established technology infrastructures may have adopted AI earlier than smaller colleges and universities.

Figure 6: Deployment of AI



Institutions have deployed, planned, or considered deploying AI for a diverse range of purposes, with a primary focus on content-related tasks and support functions. The most common uses reported were:

- content creation (66%),
- course development and curriculum design (52%),
- content editing and synthesis (50%),
- virtual assistance (47%), data analysis and/or visualization (47%), and
- detecting use of AI-generated content/plagiarism (47%).

Other uses included, but were not limited to:

- accessibility,
- assessment and feedback,
- decreasing operational costs and increasing efficiency,
- improving learner outcomes,
- offloading mundane tasks,
- improving student recruitment and retention,
- marketing,
- research,
- tutoring, and
- teaching digital skills.

The least common uses were facilities administration and scheduling, reviewing applications for institutional positions, identity and security, and drafting performance reviews, suggesting less use for operational activities.

Significant use cases for AI's operational use are emerging, however. In an interview, Samuel Jay, Executive Director of Online Learning, Emergent Technology & Academic Transformation at Metropolitan State University of Denver, mentioned that his administrators and staff have deployed AI to support collaboration:

> *The uptake of [AI] has gone through the roof – but not for individual uses, which is interesting. We're getting a lot of team usages, so our marketing and communications team has a shared account, our instructional design team has a shared account. We just got one for online learning. And so people are starting to see it as a collaborative tool, which is really exciting.*

Furthermore, Cynthia Pascal, Associate Vice President of eLearning at Northern Virginia Community College (NOVA), is working on a project to harness AI to evaluate transcripts at NOVA:

> *I'm embarrassed to say it can take up to eight weeks for transcripts to be evaluated at NOVA. We have thousands of students who apply to our college every semester because we're an open-access institution. We are also the second largest community college in the nation. But transcript evaluation isn't rocket science; it's data mining... So that's what we're doing with AI. Let's stop relying on human resources, because there will never be enough human resources. We could get it down to six or seven weeks, but at the end of the day, a manual process is just that. And so we're going to apply Artificial Intelligence to mine the college catalogs, and then we'll have humans authenticate. But what a better use of their time authenticating is, versus just literally doing manual labor over and over again! So we're really excited about that.*

These data and interviews suggest a primary focus on AI's application in instruction and learning, utilizing its capabilities for efficiency and support functions. The less common uses imply that institutions are still in the preliminary stages of exploring AI's full potential, even though interviews reveal that some institutions are making gains in implementing for operational efficiencies.

Strategies for Use

When asked what strategies they were using to support AI adoption and implementation at their institution, respondents indicated that three strategies were significantly more common than others: training for faculty (74%), developing ethical and responsible use guidelines (72%), and developing general policies and guidelines (69%). This could suggest a focus on AI use for

instruction and learning, and a concomitant need to ensure that faculty possess the skills needed to effectively leverage these technologies. This aligns with the data cited above that 78% of respondents indicated a lack of faculty knowledge as the reason for no AI use in instruction and learning, suggesting a clear need for training where AI use is supported and desired. Additionally, it demonstrates the perceived importance of overarching policy and guidelines for AI initiatives.

The remaining strategies in descending order of response frequency, include:

- training for administrators and staff,
- evaluating the efficacy of AI platforms and tools,
- pilot projects,
- training for students,
- increasing access to AI tools and platforms,
- enhancing infrastructure to support AI technologies,
- identifying funding to support AI adoption and implementation,
- conducting risk assessments, and
- hiring new staff.

Additionally, 7% of respondents indicated that they have no strategies, with the majority (10 of 12) at 2-year public institutions. However, this percentage is significantly lower than the 52% of respondents in the 2023 survey who indicated having no official strategies. Three write-in responses provided insights into the challenges and varying viewpoints surrounding AI strategy on campuses. One suggested that higher education's response had been primarily reactive rather than strategically planned, arguing, "Like so much else in the environment surrounding Higher Education today, AI's explosive emergence forced Higher Ed into a crisis/ reactionary position rather than a planned adoption based on strategic goals and well thought out ethical principles." Another posed a question regarding the appropriate applications of AI in educational practices: "Which teaching and learning practices should/should not be assisted with AI use?" Finally, one respondent registered a firm ethical objection, reflecting ongoing resistance to AI adoption within the sector. "My strategy is to do everything I can to oppose it. Its use is against ALL of my professional ethics."

Others are "all in," and some institutions have a range of innovative, creative strategies to support AI implementation, from student pathways and courses to websites and repositories to professional development, plus coordination through a systemwide AI strategy council. Pamela Williams, an instructional designer at Southern Illinois University Edwardsville, described one such program:

> *One initiative here is our Changemakers Pathways that we're starting in the fall where students can follow a passion in their general education program. And I think that there's capacity within that program to bring in AI. In fact, one of the pathways is techno-ethics, which emphasizes "critical thinking skills as they relate to seeking, consuming, and evaluating information."*

According to Kevin Corcoran, Assistant Vice Provost of the Center for Distributed Learning at the University of Central Florida, his institution takes a multi-pronged strategic approach that supports not only their students, faculty, and staff, but the broader field of higher education as well. This approach includes such resources and initiatives as a dedicated AI website, the Teaching & Learning with AI conference, and TRAIIL, an AI lesson repository that is available globally. Corcoran explained that:

> *More close to home, we've been doing some AI playgrounds on campus. These are hands-on opportunities where faculty are invited to come into a lab, sit with a member of our staff who is specialized in a particular field – or not a field, but an application – and learn about advanced features of Copilot or ChatGPT, but they could also learn about Runway AI or ElevenLabs – things that are more about video production. So we've had two or three of those, and they have been highly successful.*

According to Samuel Jay, Metropolitan State University of Denver is also using numerous, diverse strategies to build AI literacy and support its use across campus:

> *We set out a year and a half ago to provide some basic resources to faculty and staff and students just about AI literacy. I was grabbing from whatever was out there by some of those early adopters who have been attempting to educate their universities on how to use AI for teaching and learning as well as operations. But we've pivoted more towards an MSU Denver-specific approach... And so, this summer, we are investing in the development of a course that will be targeted towards faculty and staff that is specific to AI literacy. It's being developed by several faculty from across campus and several staff members.*
>
> *My take is that we need to provide everybody with a basic understanding of how generative AI works, with the assumption that these tools continue to advance and change. ChatGPT may not be the platform du jour in five years, but the functionality of Generative AI and Large Language Models will be there. And so we're laying that foundation, just having a general understanding even for those who are not experts in how these things work.*

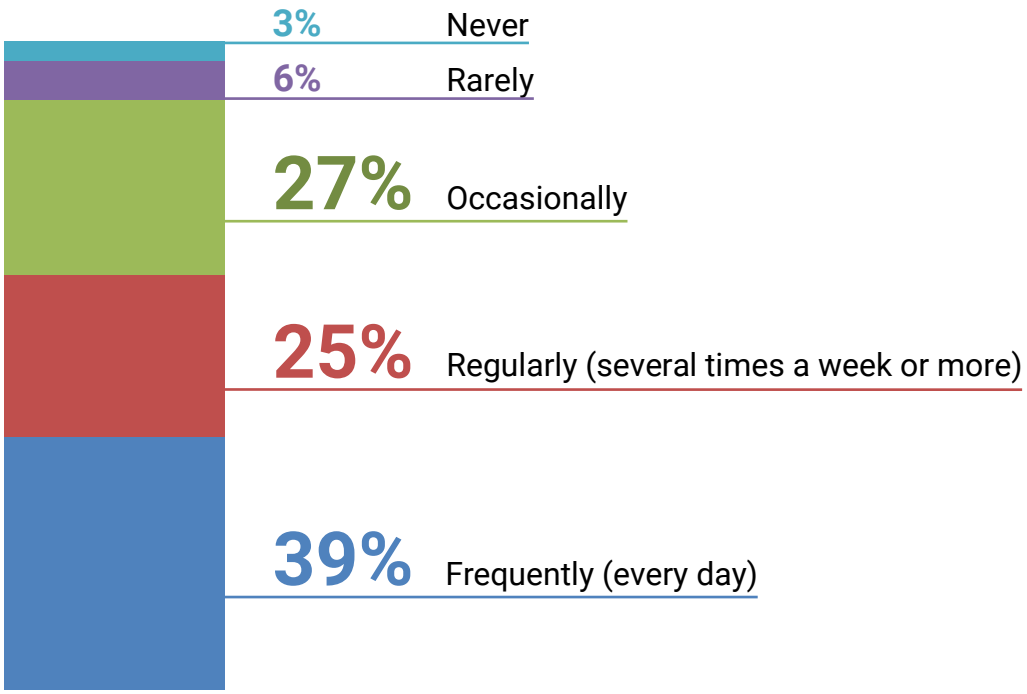
Gloria Niles, Director of Online Learning at the University of Hawai'i System, reported that they recently created an Artificial Intelligence Strategy Council, which is made up of diverse

stakeholders from across the system. Its goal is "to ensure that UH remains at the forefront of technological advancements that have the potential to shape the future of teaching and learning, and generative Artificial Intelligence (AI) in particular." These kinds of coordinated approaches to strategy may become more common as AI use continues to proliferate on campuses.

Personal Use

Survey respondents were also asked about their personal use of AI, and the results point to familiarity and reliance on AI tools for work-related tasks among many survey respondents. When asked how often they utilize Generative AI tools/platforms to support their own work, 39% reported using AI every day, 25% used it several times a week or more, 27% used it occasionally, 6% used it rarely, and 3% reported never using it (Figure 7).

Figure 7: Personal Use of AI



Among those who use AI, when asked about the tools and platforms they utilize to support their work, ChatGPT was the most frequently used at 81%, with Copilot second at 51%. Other tools and platforms used by 10-50% of respondents, in descending order of frequency, were:

- Grammarly,
- Claude,
- Gemini,

- NotebookLM,
- Perplexity,
- Canva Magic Studio, and
- DALL-E.

A number of other tools/platforms garnered less than 10% responses each. Of the 32 respondents who wrote in other options, the most common platforms and tools included DeepSeek, Grok, Goblin Tools, Magic School, Boodle Box, and Nectir.

For Gloria Niles at the University of Hawai'i System, personal use of AI is crucial as an educator:

> *I've had a particular interest in generative AI ever since ChatGPT 3.5. I knew that this was going to have a profound impact on teaching and learning, on education, and just society in general. As we've seen, it rapidly is infused into everything that we do now. So at the time I made personal investments in many of them. I wanted to be able to compare ... across different large language platforms to see what the output is. I want to compare the free to the paid versions. What's the difference between the outputs that students are getting on a free version versus a paid version? So I've just been all in. And every time I learn about another one, I want to play with that one, too.*

Rick Aman, retired President of the College of Eastern Idaho, discussed ways that AI use can support working with groups like Boards of Trustees:

> *I would say the greatest strength I see is its ability to draw thematic conclusions. I do work with Boards of Trustees and those kinds of groups. You ask a lot of questions, or you pull a lot of information from faculty and staff. It can be immense. So maybe you've got a thousand pieces of comments and data that are collected. You can take that information and feed it into one of the AI tools and ask for 5 thematic conclusions, and something that would take a human a day to do, it does instantly. And as you get the result, you can instantly sharpen the prompt and really tighten down what you're after. I've never seen anything like this. I'm accustomed to 200 sticky notes on a whiteboard, and it's just like you died and went to hell. But something like AI can pull it together – and it is accurate!*

Cheryl Couch, Director of Masters of Education and eLearning Specialist at York University, described how she uses AI in course development to reduce her workload and enhance content:

> *Typically for an eight-unit course, it will take me about eight weeks to write that with just what's going on in my brain. With AI, I can do it in about eight days, with about one to two hours a day per unit. And AI can help me have higher levels of Bloom's [taxonomy] assignments for students that they can't generate with AI.*

Similarly, Pamela Williams at Southern Illinois University Edwardsville uses AI in her work as an instructional designer:

> *I think for me, personally, it increases some of my efficiency, especially with working in an instructional design capacity. When faculty struggle with coming up with learning objectives, I can use AI to generate a list. "Give me ten sample learning objectives for an upper-level college course in such-and-such discipline." I may give it to a professor and tell them, "Yes, this was AI generated, but it sets up something that's measurable." I will tell [AI] usually to not use the verb "understand," just because it's hard to demonstrate "understanding." I ask it to come up with something more specific. But at least if someone's grasping at straws or they're struggling with something, well, that's where I think the real power of generative AI is.*

Key Takeaways

In general, institutions are "slightly mature" in their use of AI to support governance, operations, and instruction and learning, and AI use to support instruction and learning currently is more prevalent than other uses on the campuses. For those who are not using AI in each area, the most common response regarding why was lack of knowledge on the part of administrators, staff, and faculty. For those who have deployed AI on their campuses, a significant majority responded that it was two years or less ago.

Clearly, most institutions are still in the early stages of AI integration. This means there's potential for growth and development, but also a need for guidance. Instruction and learning are leading the way in AI adoption, but a lack of knowledge is a major barrier for faculty, as well as for administrators and staff. This highlights the importance of training and professional development.

The most common AI uses are for content creation and editing, as well as curriculum development, with increasing use expanding to support operations and governance.

The top three strategies to support use are training for faculty, developing ethical and responsible use guidelines, and developing general policies and guidelines. Notably, the percentage of respondents who indicated no strategies for use was significantly lower than that in our previous survey.

AI is primarily used for tasks that enhance efficiency and productivity in academic work, with support for course development as one effective use case. Institutions recognize the need for training, especially for faculty, to address the knowledge gap. There is also a recognition that ethical and policy frameworks are crucial, suggesting a focus on the responsible use of AI. And clearly, progress has been made since the 2023 survey. The decrease in "no strategies" shows increased awareness and strategic action around AI utilization.

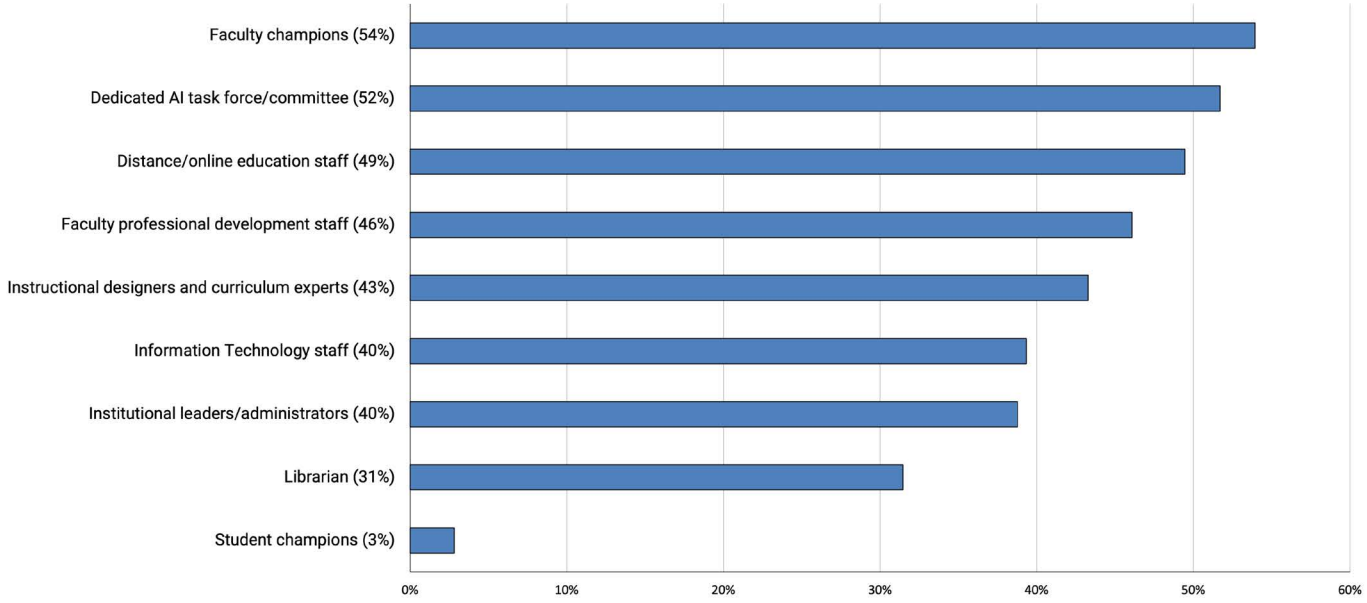
Support, Incentives, and Training

This section examines the critical support structures, incentives, and training initiatives currently in place at higher education institutions to facilitate the effective adoption and use of AI. It explores the roles of faculty champions, dedicated task forces, and other stakeholders in driving AI integration, while also analyzing the prevalence of institutional incentives and training programs designed for faculty, staff, and students. Analysis of the types of training offered and the extent to which incentives are utilized offers insights into how institutions are fostering an environment that encourages and enables the responsible and effective use of AI.

Faculty champions (54%) and dedicated AI task forces and committees (52%) were the most commonly cited support for effective AI adoption and use across the institution. In our 2023 study, 44% responded that faculty champions supported AI work on their campus. Marc Watkins of the University of Mississippi, in an interview at the time, predicted that "...faculty champions are going to be crucial for advocating AI literacy." The current survey supports his prescient prediction.

Still, as figure 8 indicates, this work tends to be spread across a variety of roles on campus, suggesting that, increasingly, AI use is becoming integrated across the institution. However, student champions lag far behind, and campuses likely should work more intentionally and strategically to include these important stakeholders.

Figure 8: AI Support Roles



Notably, one respondent reported that their institution has established a dedicated AI Division with a systems analyst and part-time faculty specialists, potentially indicating an increasing trend of specialization in AI support. Additionally, two write-in comments presented contrasting perspectives on AI support. One advocated for an "all-in" approach, asserting, "...for [higher ed] institutions, the missing response is 'All The Above,' since it is a culture shift." The other strongly opposed AI adoption, stating, "There is no effective adoption of AI," thereby implying that support roles are not warranted.

However, although many institutions clearly recognize the need to provide support for AI adoption and use, a majority (51%) are not offering incentives to encourage AI use, and 10% of respondents reported that their institutions do not encourage AI use at all. This is a notable decrease, though, from the overwhelming majority of respondents – 75% – to our 2023 survey, who indicated that they do not offer incentives to encourage AI use, or from the 22% who did not encourage the use of AI. Still, one respondent to the current survey expressed frustration about the perceived lack of support for AI use at their institution: "It is unfortunate when an institution silences those who invest their personal time and resources into learning and working with generative AI since it was introduced."

When incentives are provided, they typically involve public recognition (17%), certification or badging (16%), stipends (13%), and reassigned or release time (7%). One respondent also reported offering "cross-training and highlighting promising practices," and another provides grants for AI use. Of those that offer incentives, nearly twice as many are at 4-year institutions, and a majority (30 of 51) are at institutions with enrollments of at least 10,000, similar to the 2023 survey, suggesting that smaller institutions and 2-year colleges continue to be especially challenged and possibly under resourced in offering incentives.

Gloria Niles reports that the University of Hawai'i System offers stipends to faculty through their initiative Integrating AI into Curriculum. However, she cautions that approaches that incentivize faculty "just to put AI into their classes" could create a disconnect between what students might be learning from one program or course versus what they learn from others. So, she recommends aligning or integrating AI into institutional, programmatic, and course-level outcomes. She explains further:

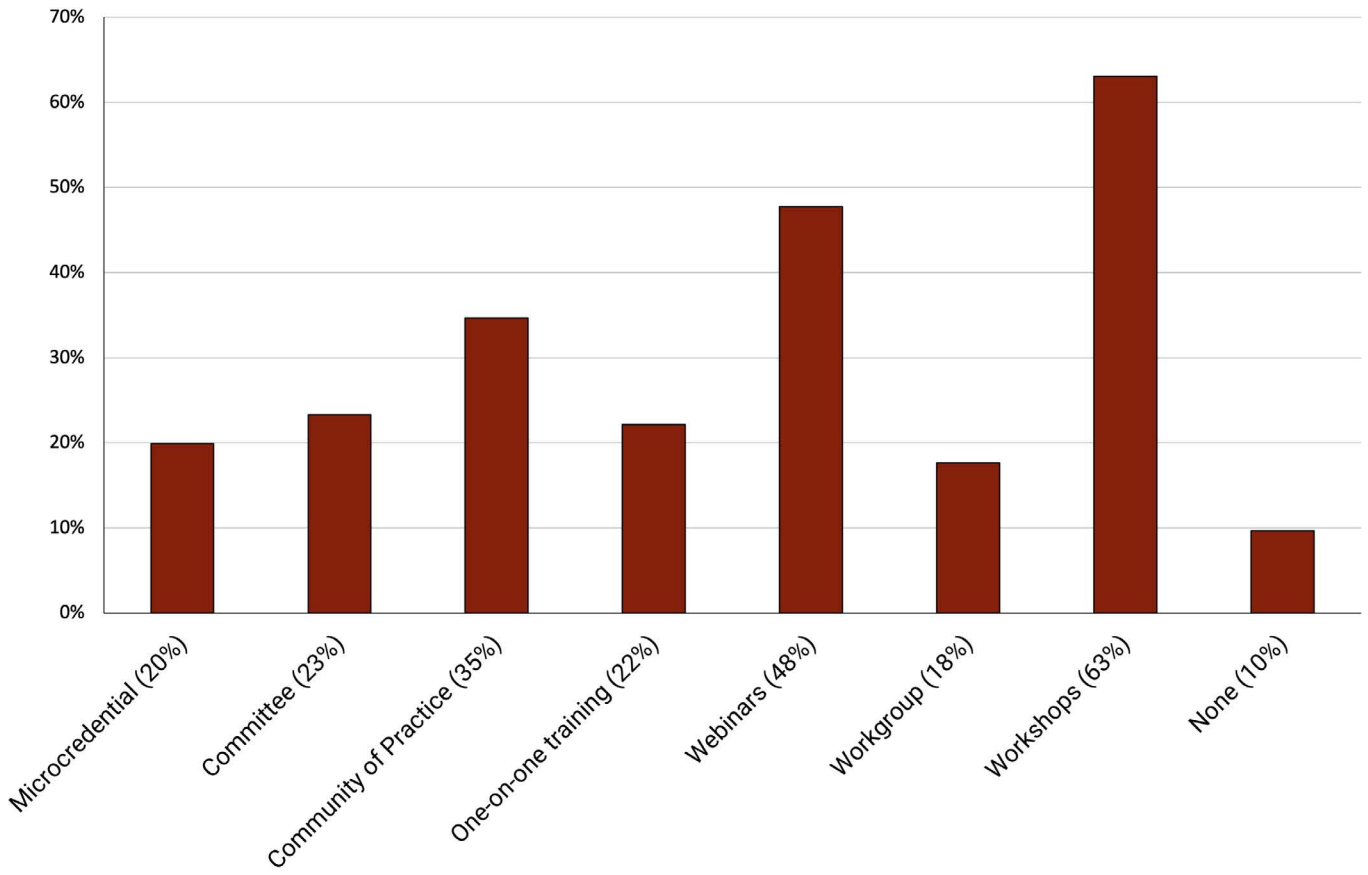
> *But if you rely just on that approach, you get the institutional inertia that could take years. So, I suggest a "both" approach: incentivize faculty to start now, but also work on this alignment of ... learning outcomes in every program. What should graduates of this particular degree program be able to do with AI? And then, what specific skills should be at the course-aligned level?*

> *If we have a thousand faculty out there just creating something in their course, how is this going to be coordinated, and what will it mean for our students, or how do we measure it, or what are we measuring it against? So yes, this has my new AI soapbox of integrating the alignment in a coordinated way.*

(Note: Niles shared more of this perspective, including examples of how these AI literacy dimensions could be incorporated into ILOs, PLOs, and CLOs, in her WCET Frontiers article Generative AI in the Curriculum: A Call for Coordinated Integration).

While incentives clearly can play a critical role in AI support, including as part of more coordinated efforts, effective implementation also relies on comprehensive training initiatives. The following details the diverse strategies institutions are employing to equip faculty, administrators, staff, and students with the necessary AI skills and knowledge. First, we asked about the types of training/ professional development for faculty, specifically, those that their institution has created and implemented around AI. Figure 9 indicates a variety of responses, with workshops most common, followed by webinars:

Figure 9: Faculty Training



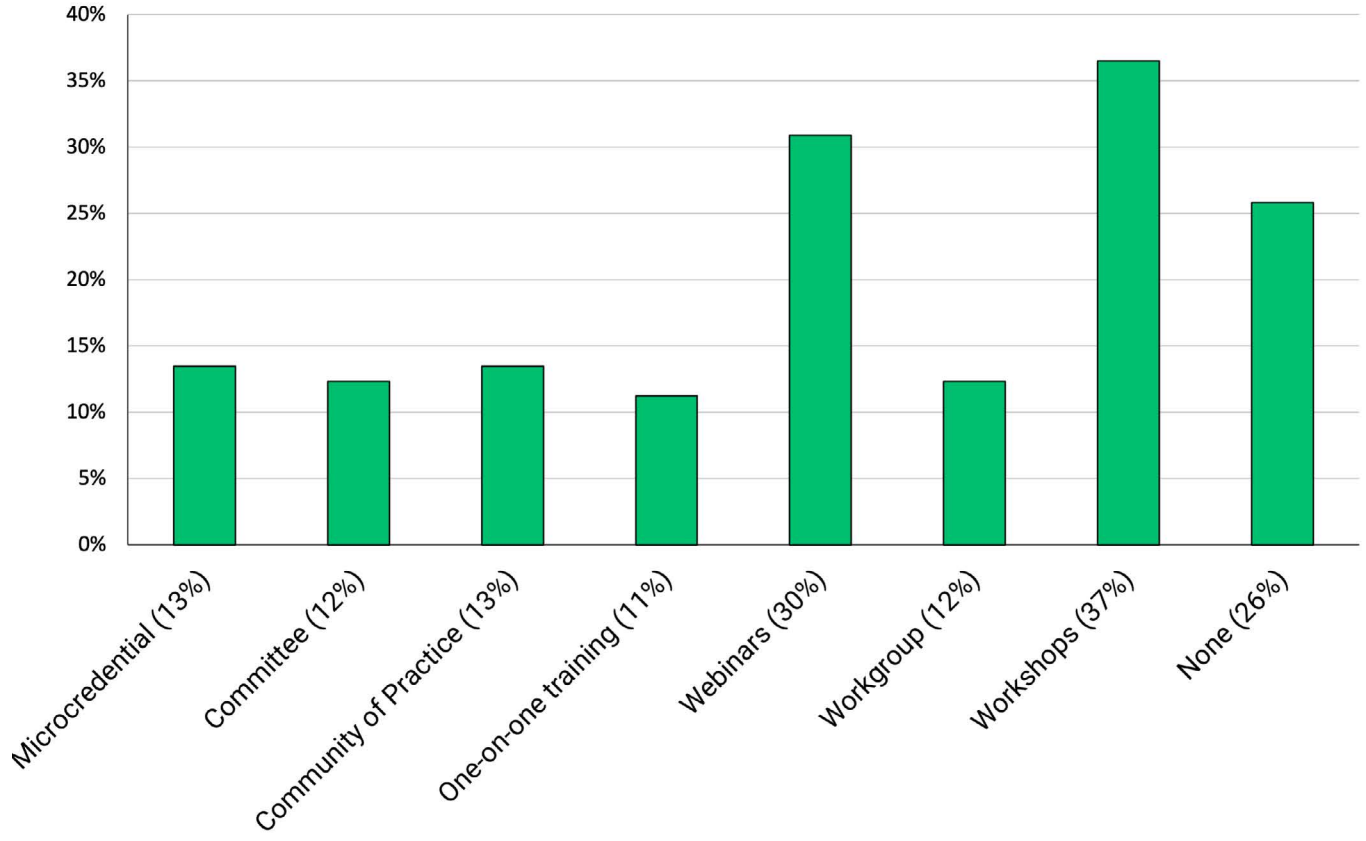
One such workshop is the University of Hawai'i System's AI2 Xcelerate (AI2X). Gloria Niles reported that this summer, their Online Innovation Center is launching a week-long intensive for faculty, AI2 Xcelerate (AI2X). Applicants develop a personal action plan of how they want to integrate AI into a course. Then, they'll work with instructional designers through the next academic year to apply their plan. The program is also available for staff to integrate AI into their professional activities.

At Northern Virginia Community College, according to Cynthia Pascal, they have adopted the Critical Media Literacy Guides, which include a section on AI, as the foundation of their AI literacy framework to help train and guide faculty, preparing them to, in turn, train students. Published by Ed Tech Books under an open license, the guide is a part of the textbook Critical Media Literacy and Civic Learning: Interactive Explorations for Students and Teachers.

It is worth noting that although 10% reported no training/professional development for faculty, this is a significant decrease from the percentage of respondents in our 2023 survey (55%) who reported the same, suggesting that institutions are doing a much better job of offering faculty development than two years ago.

In the survey, we also asked what types of training/professional development for administrators and staff their institution has created and implemented around AI. Again, workshops were most common, with webinars a close second (Figure 10).

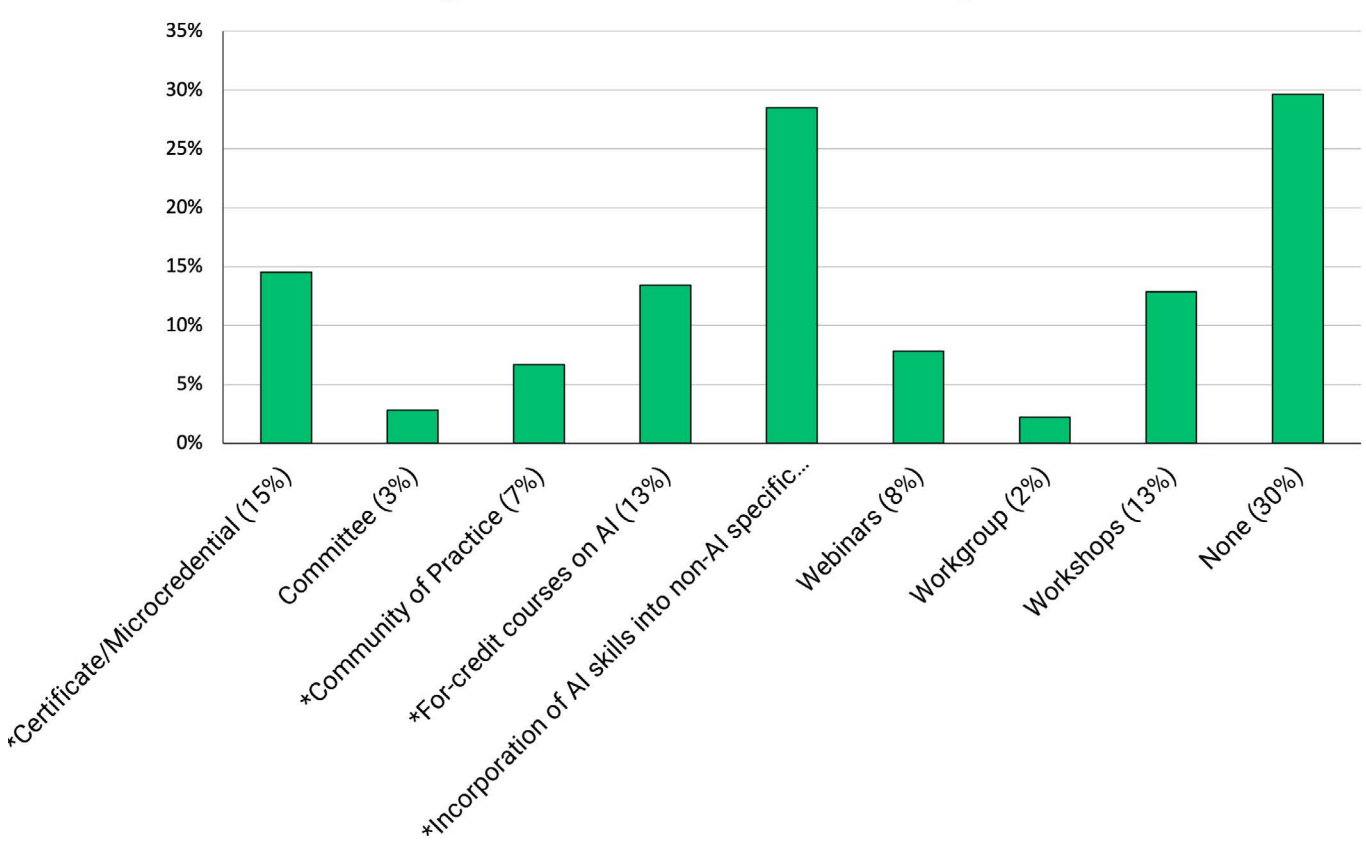
Figure 10: Administrator/Staff Training



Note, however, that the percentage of respondents who indicated that no training is being offered for administrators and staff (26%) is considerably higher than that for faculty (10%), suggesting that the latter are being prioritized. This is not surprising given that AI use to support instruction and learning is currently more common than other uses on the campuses, and that faculty knowledge is a barrier to its use.

Some institutions are also offering training on AI for students. As one respondent put it, "Equipping students with AI knowledge and skills is crucial for preparing them for a workforce increasingly reliant on these technologies and for enabling their active participation in a rapidly evolving digital landscape." Incorporation of AI skills into non-AI-specific courses was most common, followed by certificates and microcredentials (Figure 11):

Figure 11: Student Training



*Certificate/Microcredential (15%)
*Community of Practice (7%)
*For-credit courses on AI (13%)
*Incorporation of AI skills into non-AI specific courses (29%)

One respondent wrote that their institution offers an associate's degree in AI, another stated that they will be offering a Google certificate, and another shared that AI is introduced during student orientations. A respondent argued, "AI will be fundamentally changing the way we manage teaching and learning. No student should graduate from a higher ed institution and seek employment without a fundamental understand[ing of] AI and its uses and risks."

Cynthia Pascal at Northern Virginia Community College similarly argues:

> *The use of Artificial Intelligence, whether you're in higher education or not, is going to eventually be a social justice issue. It's going to close the gap in terms of making people more employable. If you don't even have the access to it or know it exists, you can't even get your foot in the door for an interview, even if you have experience. ... Whether we're ready or not to adopt Artificial Intelligence, it doesn't make a difference; employers are ready. And so if we're not training students, we are really setting them up to not even get an interview. Students need training for it. And so it really is a social justice issue.*

Still, the percentage of respondents who stated that their institutions are not offering training on AI to students was similar to that of administrators and staff at 30%, which is problematic given the importance of these skills to students' education today, as evidenced in part by the quotes above. This lack of student training presents a critical gap, as proficiency in AI is increasingly necessary for students entering the modern workforce.

Interestingly, interviewee Cheryl Couch at York University argues that training students should be a different process from training faculty, partly because of the emphasis on workforce skills development for the former. Pamela Williams at Southern Illinois University Edwardsville suggests that we need to teach students "professional discernment": "The other thing that I often talk about with faculty is that we need to be coaching our students about what I call 'professional discernment.' Because when a student types in their essay prompt and just takes what [ChatGPT] has drafted and submits it, they're not demonstrating their professional way of evaluating what is appropriate and what isn't appropriate."

But it is worth noting that not all respondents believe that AI skills are preparing graduates for employment. For example, one argued, "Not sure I agree that [these skills are] preparing students for workforce. I think AI may be preparing them to be unemployed due to lack of critical thinking skills."

Still, training and education on AI use clearly are priorities across many campuses. Kevin Corcoran at the University of Central Florida described the courses on AI that they offer for both students and faculty. The AI faculty course recognizes uses and limitations of GenAI and explores

efficiencies in AI-enhanced teaching and learning. The AI student course recognizes the uses and limitations of GenAI and trains learners to cite AI usage transparently and advocate for clear guidance surrounding AI use in coursework.

Cynthia Pascal at Northern Virginia Community College suggested some basic strategies, drawing on a colorful metaphor, for success in implementing AI training across their college:

> *How do you eat an elephant? One bite at a time. Right? You just have to try it. You don't have to get it right. You just have to introduce it. You have to look at it. You have to touch it. You have to play with it. I'm a big fan of the edupunk movement. I call it eduplay, because punk can have some negative connotations. So we designed the term eduplay: get experimental, try to build things, try to break things. But just touch it, and then figure out where you can use it!*

Key Takeaways

As in our 2023 survey, faculty champions continue to lead the way in support of effective AI adoption and use across the institution, indicating that, in spite of some faculty members' skepticism about the efficacy of AI use in instruction and learning, they are integral to this work. Still, dedicated AI task forces and committees continue to be crucial as well. And although the majority of colleges, universities, and systems are not offering incentives to encourage AI use, this number has decreased from the prior survey.

Of those that offer incentives, nearly twice as many are at 4-year institutions, and a majority are at institutions with enrollments of at least 10,000. Public recognition and certification or badging are the most common types of incentives, followed by stipends. Training for faculty is more common than for other roles on campus, with workshops and webinars being the most common types for faculty as well as others (including students, in addition to for-credit courses on AI).

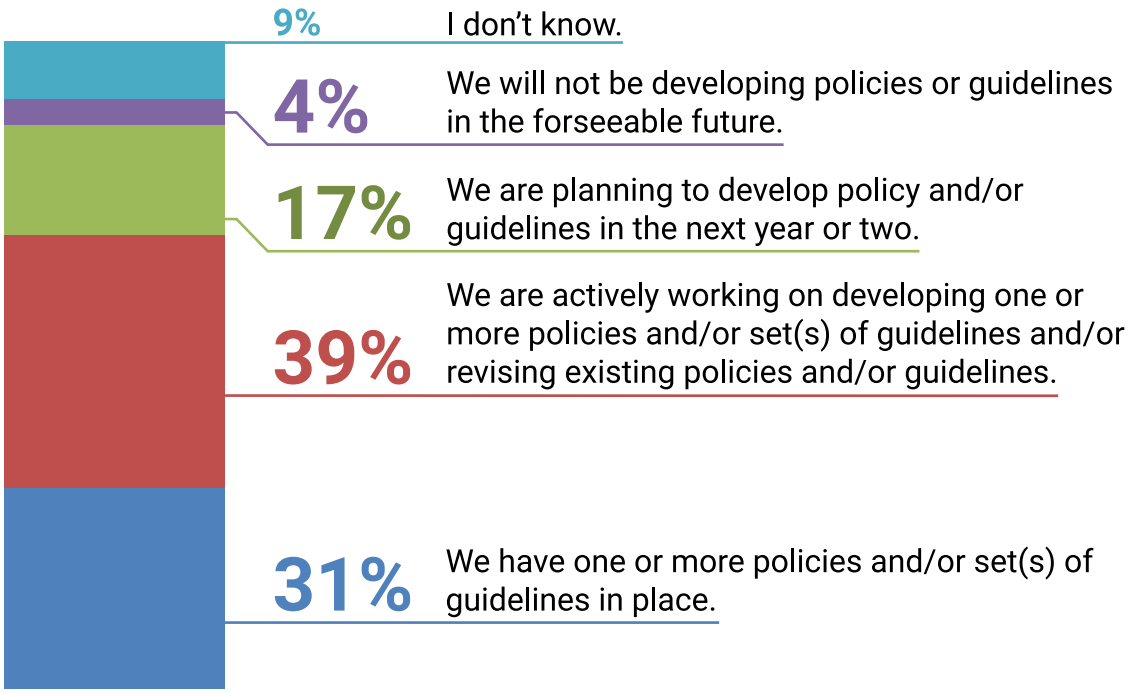
So, in general, while there is growing support and encouragement for AI adoption in higher education, with faculty playing a central role, the extent of institutional support through incentives and training varies. Larger, 4-year institutions – like the University of Hawai'i System – tend to be more proactive in offering formal incentives, and training efforts are largely focused on faculty. However, there is also some effort to include students in AI education. But, given how crucial these skills are becoming for students as they enter the workforce, these efforts likely need to be expanded. And as suggested before, students should be engaged as champions for AI use and policy on campuses.

Policies and Guidelines

This section focuses on the development and implementation of AI policies and guidelines within higher education institutions, exploring the varying degrees of policy maturity, from institutions with existing policies to those in the planning stages and many in between. Examining the types of policies being created or revised, particularly in areas such as academic integrity and ethical use, this section highlights the changing landscape of institutional governance surrounding Artificial Intelligence. The survey responses also address the challenges and nuances of crafting policies that balance institutional needs with faculty autonomy and student engagement. Additionally, interviews suggest that policies need to be fluid or replaced by more flexible, adaptable guidelines, frameworks, or even actions.

The survey asked respondents to assess their institution's maturity in developing AI policies. 39% percent of institutions are actively developing or revising AI policies and guidelines, while 31% already have such policies in place. 17% plan to develop policies within the next one to two years, 9% indicated they do not know their institution's policy status, suggesting a need for more transparency of, and communication about, AI policy, and 4% reported no plans to develop AI policies in the foreseeable future (Figure 12).

Figure 12: Maturity of Policy Development



The 31% of institutions with existing AI policies represent a significant increase from 8% in the previous survey. The breakdown of institutions with existing policies by type and size is as follows:

Institution Type:

- 4 -year public: 20
- 2-year public: 13
- Private nonprofit: 18
- Private for-profit: 2
- System: 2

Institutional Size (Fall 2024 enrollment):

- Fewer than 1,000: 7
- 1,000-2,999: 5
- 3,000-9,999: 12
- At least 10,000: 31

Therefore, larger institutions were more likely to have existing policies, as were 4-year public and private nonprofit universities and colleges. This suggests that institutions with more resources, larger student bodies, and established governance structures may be better positioned to develop and implement such policies.

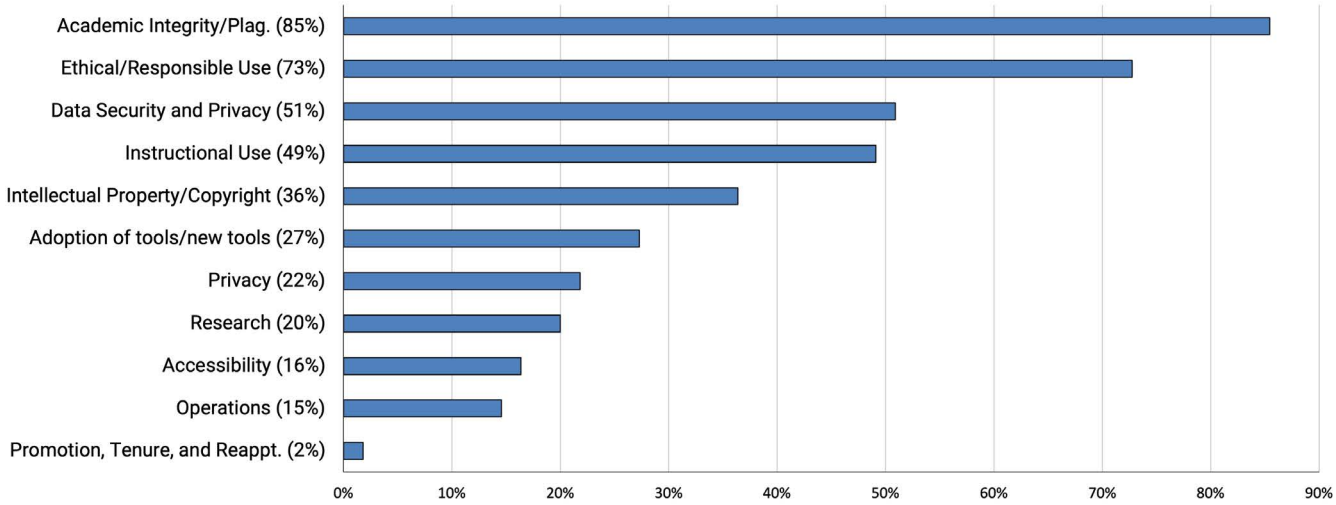
But Cynthia Pascal at Northern Virginia Community College shared one perspective on her institution's intentional reluctance to create actual policy:

> *Culturally, our college is not ready to formally adopt policies. We're not going to say things in black and white. "AI" is the word* du jour. *In a couple of years, it's going to be like saying the internet, or "www." And so that's the thing you create: this policy that's immediately out of date.*
>
> *However, senior leadership is actively pursuing AI integration throughout the college to ensure we remain competitive. Our actions are proactive, our words are neutral. And so rather than taking a hard and fast stance on something, we say, well, these are the behaviors we expect, and these are positive behaviors that we want to encourage, and these are negative behaviors that we want to discourage. And so we have behaviors of innovation.*

When institutions do implement policy, the most common type reported by respondents continues to be Academic Integrity/Plagiarism, selected by 85% (Figure 13). This represents a substantial increase from 21% in the previous survey, indicating a significant expansion of such policies in the last two years. In the 2025 survey, respondents described a number of existing policies related to student conduct and academic integrity. One shared, "Our policy on academic integrity was

revised with AI in mind to be more broadly applicable not just to misrepresenting work by other humans but from other sources such as AI (without calling out AI specifically)."

Figure 13: Implemented Policies/Guidelines



Other write-in responses, however, indicate some possible tension between faculty autonomy in developing and implementing classroom policy, and the need for more holistic policies and guidelines. For example, one respondent stated, "Our 'policy' is to defer to whatever the instructor of record says is appropriate. I sense faculty want something more granular than to just tell students to check with their instructors, but at this point, that's all we got!"

One of our interviewees, Gloria Niles at the University of Hawai'i System, shared a similar perspective on policy development:

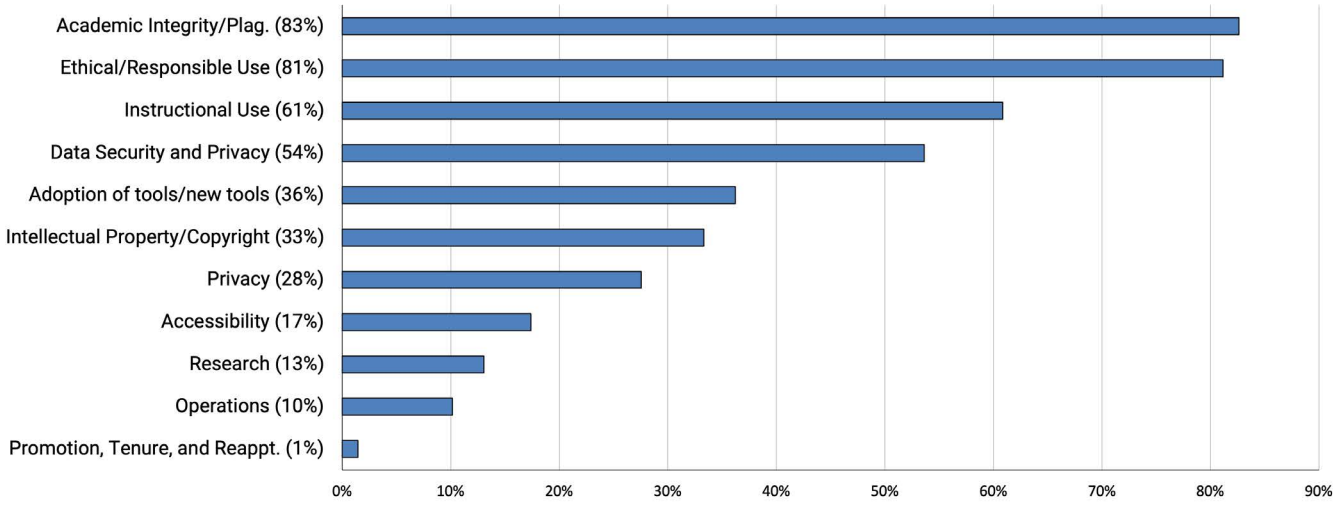
> *Our AI Strategy Council deliberated at first with the question that everybody's asking: do we need a policy specific to AI – because policy changes so slowly, AI is changing so rapidly – or do we update existing policies? And so we said, "Well, our [now former] President has given us this directive and wants a policy specific to AI. So let's keep it broad with guidelines that could be more flexible as far as being updated as the technology evolves."*
>
> *And so we kept it very general. And what we're finding as we're reviewing the feedback is that our faculty are saying, for example, "How come it doesn't specifically address plagiarism or how come it doesn't specifically address sustainability issues?" So they're wanting it to be more specific. That's what we are seeing in a lot of the feedback [on the draft policy] that we've reviewed so far.*

Kevin Corcoran at the University of Central Florida in an interview admitted, “We’ve had a lot of conversation about policy. And I think we’ve moved to more of a framework than a policy. I don’t know how you can create or put a policy in for an ever-changing environment.”

In contrast, though, one survey respondent argued that “Deans, Provosts, and Presidents must begin to lay down outcomes and policies that require faculty to explore these tools so they can be implemented effectively in instructional practices.” This does not seem to be a common perspective, though, with respondents and interviewees seeming reluctant to actually mandate, through policy, AI exploration and use.

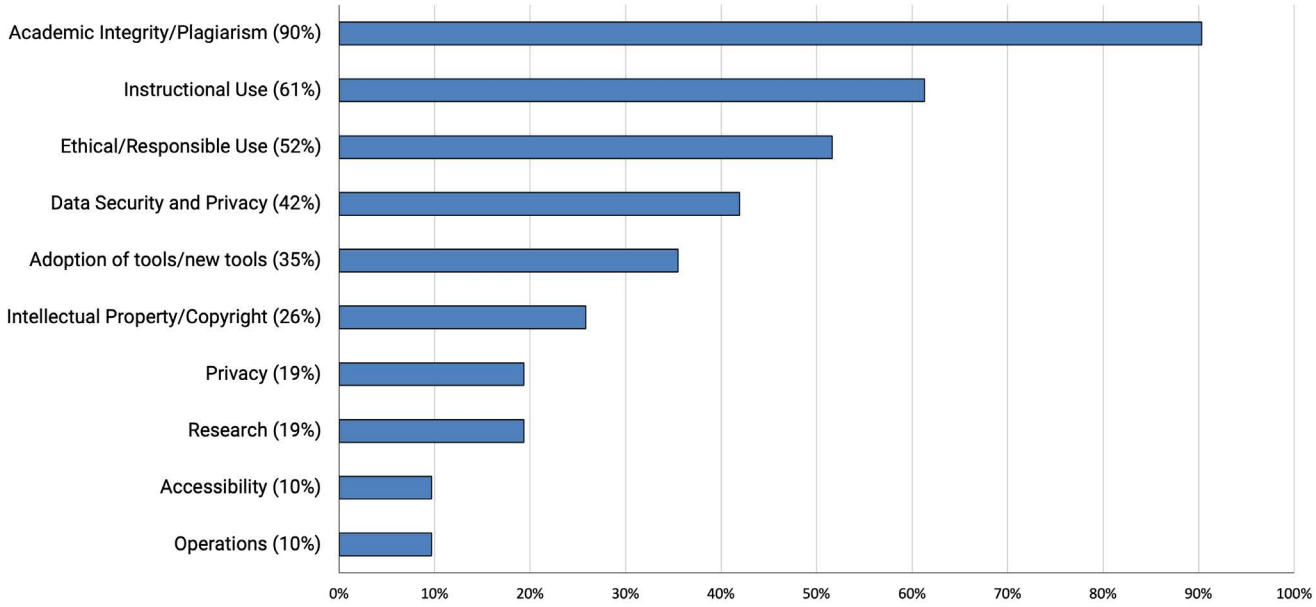
Although *implemented* policies and/or guidelines around ethical and responsible use lag 10% behind those on academic integrity, indicating that the latter continue to be prioritized over the former, the gap narrows when respondents were asked what types of policies and/or guidance around AI their institution is developing and/or revising (Figure 14):

Figure 14: Developing and/or Revising Policies/Guidelines



We also asked what types of policies and/or guidance around AI their institution plans to develop in the next year or two. Academic integrity policies are significantly more common in development plans than other topics, with nearly 30% more institutions prioritizing them than instructional use policies, perhaps suggesting that institutions are still working to address ongoing concerns around plagiarism through policy (Figure 15):

Figure 15: Planning to Develop Policies/Guidelines



No institutions reported planning to develop policies regarding promotion, tenure, or reappointment related to AI use, revealing a possible gap in this burgeoning area (for example, is effective AI use rewarded in these processes?).

Appendix A includes a list of a variety of types of policies and guidelines, with links that were shared by respondents.

Key Takeaways

Seventy percent of respondents indicated that their institutions have existing AI policies or are actively working on their development or revision. The 31% with policies in place shows a notable increase from 8% in the previous survey. Academic Integrity/Plagiarism is the most common type of AI policy, reported by 85%, a substantial increase from 21% previously, suggesting a proliferation of this type of policy over the past two years.

A clear majority of surveyed institutions are engaged in addressing AI through policy, either by having existing policies or actively developing/revising them. There has been a significant increase in the number of institutions with established policies compared to the previous survey. The dominant focus of these policies is on academic integrity and plagiarism, with a substantial growth in the adoption of such policies over the past two years. This suggests a widespread and urgent need for institutions to formally address student conduct and potential misuse of AI tools in academic work. But at the same time, some institutions concerned about the time it takes to enact and/or revise policies are eschewing them for more flexible and adaptable guidelines and frameworks.

Challenges and Benefits

This section explores the dual and complex nature of AI implementation in higher education, addressing both the significant challenges and the notable benefits reported by survey respondents and interviewees. It examines the obstacles institutions encounter, such as knowledge gaps, ethical concerns, and practical issues like resource constraints. Concurrently, it highlights the advantages of AI use, including increased operational efficiency, improved data analysis, and the potential for enhanced student learning and workforce preparation. By presenting a balanced view of the hurdles and opportunities, this section offers valuable insights into the complexities and potential of AI integration.

The survey and interviews surfaced a wide range of obstacles, risks, and challenges institutions face when implementing AI. While one respondent reported no issues and 11 indicated it was too early to know, the majority identified six key challenges:

1. lack of AI expertise among faculty (71%),
2. distrust/skepticism (66%),
3. lack of AI expertise among administrators/staff (66%),
4. ethical concerns (60%),
5. resistance to change (56%), and
6. academic integrity/plagiarism (53%).

But the most common response was lack of knowledge on the part of administrators, staff, and faculty. Additionally, this was the most common challenge identified in our 2023 survey as well, indicating the continuing importance of effective, robust training to support AI knowledge acquisition.

One interviewee stressed the necessity of moving past skepticism and a lack of knowledge of AI use, particularly for faculty. Gloria Niles of the University of Hawai'i System argued,

> *I think up until now we've been trying to accommodate all faculty perspectives, from those who want to have us ban it in some way to those who are fully on board. And I think we're beyond that point of enabling the ignorers anymore. We have to bring them along, slowly but surely. But we can no longer say it's okay to ignore this, that you have that prerogative. So my recommendation is that we can't coddle those laggards any longer. We have to take a stance and bring people along, if gently.*

Notably, while lack of policies and guidelines was the second most common challenge in 2023, it dropped to seventh this year, likely due to increased policy development since the last survey. Concerns about academic integrity remained consistent, with 50% in 2023 and a similar figure

(53%) in the current survey. These concerns underscore that academic integrity is a central and persistent challenge in the integration of AI into higher education. It's a critical area that requires sustained focus and proactive measures, including more holistic, consistent policy development, from institutions and educators.

Additional responses to our question about obstacles, risks, and challenges of AI use indicate a diverse range of concerns across numerous areas and operations of the campuses:

- costs to institution (47%),
- false accusations of plagiarism (45%),
- lack of professional development/training (44%),
- generation of inaccurate information (43%),
- ensuring equitable access (36%),
- privacy/data security (35%),
- technical infrastructure needed to implement and sustain (31%),
- costs to students (30%),
- human resources needed to implement and sustain (25%),
- widening the digital divide (20%),
- algorithmic biases (19%),
- Intellectual property/copyright violations (19%),
- accessibility (15%),
- increased workloads (15%), and
- loss of human interaction (11%).

Perhaps unsurprisingly, these weren't the only obstacles and risks reported by respondents and interviewees. For example, Samuel Jay at Metropolitan State University of Denver expressed a concern about the shifting job market that their graduates may face:

> *Companies that exist here in the United States [are looking] to AI to cut costs faster than expected. Which means that no longer is that entry level job something that's even posted. It's not really out there. I think one of the best analogies that I read is that the bottom rung of the ladder is gone. So, you have to start from that second or third rung. ... We have to prepare students for that.*

A number of survey respondents underscored the costs of AI tools and platforms, as well as what that investment might take away from other initiatives. One shared, "We have had a few trainings, but are still in the basic stages of effective usage. We are a small school and do not have the resources to develop our own AI tools such as AI Tutors." Another expressed the concern "that

the focus will remain on AI and what other R1 or other highly resourced institutions are doing with AI. It is 'easy' because they are using their resources (time, expertise, and $) to stay on the edge of what is possible and refine previous projects. I would rather work to lift all institutions, so no student or their institution is left behind."

Environmental issues related to AI also surfaced, a new concern compared to the 2023 survey. One respondent argued, "Washington state is the WORST in the world for water use associated with AI." Another wrote, "There are very real ethical concerns (namely bias and environmental) that seem to be ignored as we move to address student AI literacy needs. How can we keep those concerns in the conversation? It is clear we need to be providing AI literacy and experience to students who will need it professionally, but that priority is overshadowing some of the real negative impacts of the technology that are at the root of faculty resistance."

Environmental concerns regarding AI are likely growing for higher education institutions due to an increased awareness of technology's significant resource consumption, particularly water and energy. As institutions adopt AI, they are confronted with the ethical implications of its environmental footprint, including the potential for exacerbating existing ecological challenges. This growing concern reflects a broader societal shift towards sustainability and accountability, prompting universities to consider the environmental cost alongside the educational and operational benefits of AI.

Additionally, questions arose about assessment strategies. For example, one respondent asked, "How are institutions tackling assessment in a world with AI? Are we looking at new outcomes? New ways to assess? More application based assessment?" This highlights a significant shift happening in education. Traditional assessment methods may no longer be sufficient or relevant in an environment where AI can generate content, assist with problem-solving, and potentially impact academic integrity. Therefore, educational institutions may need to reevaluate and potentially redesign assessment practices. The anxieties expressed around assessment make one respondent to our 2023 survey seem especially prescient when he argued that we need to look at how AI can support "workable assessment models so that we can start talking about how we design instruction, and how we assess that, because we're going to have to do it on some scale."

Indeed, Samuel Jay of Metropolitan State University of Denver was positive about the potential changes for assessment that are being precipitated by AI use:

> *The written word for assessment is gone. There is no value in looking at somebody's final product as the output you're going to assess. What excites me is: What if I were to tell a student, I want you to share with me your transcript from ChatGPT? From the point that you asked, "help*

> *me brainstorm," all the way to the final product. I can learn more about that student's learning experience than I ever could in asking questions. I can look at it. I can see what they're asking for responses. I can see how they're following up the outputs.*

Other concerns expressed in the survey included difficulties in gaining faculty senate approval and an increased reliance on commercial resources. A respondent expressed that "I am concerned about the potential for AI to increase instructor reliance on [commercial] 'instructional resources' in ways that decrease faculty - student interaction." These concerns about commercial resource reliance and reduced interaction highlight the importance of ensuring AI integration enhances, rather than replaces, meaningful pedagogical and human relationships.

Conversely, respondents and interviewees, like Jay above, reported a variety of benefits of adopting AI at their institutions, with "Efficiency" (74%) the most frequently selected option. A majority also selected "Analyzing data" (58%), "Teaching critical digital skills" (52%), and "Enhanced and timely interventions" (50%). Other benefits included:

- staying abreast of new technologies (47%),
- workforce/career preparation for learners (47%),
- improved student outcomes (46%),
- just-in-time, 24/7 responses to non-academic students' questions via chatbots (44%),
- learner engagement (42%),
- personalized feedback and instruction (42%),
- improved accessibility (41%),
- improved assessment practices (41%),
- immersive learning (38%),
- timely feedback (32%), and
- research support (31%).

Kevin Corcoran at the University of Central Florida expressed that the benefits of harnessing AI for instruction and learning can be significant and can include the automation of menial tasks, allowing instructional designers to engage more with faculty, and faculty to engage more with students, as well as the ability to provide a deeper level of feedback for highly granular, personalized learning opportunities. He also argued, echoing Jay, that the use of AI affords the opportunity to redesign outdated assessments, making for an easy entry point into that conversation.

In the 2023 survey, the top five benefits were:

- teaching critical digital skills (65%),
- learner engagement (63%),

- improved student outcomes (55%),
- improved e-learning (52%), and increased efficiency and scale (48%),
- an inversion of the most common and fourth most common responses from the current survey. The increase in the use of AI to support efficiency, now the top benefit, likely indicates expanded practical application of AI across campuses in the past two years.

Examples of these applications include, but are not limited to:

- content creation and editing,
- course development and curriculum design,
- data analysis and visualization,
- virtual assistance,
- detecting AI-generated content/plagiarism,
- personalized/adaptive learning,
- improving student recruitment and retention,
- research support,
- personnel evaluation,
- training, and
- project management and organization.

Three responses represented differing viewpoints across the spectrum of challenges and benefits:

> *I fear that an entire generation of students may become overly reliant on AI, leaving few individuals capable of engaging in critical thinking, problem-solving, and generating innovative ideas. Moreover, the essence of learning in the humanities—which thrives on interpretation, analysis, and the cultivation of individual thought—risks being lost entirely. If this continues, we may face a future where the ability to think independently and creatively becomes a rare skill, and the rich tradition of humanistic inquiry is diminished.*

Another respondent expressed, "It's not going away for a while. With that, we need to understand it, how to use it, how to prevent cheating and other negative behaviors," while another enthused, "I love AI and use it everyday!"

Taken together, these quotes illustrate the diverse and often conflicting perspectives on AI in education. There is significant concern about AI's potential to hinder critical thinking and creativity, particularly in the humanities. However, respondents recognize that AI is here to stay, so they need to adapt and understand its use, while also offering support for students gaining AI skills for the workforce. In fact, Corcoran has observed a shift at his institution from preventing student

usage and academic integrity concerns to ensuring students have workforce ready AI skills, with opportunities to use those skills being embedded into the curriculum.

These perspectives reflect the broader challenges and debates surrounding AI integration, balancing potential risks with undeniable, for some, benefits. They underscore the complexity of AI's role in higher education and the importance of considering (if not accommodating) various viewpoints when developing policies and practices.

Key Takeaways

The top challenges and obstacles identified by respondents included a lack of AI expertise among faculty, administrators, and staff, as well as distrust/skepticism toward AI technologies. While the absence of policies and guidelines was the second most common challenge in 2023, it dropped to seventh in the current survey, likely due to the increased development of such policies as previously mentioned. Environmental issues emerged as a growing concern, perhaps reflecting a maturing understanding of AI's broader impact and recognition that a focus on only technological capabilities is no longer sufficient to address the ethical and environmental responsibilities that come with AI use.

In the 2023 survey, teaching critical digital skills was identified as the top benefit. However, in this survey, efficiency was the most frequently cited benefit, indicating the increasing number of institutions using AI across their campuses for this purpose. And using AI to redesign and improve assessment methods was one significant potential benefit mentioned by several interviewees.

These data reveal several key trends in AI adoption in higher education: expertise gaps and lingering distrust of AI remain major challenges, though policy development has progressed significantly. It seems particularly imperative to ensure that faculty gain the skills and knowledge they need to effectively harness AI when appropriate and to help their students do the same. The emergence of environmental concerns reflects an evolving understanding of AI's larger, potentially detrimental impact if not addressed. Notably, the shift from teaching critical digital skills to efficiency as the primary perceived benefit indicates institutions are increasingly focused on practical applications of AI to streamline operations. This shift, combined with the recent deployment timeline of AI at most institutions, suggests a rapid acceleration of AI integration and a move towards pragmatic implementation rather than solely exploring its pedagogical potential.

Predictions for the (Near) Future

In the interviews conducted in conjunction with this survey, we asked some of the interviewees how they predict AI will change higher education over the next three to five years, surfacing some interesting insights on the possible impacts of these technologies. Gloria Niles suggested,

> *We are moving from large language models to agentic AI. So I predict that every student that enters into, say, a university will have a chatbot that follows them through their program (and from K-12). And so it can make those connections about, "You learned this in this course, and it applies to that course, or you might want to consider taking these courses that align with your career goals." But that chatbot will be consistent and will follow them throughout their educational journey as an advisor, a tutor, somewhat of a "mentor." So every student will have this chatbot that follows them through their educational journey, connecting the campus offices, the supports, and their course and the curriculum ... and learning outcomes, grades, assignments that they did. And it can connect those dots, whereas we've never had a human that could do that for the student. ... No one who's right in their pocket with them, saying, "Oh, but you did so well on this outcome, and this is what you're learning. Now remember, back when you learned this 2 semesters ago, etc."*

Kevin Corcoran provided a similar prediction:

> *I know there are challenges around data privacy. But in a "blue sky moment," I would love to see an AI student assistant that integrates all the systems for the benefit of a student. That integrates to an LMS and reminds a student they have an upcoming exam, or suggests optimal times to study, or basically gets a good sense of the student's preferences and opportunities to excel, and integrates those connected systems in a real way that personalizes the whole educational experience, not just the classroom setting.*

He also expressed hope that AI will significantly improve student services by enhancing the admissions process, providing embedded assistance for the FAFSA, and expanding on some dynamic scheduler tools, among other uses.

Samuel Jay focused on what he sees as exciting potential changes to the learning process, but tempered by concerns about the lack of what he calls a "safety net":

> *As a communication studies person and a rhetorician, I think the premium is now on the spoken word. It really is. It's on human relationships. It's on critical thinking. I was talking to our Dean of Humanities last week, and I think we have an opportunity to re-center the human in ways that I think is unique to this moment. You know, thinking critically, thinking about what ethics and morality are. And that's not really something that AI is able to effectively teach.*

> *But we don't have a safety net yet, and I think the assumption was, we would have a safety net by the time we got to Artificial General Intelligence, and I'm not seeing it. So that does scare me. We're gonna have to figure that out really fast.*

Pamela Williams believes that AI will assist in institutions' ability to shorten the credits and timeline to degree, offering students more flexibility and support for timely credential completion, although like Jay, she expressed a concern about the future:

> *The 90 credit hour bachelor's degree program that's coming, I think that AI is going to be a part of that, because there's some efficiencies – a lot of them. Shaving off some of those "gen eds." ... And I think that the traditional college thing, that's going to go away, too. There's a whole idea of that "youth suspended period" where you go to school for nine months, and intern and travel for three months. I think that's going to be a luxury. Because our modern learners have adult responsibilities. And so I think that that's why AI is definitely going to be part of how we shave [the bachelor's] to 90 hours.*
>
> *I do have concerns about the digital divide, the folks that don't have access. AI is one thing, but regular access to the Internet and having computer skills are others. ... So I hope that the digital divide closes. But there's the potential for it to widen, which is really sad to me.*

Rick Aman even suggests that the bachelor's degree may become obsolete in the face of AI:

> *I think that we are going to see a movement away from the bachelor's degree. At one time it was the coin of the realm. What we're seeing with AI is that coin is beginning to be tarnished, and employers are looking for skill sets instead. ... Maybe the skill sets that could be derived from AI would help those students to be productive in a course. So, how quickly can we help those students to get a family wage job? Or hopefully let the employer pay for that [degree] completion and move in that direction. But a bachelor's [degree], just because you're graduating from high school, is not necessarily the best thing for you.*

Clearly, these interviewees are generally optimistic about AI's potential to transform higher education, even if, for some, their optimism may be tempered by ongoing concerns. So, in their interviews, some offered recommendations to alleviate such concerns, and others, which are reflected in the next section.

Recommendations

Based on the survey findings, as well as the interviews with higher education professionals, the following are ten recommended best practices for the use of AI to support governance, operations, and instruction and learning. We understand that each institution and system have their own unique situations and, therefore, these recommendations may not apply to all. Nevertheless, we hope they will help institutions continue to better plan for and use Artificial Intelligence.

1. **Develop and Implement Comprehensive AI Policies, Guidelines, and/or Frameworks:** Prioritize the creation and implementation of these, particularly focusing on academic, ethical, and responsible use. Their format (policy vs. guidelines or frameworks) likely will depend on your context. Regardless of the format, ensure that an inclusive group of stakeholders, including students, are invited to the development table, and be transparent about the process. Also work to align policies with larger institutional goals.
2. **Invest in Faculty and Staff AI Literacy Training:** Offer widespread and accessible training programs for faculty, staff, and administrators to enhance their understanding of AI technologies, ethical considerations, and practical applications in governance, operations, and instruction and learning. This is especially crucial for faculty as they engage with students to better understand AI and more effectively harness its benefits when appropriate and mitigate its potential risks.
3. **Establish AI Support Structures:** Create dedicated, inclusive AI task forces or committees, and leverage faculty and student champions to lead and support AI adoption and integration across all institutional areas.
4. **Provide Incentives for AI Adoption:** Develop and implement incentive programs, such as public recognition, certification/badging, grants, and stipends, to encourage faculty and staff to explore and effectively integrate AI into their work.
5. **Coordinate AI Use for Instruction and Learning Across the Curriculum:** Consider aligning and integrating AI into institutional, programmatic, and course learning outcomes and objectives.
6. **Address AI-Related Challenges Proactively:** Acknowledge and address key challenges such as lack of AI expertise, distrust/skepticism, ethical concerns, and academic integrity issues by fostering open discussions and providing clear guidance. Track growing challenges, such as environmental impacts and others yet to be identified. Institutions also should recognize that AI adoption is not one-size-fits-all, and campus leaders should address the nuanced challenges specific to each area to effectively implement AI technologies.
7. **Promote Ethical and Equitable AI Use**: Ensure that AI implementation prioritizes ethical considerations, equity of access, and data privacy/security, actively addressing potential biases

and environmental impacts. Ethical considerations in AI refer to the overriding principles that guide the development and application of AI technologies, ensuring they are used responsibly and do not cause harm or perpetuate inequalities.

8. **Offer Diverse Training to Support Student AI Literacies:** Incorporate AI literacies into existing courses and develop specialized AI training programs, including for-credit courses, workshops, micro-credentials, and certificates and degrees, to prepare students for the AI-driven future.
9. **Utilize AI for Operational Efficiency and Data Analysis:** Leverage AI tools for data analysis, operational improvements, and virtual assistance to enhance institutional efficiency and resource management.
10. **Encourage Exploration and Experimentation:** Allow administrators, faculty, staff, and students to try out AI tools and platforms. Provide safe and responsible spaces and opportunities for everyone on campus to explore the potential of these technologies.

Conclusion

This report adds to the growing body of research on Artificial Intelligence in higher education, joining recent studies like the 2025 EDUCAUSE AI Landscape Study,[1] Tyton Partners' Time for Class 2024,[2] and Inside Higher Ed's various studies on the impact of AI in higher education, including its 2024 Student Voice survey, 2024 Presidents' Survey, 2024 Survey of College and University Chief Academic Officers, and its third annual Survey of Campus Chief Technology/ Information Officers.

This WCET survey aims to further enhance the evolving understanding of Artificial Intelligence within this context. WCET acknowledges the resource constraints faced by institutions in experimenting and collaborating with AI. However, as indicated by survey respondents, AI is rapidly becoming ubiquitous in higher education and society at large. WCET is committed to assisting member institutions and the broader higher education community in navigating AI challenges while maximizing its benefits. Existing resources on using AI for instruction and learning can be found in the Artificial Intelligence Resource page on the WCET website, with additional initiatives and resources on supporting governance, operations, and instruction and learning through AI to follow.

The survey and interviews reveal a significant shift towards AI adoption in higher education, with institutions moving from nascent exploration to more mature implementation, particularly in instruction and learning. While faculty champions and task forces tend to drive these efforts, there is a growing recognition of the need for comprehensive policies, guidelines, and frameworks, as well as training, to support and guide this work, extending beyond academic integrity to ethical use and broader operational efficiencies. The increased focus on efficiency as a key benefit signals a move from theoretical discussion to practical application, where AI is used to streamline processes and enhance data analysis, reflecting a broader trend of technological integration across institutional functions.

> ***"So the real bottom line is, what does a degree from your institution mean in the context of Artificial Intelligence? We have to define that."***
>
> *–Rick Aman, former President (retired), College of Eastern Idaho*

1 Jenay Robert and Mark McCormack. 2025 EDUCAUSE AI Landscape Study: Into the Digital AI Divide. Research report. Boulder, CO: EDUCAUSE, February 2025.

2 Bharadwaj, P., Shaw, C., Henry, A., Martin, S., Janson, N., & Bryant, G. (2024, June). Time for Class - 2024. Tyton Partners.

Looking forward, the data suggest that higher education is at a critical juncture. The success of AI integration will depend on institutions' ability to address the significant challenges identified, such as a lack of knowledge and expertise, ethical concerns, environmental impacts, and resource limitations. Investing in robust training programs, developing clear and adaptable policies, and fostering a culture of experimentation will be essential. Moreover, the findings highlight the urgent need to shift from reactive responses to proactive strategies, preparing students for an AI-driven world and ensuring equitable access to these technologies. And interviews with higher education professionals suggest that ignoring AI is no longer a viable strategy.

As institutions navigate this transformation, the insights from this survey serve as a roadmap for building a future where AI enhances, rather than disrupts, the core mission of higher education, augmenting but not replacing humans at its center.

Appendix A: AI Policies Shared by Survey Respondents & Interviewees

Policy/Guidance	Institution/System
AI Guidelines and Best Practices at FSW Ai in Higher Education Resources	Florida SouthWestern State College
The Responsible Use of Artificial Intelligence	Illinois State University
MCU's Statement on Generative AI	Midwives College of Utah
Policy on Generative AI	God's Bible School & College
Interim Guidance on Data Uses and Risks of Generative AI	Michigan State University
Artificial Intelligence Resources for Faculty and Staff	Maricopa Community Colleges
AI Policies, Accessibility Tools, Proctoring Updates, & OLC Webinars	University of Illinois Springfield
Artificial Intelligence (AI) in the classroom	Pikes Peak State College
Artificial Intelligence	Lamar University
Generative Artificial Intelligence	Minnesota State System
UK Advance	University of Kentucky
AI Institutional Guidelines	Forman Christian College University
AI Initiatives	Texas A&M University
Acceptable Use of Artificial Intelligence Technologies	Palm Beach State College
Syllabus Statements	University of Central Florida

Appendix B: Survey Instrument

Note: Because the survey was web-based and employed skip logic, the questions below do not reflect the web-based formatting or actual numbering of questions.

Q1 Is your institution:

- A 2-year public institution that primarily offers associate degrees
- A 4-year public institution that primarily offers baccalaureate and/or graduate degrees
- A private, nonprofit university
- A private, for-profit university
- A higher education system/consortium
- A for-profit company or non-profit organization other than an institution of higher education **[skip to Q2]**
- Other (please specify):

Q2 Thank you for your interest in our survey. While the remainder of the questions focus on higher education institutions, we value your perspective. What are the key challenges and opportunities related to AI policy and practice that you observe in your work with colleges and universities?

[End of survey]

Q3 In fall 2024, what was your institution's headcount enrollment?

- Fewer than 1,000
- 1,000-2,999
- 3,000–9,999
- At least 10,000

Q4 What is your primary position/role at the institution?

- Academic Officer (Chief Academic/Instructional Officer/Provost)
- Center for Teaching/Learning Effectiveness Administrator or Related Staff
- Chief Information Officer/Director of Information Technology
- Chief Online Learning/Distance Education Officer
- Compliance Officer/Staff
- Dean/Assistant or Associate Dean
- Faculty

- Institutional Effectiveness/Research Administrator or Related Staff
- Instructional and Learning Designer/Engineer
- Librarian
- Other (please specify):

Q5 Generally, how mature is your institution in its use of AI to support GOVERNANCE?

- Very Mature – it is widely used in numerous applications.
- Moderately Mature – we use it for some applications but it is not widely used.
- Slightly Mature – it is on the radar or in scattered use/pilot projects, but no systemic action yet.
- Nascent – in the planning stage.
- We are not using AI to support governance. **[skip to Q6]**
- I don't know.

Q6 Why has your institution opted not to use AI to support governance? (select all that apply)

- Concerns about ethics/biases
- Concerns about data security
- Concerns about equitable access
- Costs to institution
- Lack of administrator interest
- Lack of administrator knowledge of technologies
- Lack of faculty interest
- Lack of faculty knowledge of technologies
- Lack of staff interest
- Lack of staff knowledge of technologies
- Leadership changes or shifts in institutional priorities
- No proven benefits
- Pilot was unsuccessful
- Technologies too nascent
- Prefer not to answer
- Other (please specify):

Q7 Generally, how mature is your institution in its use of AI to support OPERATIONS?

- Very Mature – it is widely used in numerous applications.
- Moderately Mature – we use it for some applications but it is not widely used.
- Slightly Mature – it is on the radar or in scattered use/pilot projects, but no systemic action yet.
- Nascent – in the planning stage.
- We are not using AI to support operations. **[skip to Q8]**
- I don't know

Q8 Why has your institution opted not to use AI to support operations? (select all that apply)

- Concerns about ethics/biases
- Concerns about data security
- Concerns about equitable access
- Costs to institution
- Lack of administrator interest
- Lack of administrator knowledge of technologies
- Lack of faculty interest
- Lack of faculty knowledge of technologies
- Lack of staff interest
- Lack of staff knowledge of technologies
- Leadership changes or shifts in institutional priorities
- No proven benefits
- Pilot was unsuccessful
- Technologies too nascent
- Prefer not to answer
- Other (please specify):

Q9 Generally, how mature is your institution in integrating AI use into INSTRUCTION and LEARNING?

- Very Mature – it is in wide use in numerous courses.
- Moderately Mature – we use it in some courses but it is not widely used.
- Slightly Mature – it is on the radar or in scattered use/pilot projects, but no systemic action yet.
- Nascent – in the planning stage.

- We are not using AI to support instruction and learning. **[skip to Q10]**
- I don't know.

Q10 Why has your institution opted not to use AI to support instruction and learning? (select all that apply)

- Champions left/moved on to other initiatives
- Concerns about academic integrity
- Concerns about ethics/biases
- Concerns about data security
- Concerns about equitable access
- Cost to institution
- Cost to learners
- Lack of faculty knowledge of technologies
- Lack of faculty interest
- No proven benefits
- Pilot was unsuccessful
- Technologies too nascent
- Prefer not to answer
- Other (please specify):

Q11 When did your institution first deploy AI to support governance, operations, and/or instruction and learning?

- Less than 1 year ago
- 1 to 2 years ago
- 3 to 5 years ago
- More than 5 years ago
- I don't know.
- Not applicable

Q12 For what uses has your institution deployed, planned, or considered deploying AI? (select all that apply)

- Accessibility
- Assessment and feedback
- Content creation (e.g. writing, images/graphics, videos)

- Content editing and synthesis
- Course development and curriculum design
- Data analysis and/or visualization
- Decrease operational costs
- Detecting use of AI-generated content/plagiarism
- Draft policy or guidelines
- Draft performance reviews
- Facilities administration
- Game-based learning
- General scheduling
- Identity and security
- Improved learner outcomes
- Improving student recruitment and retention
- Increase operational efficiency
- Marketing
- Offload mundane tasks
- Personalized/adaptive learning
- Predictive analytics
- Proctoring
- Research
- Review applications for institutional positions
- Scheduling facilities
- Teach digital literacy skills
- Tutoring
- Virtual assistance (e.g. Chatbots)
- Virtual and augmented learning
- Workforce preparation
- None
- I don't know.
- Other (please specify):

Q13 What strategies are you using to support AI adoption and implementation at your institution? (select all that apply)

- Developing ethical and responsible use guidelines
- Conducting risk assessments

- Developing general policies and guidelines
- Enhancing infrastructure to support AI technologies
- Evaluating the efficacy of AI platforms and tools
- Hiring new staff
- Identifying funding to support AI adoption and implementation
- Increasing access to AI tools and platforms
- Pilot projects
- Training for administrators and staff
- Training for faculty
- Training for students
- We have no strategies.
- I don't know.
- Other:

Q14 What roles currently support effective AI adoption and use across the institution? (select all that apply)

- Dedicated AI task force/committee
- Distance/online education staff
- Faculty champions
- Faculty professional development staff
- Information Technology staff
- Institutional leaders/administrators
- Instructional designers and curriculum experts
- Librarians
- Student champions (e.g. student government)
- None of the above, or not relevant
- I don't know.
- It's too early to tell.
- Other (please specify):

Q15 Which of the following incentives does your institution offer, if any, to encourage AI use? (select all that apply)

- Taking AI use into consideration in performance evaluations (e.g., annual reviews, promotion and tenure, and reappointment processes)
- Certification or badge system tied to AI training and/or use

- Public acknowledgment or recognition
- Reassigned time or release time for planning or collaboration on AI
- Stipends to encourage AI projects
- We do not offer incentives
- We do not encourage the use of AI
- I don't know.
- It's too early to tell.
- Other (please specify):

Q16 What types of training/professional development for *faculty* has your institution created and implemented around AI? (select all that apply)

- Certificate/Microcredential
- Committee
- Community of Practice
- One-on-one training
- Webinars
- Workgroup
- Workshops
- None
- I don't know.
- Other:

Q17 What types of training/professional development for *administrators and staff* has your institution created and implemented around AI? (select all that apply)

- Certificate/Microcredential
- Committee
- Community of Practice
- One-on-one training
- Webinars
- Workgroup
- Workshops
- None
- I don't know.
- Other:

Q18 What types of training for *students* has your institution created and implemented around AI? (select all that apply)

- Certificate/Microcredential
- Committee
- Community of Practice
- For-credit courses, specifically on AI
- Incorporation of AI skills into non-AI specific courses
- Webinars
- Workgroup
- Workshops
- None
- I don't know.
- Other:

Q19 How often do you utilize Generative AI tools/platforms to support your own work?

- Frequently (every day)
- Regularly (several times a week or more)
- Occasionally
- Rarely
- Never
- I don't know.

Q20 What AI tools/platforms, if any, do you personally use to support your work? (select all that apply)

- Canva Magic Studio
- ChatGPT
- Claude
- Copilot
- DALL-E
- D-iD
- Eduaide.ai
- Education Copilot
- ElevenLabs

- Firefly
- Gamma
- Gemini
- Grammarly
- IBM Watson Analytics
- Latimer
- MATLAB
- Midjourney
- NotebookLM
- Otter.ai
- Perplexity
- Pi
- Runway
- SlidesAI
- Slidesgo
- Stable Diffusion
- Synthesia
- Whisper AI
- None
- Other:

Q21 Generally, how mature is your institution in its development of policy on AI?

- We have one or more policies and/or set(s) of guidelines in place. **[skip to Q22 and Q23]**
- We are actively working on developing one or more policies and/or set(s) of guidelines and/or revising existing policies and/or guidelines. **[skip to Q24]**
- We are planning to develop policy and/or guidelines in the next year or two. **[skip to Q25]**
- We will not be developing policies or guidelines in the foreseeable future. **[skip to Q26]**
- I don't know. **[skip to Q26]**

Q22 What types of policies and/or guidance around AI has your institution *implemented*? (select all that apply)

- Academic Integrity/Plagiarism
- Accessibility
- Adoption of tools/new tools
- Data Security and privacy

- Ethical/Responsible Use
- Instructional Use
- Intellectual Property/Copyright
- Operations
- Privacy
- Promotion, Tenure, and Reappointment
- Research
- I don't know.
- Other (please specify):

Q23 Please describe and/or provide any links to information about the policies or guidelines.

Q24 What types of policies and/or guidelines around AI is your institution *developing and/or revising*? (select all that apply)

- Academic Integrity/Plagiarism
- Accessibility
- Adoption of tools/new tools
- Data Security and privacy
- Ethical/Responsible Use
- Instructional Use
- Intellectual Property/Copyright
- Operations
- Privacy
- Promotion, Tenure, and Reappointment
- Research
- I don't know.
- Other (please specify):

Q25 What types of policies and/or guidelines around AI is your institution planning to develop in the next year or two? (select all that apply)

- Academic Integrity/Plagiarism
- Accessibility
- Adoption of tools/new tools
- Data Security and privacy

- Ethical/Responsible Use
- Instructional Use
- Intellectual Property/Copyright
- Operations
- Privacy
- Promotion, Tenure, and Reappointment
- Research
- I don't know.
- Other (please specify):

Q26 WCET is in the process of developing AI resources. In what areas do you need the most help? (select all that apply)? (select all that apply)

- Academic Integrity/Plagiarism
- Adoption of tools/new tools
- Accessibility
- AI Literacy
- Data Security and privacy
- Ethical/Responsible Use
- Instructional Use
- Intellectual Property/Copyright
- Operations
- Privacy
- Promotion, Tenure, and Reappointment
- Research
- None
- I don't know.
- Other (please specify):

Q27 What obstacles, risks, or challenges, if any, has your institution experienced in implementing AI? (select all that apply)

- Academic Integrity/Plagiarism
- Accessibility
- Algorithmic biases
- Costs to institution
- Costs to students

- Distrust/skepticism
- Ensuring equitable access
- Ethical concerns
- False accusations of plagiarism
- Generation of inaccurate information
- Human resources needed to implement and sustain
- Increased workloads
- IP/Copyright violations
- Lack of AI expertise among administrators/staff
- Lack of AI expertise among faculty
- Lack of policies and guidelines
- Lack of professional development/training
- Loss of human interaction
- Privacy/data security
- Resistance to change
- Technical infrastructure needed to implement and sustain
- Widening the digital divide
- We haven't experienced obstacles or challenges
- None
- It is still too early to know.
- Other (please specify):

Q28 What are the benefits of adopting AI at your institution? (select all that apply)

- Analyzing data
- Efficiency
- Enhanced and timely interventions
- Immersive learning
- Improved accessibility
- Improved assessment practices
- Improved e-learning
- Improved student outcomes
- Increased operational efficiency
- Just-in-time, 24/7 responses to non-academic students questions via chatbots
- Learner engagement
- Personalized feedback and instruction

- Research support
- Staying abreast of new technologies
- Teaching critical digital skills
- Timely feedback
- Workforce/career preparation for learners
- I don't know.
- Other (please specify):

Q29 Please share any additional suggestions for what resources you need from WCET to support your institution's AI policy and practice.

Q30 Describe any additional experiences, thoughts, or concerns not covered above.

Q31 Please enter your name and email address if you wish to volunteer for a more in-depth interview.