Online Faculty Perceptions of Generative AI

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Note to readers: This research and the contents of this report are solely the work of the Ecampus Research Unit. No generative AI tools were used for any aspect of this research.

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KEY FINDINGS

Instructor Use and Disclosure
- More than half indicated that they **used generative AI tools for work.**
- For those who were not using generative AI, **ethical concerns and concerns about academic integrity** were the top two reasons for non-use.
- 32% of those using generative AI in their courses reported using it weekly, with most using it for brainstorming/generating ideas.
- Nearly 1/3 indicated they had **never disclosed** their use of generative AI to their students in their online courses.

Instructor Confidence & Knowledge
- **Two-thirds were confident** in their ability to use generative AI, but just under half were confident in their ability to use it in their online teaching.
- Half agreed they **understood the teaching applications** of generative AI; with 25% unsure.
- 89% agreed they were **knowledgeable of the ethical considerations** of using generative AI.

Emotions
- Overall faculty indicated **a mix of negative and positive emotions** about generative AI.
- **Concerned** was the most frequently selected emotion by nearly 80%, followed by **curious** (53%).
- When faculty wrote-in other emotions, **"anger"** was the most frequently occurring.

Instructor Perceptions
- Most agreed with the **need to address the use** of generative AI in their online courses.
- Just over half agreed that knowledge of generative AI **supports their teaching** in online course, but fewer agreed that **their knowledge** of how to use generative AI tools supports their **students' learning.**
- Faculty were divided about whether generative AI tools would positively impact their careers.
- They disagreed or were unsure that generative AI would have a positive effect on instructional practices in their field over the next 5 years.

Perceptions of Student Knowledge
- **Only 21%** agreed or strongly agreed that students' **knowledge of generative AI supports their learning,** while 30% were unsure.
- While more than one-third agreed that students' knowledge of generative AI tools **helps them in their careers**, 39% were unsure.

Perceptions of Student Use and Misuse
- The majority of faculty indicated that at least half of their students are **using generative AI tools** in their online courses.
- However, nearly half estimated that **a minority** of their students (less than 25%) were **misusing generative AI.**

Addressing Student Use
- **86%** indicated they **addressed student use of generative AI** in their online courses - in the course syllabus and in their course policies or guidelines.
- Most provided **guidelines for appropriate use** and allowed student use with proper disclosure/citation. However, **38%** explicitly **prohibited use**.
- The most frequent **topics addressed** in their courses were appropriate **academic use, limitations and bias of generative AI tools, and ethical considerations.**

Guidance for Online Teaching
- Faculty reported receiving a **limited amount of guidance** from OSU about using generative AI; and **42% were neither satisfied nor dissatisfied** with the guidance received.
- About half of faculty indicated that **college-level and university-level guidance** on appropriate generative AI use policies and a repository of ways to address AI use would be helpful.

Issues, Hopes and Concerns
- Open-ended questions about hopes, concerns, and discipline-specific issues were all answered with **a broad range of concerns.**
- Faculty expressed concerns related to deficits in **student learning, skill degradation, over reliance on generative AI tools, and academic dishonesty.**
- Faculty expressed concerns related to environmental impacts, loss of human qualities, unethical data mining, and bias and misinformation from generative AI tools.

RESULTS

The purpose of this study was to survey Oregon State University Ecampus faculty about their perceptions and use of generative AI, how they are addressing AI in their courses, and their interests in guidance and professional development.

The survey was guided by the following questions:
1. How do Ecampus faculty perceive generative AI tools?
2. Are Ecampus faculty using AI? If so, how?
3. To what degree are Ecampus faculty addressing AI in their courses? If they are addressing AI, how are they?
4a. To what degree do faculty have college or institutional guidance and/or supports related to AI in teaching and learning?
4b. What professional development and support are faculty interested in?

Oregon State University faculty who had taught at least one Ecampus online course in academic year 2024-2025 were recruited for this study. A total of 195 faculty responded to the survey. For more information on the study methodology and a full description of respondents, pages 30-31. The 35-item survey instrument is shown in Appendix A. Raw data tables can be found in Appendix B.

The faculty respondents reported an average of **13 years** (*SD* = 8.5) of experience as an instructor (OSU or elsewhere), with an average of **6.7 years** (*SD* = 4.8) teaching OSU Ecampus courses. The respondents reported teaching an average of 3.9 (*SD* = 2.6) Ecampus courses in the last academic year (2024-2025).

Familiarity
The vast majority of responding faculty were familiar with using generative AI tools with over **70% (138)** indicating they were **familiar** and **19% (36)** indicating they were **very familiar**. Only 11% (16) were unfamiliar and 3% (5) were very unfamiliar with using generative AI tools.

Emotions
Faculty were asked to select emotions that best describe how they feel about generative AI tools (see Table 1). **Concerned** was the most frequently selected emotion selected by nearly **80%** (154) of respondents. More than half of respondents (53%, 103) selected **curious**; and more than one third (35%, 67) selected **anxious.**

Table 1. Emotions that best describe how you feel about generative AI tools (Select all that apply) (n = 193)

Emotion	Frequency	Percent Count
Concerned	154	79.8%
Curious	103	53.4%

Anxious	67	34.7%
Fearful	50	25.9%
Optimistic	49	25.4%
Other (please specify)	48	24.9%
Excited	40	20.7%
Inspired	32	16.6%
Confused	20	10.4%
No emotion	5	2.6%

Forty-eight (25%) respondents chose **"other."** When asked to specify the other emotions, respondents wrote **27 unique emotions**. The full list of "other" emotions is shown in Table 2. "**Anger**" was the most frequent emotion (26%), followed by "**disgust**" (15%), "**frustration**" (15%), and "**overwhelmed**" (15%). Note that the majority of the 48 "other" responses in Table 2 were negative emotions.

Table 2. Frequency of "other" emotions about generative AI tools (n = 48)

Other Emotion	Frequency	Percent Count
Anger	7	25.9%
Disgust	4	14.8%
Frustration	4	14.8%
Overwhelmed	4	14.8%
Annoyed	2	7.4%
Apprehension	2	7.4%
Cautious	2	7.4%
Disappointment	2	7.4%
Dread	2	7.4%
Mixed emotions	2	7.4%
Worried	2	7.4%
Alarm	1	3.7%
Ambivalence	1	3.7%
Depression	1	3.7%
Despair	1	3.7%
Interest	1	3.7%
Intimidation	1	3.7%
Irritation	1	3.7%
Negative	1	3.7%
Neutral	1	3.7%
Optimistic	1	3.7%
Pessimism	1	3.7%
Rage	1	3.7%
Resignation	1	3.7%
Skeptical	1	3.7%

| Terror | 1 | 3.7% |
| Upset | 1 | 3.7% |

To further summarize respondents' emotions about generative AI, all responses were coded for the valence or direction of the emotion. Those who only selected one or more positive emotions were coded as "positive." Those who only selected one or more negative emotions were coded as "negative." Those who only selected "no emotion" were coded as "neutral." Respondents who selected both positive and negative emotions were coded as "mixed." Figure 1 below shows the results of this analysis. The largest percentage of participants had **mixed emotions (59%, 114),** followed by 29% (55) negative, 10% (19) positive, and 3% (5) neutral.

Figure 1. Emotions profile about generative AI tools (n = 193)

Faculty Perceptions
Respondents indicated strong agreement with the *need to address use of generative AI in my online courses*. Sixty-one percent (118) **strongly agreed** and 26% (50) **agreed** with this statement. The smallest percent of respondents disagreed (3.6%, 7) while equal percentages were unsure (4.7%, 9) and strongly disagreed (4.7%, 9).

A larger percentage agreed that *knowledge of generative AI supports my teaching in online courses*. As shown in Figure 2, **50% (97) either agreed or strongly agreed** with this statement, 31% (50) disagreed or strongly disagreed, and 19% (36) were unsure. Respondents showed less agreement that *my knowledge of how to use generative AI tools supports my students' learning.* **Forty-two percent (80) agreed or strongly agreed**, 35% (68) disagreed or strongly disagreed, and 23% (45) were unsure. The disagreement and uncertainty reflected in these responses may be explained in part by respondents' concerns about student learning reported in open-ended survey questions. One of the frequently stated concerns of AI use was that it would ultimately be a detriment to students' learning (see the open-ended analysis on page 23). For example, one respondent wrote "Students aren't learning much at all and the future of not only my discipline, but of society, is in trouble." Another wrote, "It can currently be used to complete many of my assignments with virtually no student learning."

Finally, as shown in Figure 2, **33% (64)** respondents were **unsure** that *knowledge of generative AI tools positively affects my career.* **Thirty-eight percent** (74) **agreed or strongly agreed**, while 29% disagreed or strongly disagreed with this statement.

Figure 2. Perceptions of instructor knowledge of AI tools supporting teaching, students' learning, and careers (n = 193)

My knowledge of AI tools…..

■ Strongly disagree ■ Disagree ■ Unsure ■ Agree ■ Strongly agree

…supports my teaching in online courses

9%	22%	19%	36%	15%

…supports my students' learning

15%	21%	23%	31%	10%

…positively affects my career

14%	15%	33%	29%	10%

Respondents expressed more disagreement that generative AI will have a *positive effect on instructional practices in their field over the next 5 years*. As shown in Figure 3, **44% (85)** of respondents **disagreed or strongly disagreed** with this statement**,** and **38%** (73) were **unsure**. Only 18% (35) respondents agreed or strongly agreed with this statement.

Figure 3. Agreement and disagreement with "AI will have a positive effect on practices in my field in the next 5 years" (n = 193)

■ Strongly disagree ■ Disagree ■ Unsure ■ Agree ■ Strongly agree

25%	19%	38%	10%	8%

Perceptions of Student Knowledge

Faculty were asked if students' knowledge of how to use generative AI tools supports learning and career advancement. As shown in Figure 4, **51% (97) disagreed or strongly disagreed** *that knowledge of how to use generative AI tools supports online student learning,* compared to 30% (57) who were unsure. Only 21% (39) agreed or strongly agreed with this statement. These findings align with the concerns faculty reported in the open-ended questions (see page 23); however, they are in contrast with the results reported above about faculty knowledge of generative AI supporting their students' learning. **Thirty-six percent (69) agreed or strongly agreed** that *students' knowledge of AI tools helps them in their careers*, 26% (49) disagreed or strongly disagreed, while **39% (75)** of faculty were **unsure.**

Figure 4. Instructor perceptions of students' knowledge of AI supporting their learning and careers (n=193)

Students' knowledge of AI tools….

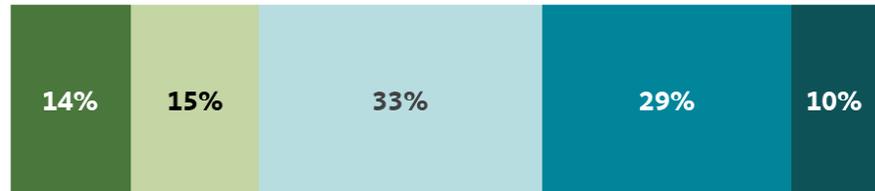■ Strongly disagree ■ Disagree ■ Unsure ■ Agree ■ Strongly agree

…supports their learning

23%	28%	30%	16%	5%

…helps them in their careers

15%	11%	39%	30%	6%
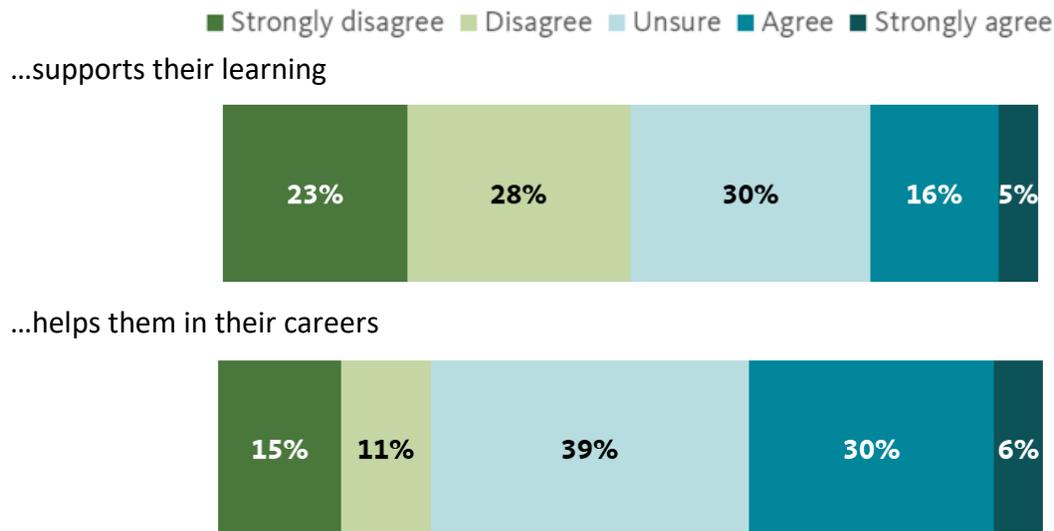
Perceptions of Student Use and Misuse

In Fall 2025, most survey respondents, 73% (141) were currently teaching an online course at OSU. This subgroup was asked two questions about their perceptions of students' use in their current online courses. First, respondents were asked to *estimate the percentage of students in their current online course(s) that are currently using generative AI for any aspect of coursework* using quartile answer choices: Less than 25%, 25-49%, 50-74% and 75% or more. As shown in Figure 5, 20% (27) indicated that three-quarters or more of their current students were using generative AI and **36% (50)** estimated between **half and three quarters** were using AI. Twenty-nine percent (40) estimated 25-49% were using AI, while the smallest percentage (15%, 21) estimated that less than 25% were using AI in their courses.

Figure 5. Estimated percentage of students in current online courses using generative AI for any aspect of coursework (n = 138)
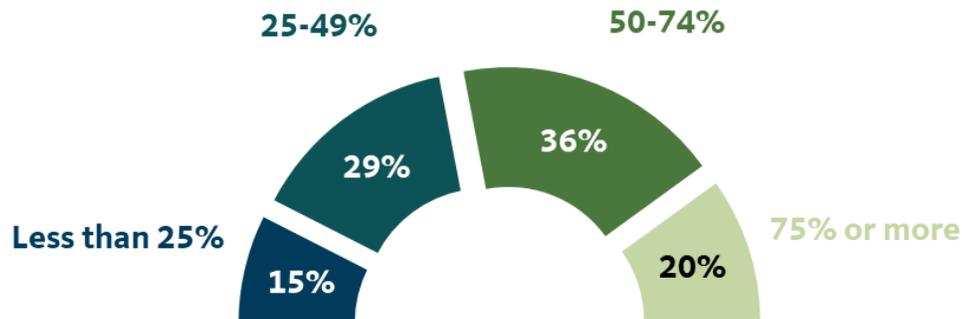
Second, respondents were asked to *estimate the percentage of students who are **misusing** generative AI in your current online course(s)* (i.e., cheating, plagiarism, falsification, or other misuse according to policies or practices). As shown in Figure 6, only 11% (15) indicated that three-quarters or more of their current students were using **misusing** generative AI, and 16% (522) estimated between half and three quarters were misusing AI. Twenty-six percent (36) estimated 25-49% were misusing AI, while the largest percentage, **47% (64)** estimated that **less than 25% were misusing** AI in their courses.

Figure 6. Estimated percentage of students in current online courses misusing generative AI (n = 137)
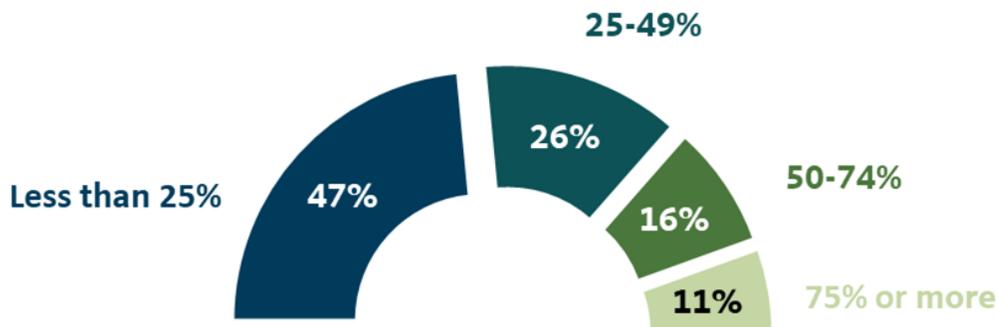
Faculty Confidence & Knowledge

Faculty were asked two questions about their confidence in their ability use generative AI generally and in their online teaching (see Figure 7). Most respondents, **68% (129) agreed or strongly agreed** that they were *generally confident in their ability to use generative AI*. A total of 22% (41) disagreed or strongly disagreed, while 12% (22) were unsure of their ability. In contrast, respondents' confidence in AI use for online teaching was lower. As shown in Figure 7, **43% (82) agreed or strongly agreed** they were *confident in their ability to use generative AI in my online teaching.* Thirty-seven percent (70) disagreed or strongly disagreed, while 21% (40) were unsure.

Figure 7. Disagreement and agreement with "I am confident in my ability to use AI" (n = 192)

■ Strongly disagree ■ Disagree ■ Unsure ■ Agree ■ Strongly agree

6%	16%	12%	51%	17%
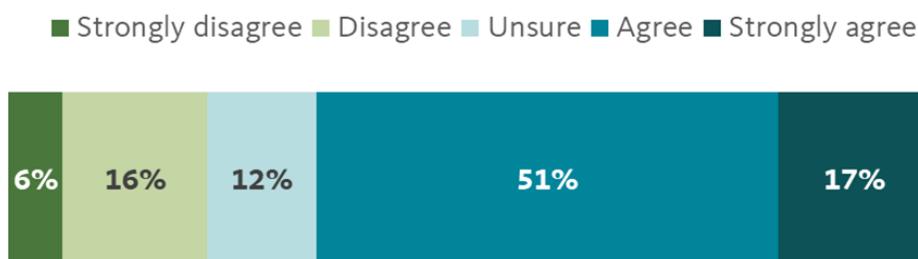
When asked to reply to the statement, *I understand the teaching applications of generative AI*, 50% of respondents (96) agreed or strongly agreed, as shown in Figure 8. However, 26% (49) disagreed or strongly disagreed, and 25% (47) were unsure of their understanding of teaching applications of generative AI.

Figure 8. Disagreement and agreement with "I understand the teaching applications of generative AI" (n = 192)

■ Strongly disagree ■ Disagree ■ Unsure ■ Agree ■ Strongly agree

7%	19%	25%	42%	8%
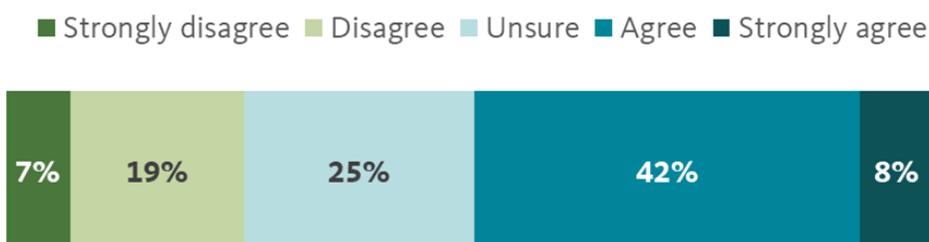
Finally, when asked to reply to the statement, *I am knowledgeable of the ethical considerations in using generative AI tool,* there was a high level of agreement. **Fifty percent (95) agreed** and **29% (55) strongly agreed** with this statement. In contrast only 8% (15) disagreed, 2% (4) strongly disagreed, and 12% (23) were unsure of their knowledge of ethical considerations.

Faculty AI Use
When asked about use, 59% (113) faculty responded "yes" they *used generative AI tools for work in the previous academic year (24-25)* and 41% (79) responded "no." The 79 who responded **no** were asked to select *reasons why they had not used generative AI tools* (see Figure 9). The top two reasons selected were **ethical concerns** (80%, 63) and **concerns about academic integrity** (72%, 57). In addition, more than half of respondents chose **lack of confidence in the output** (58%, 46) and **lack of trust** (54%, 43) as reasons why they did not use AI. **Forty-six percent (36) selected other** and were asked to write in reasons. Sixteen of the 36 indicated AI tools were *not useful*, and *11* respondents identified concerns about *environmental damage.* A few respondents indicated that AI tools did not add any value to their current

teaching practices. For example, one wrote, "I feel like I can give better and more personalized feedback to students than AI."

Figure 9. Reasons for not using generative AI tools for work (Select all that apply) (n = 79)

Ethical concerns	80%
Concerns about academic integrity	72%
Lack of confidence in the output	58%
Lack of trust	54%
Other (please describe)	46%
Lack of interest	37%
Lack of time to become familiar	25%
Feeling overwhelmed by gen AI	17%
Lack of access to the tools	3%
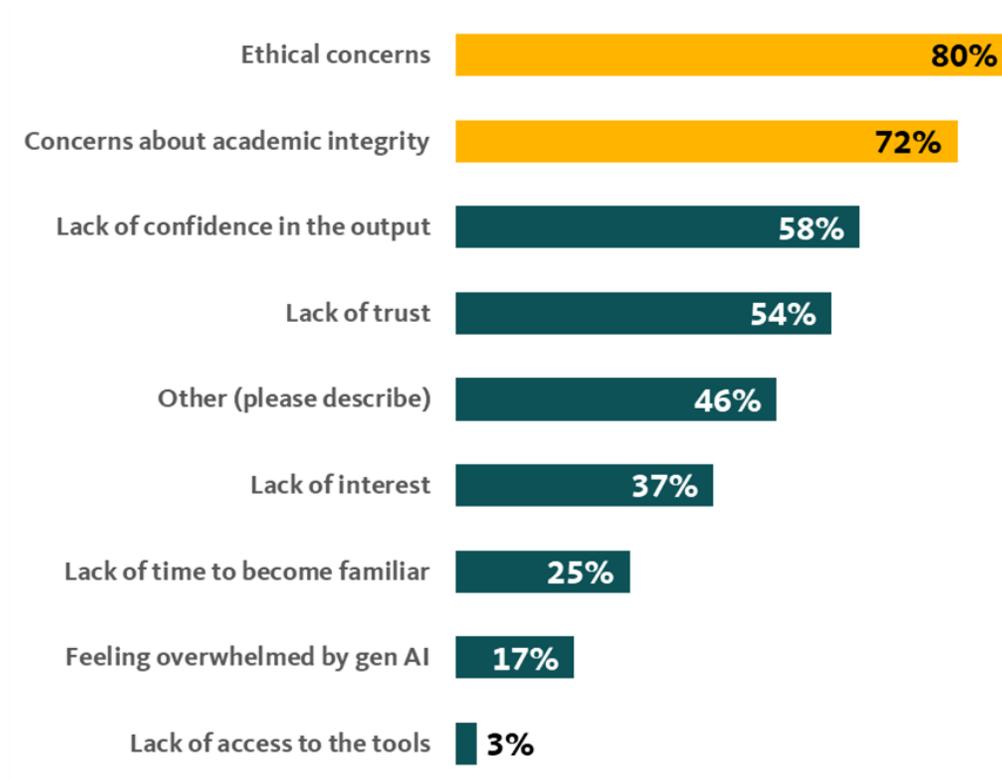
The 113 faculty who responded **yes,** they used generative AI tools for work in the previous academic year were asked, *what areas have you used generative AI tools?* As Figure 10 shows, **50%** (57) used generative AI for **service activities** (e.g., emails, committee work, letters of recommendation), **50%** (57) for **course development**, **42%** (47) for research, 38% (43) for course teaching. Of the 18 respondents that selected "other," 8 described specific course related uses such as generating or testing assignments with AI, generating a lecture about AI, generating images and code for Canvas, and "improving message and quality feedback for students." A few described using AI tools for administrative or departmental work such as "social media posts" and "job application adjustments".

Figure 10. Areas instructors have used generative AI tools (Select all that apply) (n = 113)

50% Service

50% Course development

42% Research

38% Course Teaching

16% Other
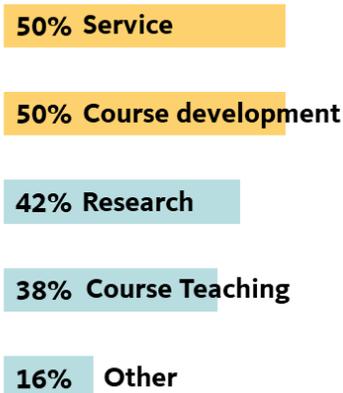
Respondents' frequency of generative AI use in their online courses varied widely (see Figure 11). Only 5% (6) reported daily use, **32% (36) reported weekly use**, 24% (27) monthly use, and 28% (32) less than once per month. Of the 12 (6%) who responded "other," most indicated "never" in online courses. These other responses likely came from faculty who were using it in their work but not for their courses. A few indicated using it very infrequently.

Figure 11. Frequency of generative AI use in courses (n = 113)

Daily	5%
Weekly	32%
Monthly	24%
Less than once a month	28%
Other (please specify)	11%
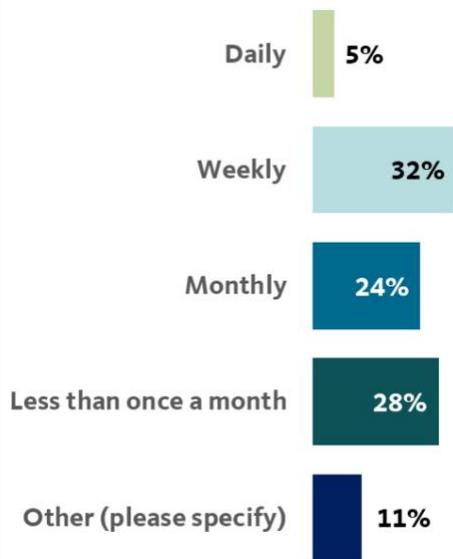
Respondents were asked to select *ways in which you used generative AI tools in your online courses* (AY 24-25) (see Table 3). The majority, 71% (76) selected **brainstorming/ generating ideas.** Thirty-eight percent (41) selected **proofreading written content** and 36% (39) selected **summarizing and synthesizing content.** Between 23% and 24% used AI tools for generating course content, rubrics and improving accessibility. Over 19% (21) selected "other." Of those, six described using AI tools to assist with assignments, especially for stress testing

them against AI use. Another four described using AI tools to detect student AI use, and three described using them to help with coding.

Table 3. Ways generative AI tools were used in online courses (Select all that apply) (n = 107)

AI tool use	Frequency	Percent count
Brainstorming/generating ideas	76	71.0%
Proofreading written content	41	38.3%
Summarizing and synthesizing content	39	36.4%
Generating course content	26	24.3%
Improving accessibility	25	23.4%
Generating grading rubrics	25	23.4%
Other (please specify)	21	19.6%
Providing feedback to students	12	11.2%
Developing media (video, audio, etc.)	10	9.3%
Responding to student emails/messages	8	7.5%
Responding to discussion forums	7	6.5%
Grading assignments	4	3.7%

Respondents were asked *how often they disclosed their use of generative AI to students* in their online courses *(AY 24-25).* As shown in Figure 12*,* **32% (34)** reported they **never disclosed use**, compared to 15% (16) rarely and 17% (18) sometimes. Sixteen percent (17) reported they disclosed their use most of the time, and **21% (22) every time**.

Figure 12. How often instructors disclosed their use of generative AI to students in online courses (n = 107)

Everytime	21%
Most of the time	16%
Sometimes	17%
Rarely	15%
Never	32%
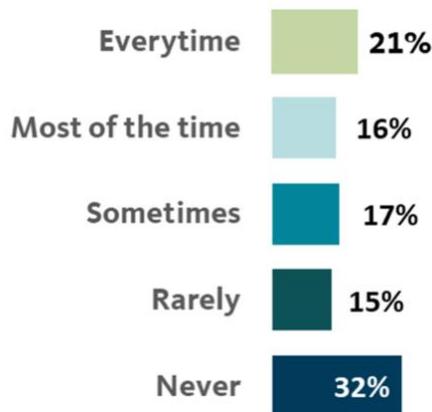
Addressing Student Use

When asked if they *addressed student use of generative AI in any of their online courses during the 2024-2025 academic year*, **86% (165) responded yes** and 14% (27) responded no. Those who responded that they did address student use were asked three follow up questions. The first question asked them to select if they *addressed student use of generative AI* in eight different course components. As Figure 13 shows, **89% (147)** of respondents indicated they addressed the student use of AI in their **course syllabus**, and **84% (138)** in their **course policies/guidelines**. The next most frequent course components in which student AI use was addressed were assignments and projects (53%, 88) and course announcements (42%, 69). Of the 5 respondents that selected "other," two wrote that they addressed student use of generative AI in one-on-one contexts, such as answering individual students' questions.

Figure 13. Course components where instructors addressed generative AI use (Select all that apply) (n = 165)

- 89% Course syllabus
- 84% Course policies/guidelines
- 55% Assignments and projects
- 42% Course announcements
- 27% Lecture content/materials
- 23% Discussion forums
- 18% Assessment rubrics
- 8% Learning objectives
- 3% Other
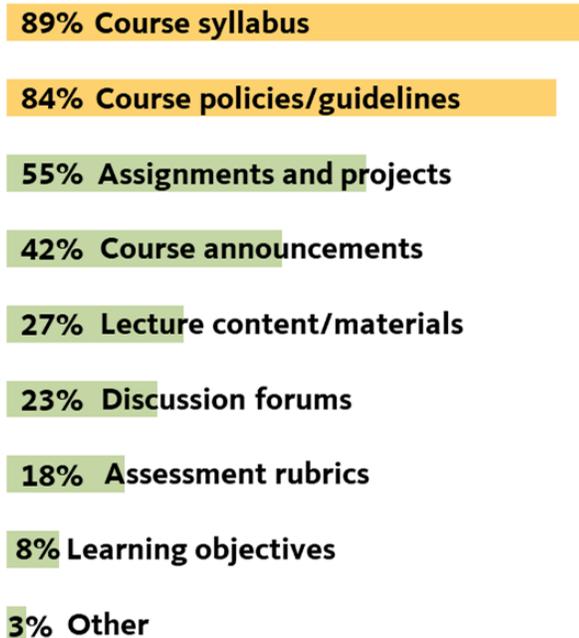
Next, faculty were asked to select how they *addressed student use of generative AI in your course syllabus or policies*. As shown in Figure 14, the largest percentage, **58% (96)** indicated they provided **guidelines for appropriate use** followed by **49% (80)** indicated they **allowed its use with proper disclosure/citation**. In contrast, **38% (62) explicitly prohibited its use**. Only four (2%) respondents indicated they didn't address it in their syllabus/policies. Of the 16 respondents who selected "other," 11 reported implementing mixed policies in their courses that allowed generative AI use in some contexts while prohibiting it in others.

Figure 14. How syllabi or policies addressed student use of generative AI (Select all that apply) (n = 165)

Provide guidelines for appropriate use — 58%
Allow use with proper disclosure/citation — 48%
Explicitly prohibit use — 38%
Encourage use as a learning tool — 27%
Other (please specify) — 10%
Mention without specific policies — 6%
I didn't address in syllabus/policies — 2%
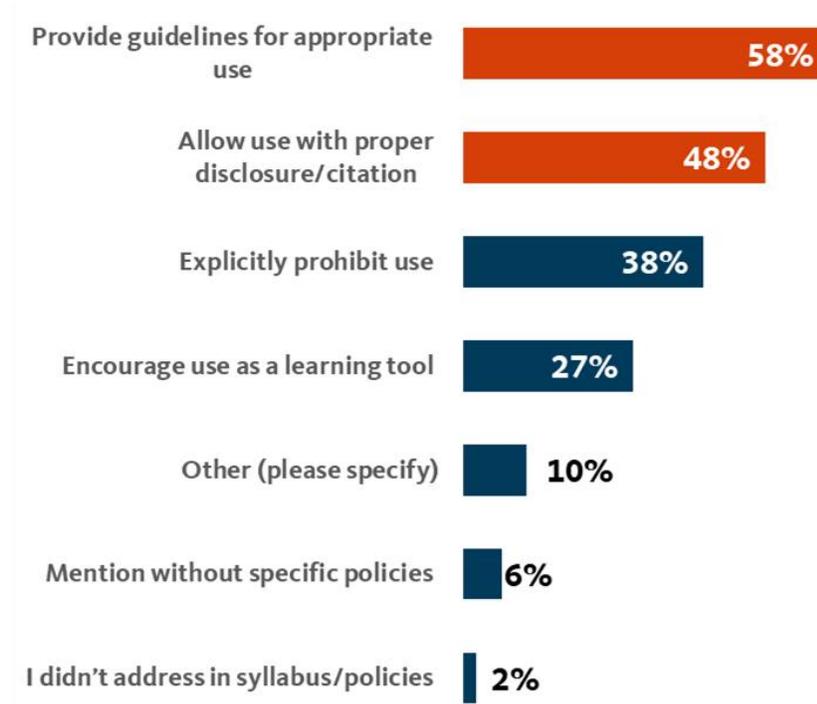
Finally, faculty were asked to select *topics related to generative AI they addressed with students in their courses.* As shown in Figure 15, **69% (113)** addressed **appropriate academic use of AI, 66% (107)** addressed **limitations and biases of AI tools**, and **55% (90)** addressed **ethical considerations of AI use**. Forty-seven percent (76) addressed the critical evaluation of AI-generated content. Only 25% of respondents addressed how AI tools work and professional/career implications of AI. Only 8% (13) responded that they did not address any of the topics. Of the 16 respondents that selected "other," 7 described addressing potential negative effects of generative AI use on learning or cognition. Three respondents described addressing ways in which AI tools damage the environment.

Figure 15. AI related topics addressed with students (Select all that apply) (n = 163)

- 69% **Appropriate academic use of** AI
- 66% **Limitations & biases of AI** tools
- 55% **Ethical considerations** of AI use
- 47% **Critical evaluation** AI-generated content
- 25% **Professional/career implications of AI**
- 25% **AI's impact on your academic discipline**
- 25% **How AI tools work/technical aspects**
- 10% **Other**
- 8% **I didn't address any of these topics**
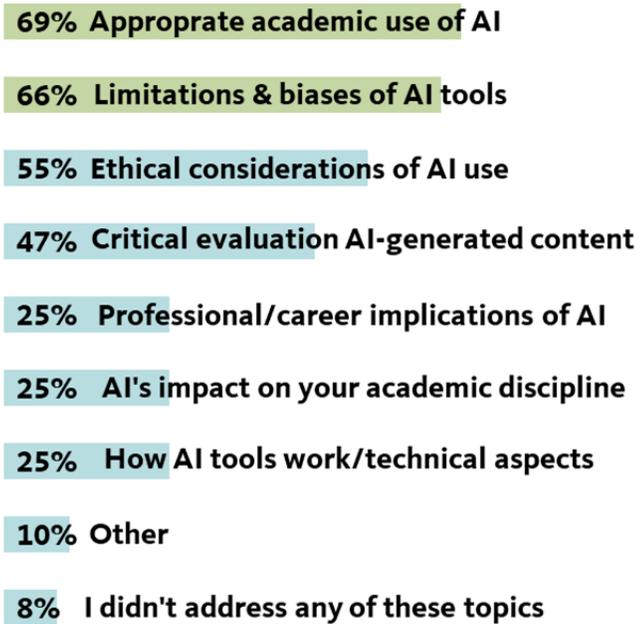
Guidance for Online Teaching

Faculty respondents reported receiving guidance about using generative AI for online teaching from many different sources at OSU (see Table 4). The top five sources of guidance were the **Center for Teaching and Learning (51%, 97), Ecampus (43%, 81), my department (43%, 81), colleagues (36%, 67), and my college (35%, 67).**

Table 4. Sources of guidance about using generative AI (Select all that apply) (n = 190)

Source of Guidance	Frequency	Percent Count
Center for Teaching and Learning	97	51.1%
Ecampus	81	42.6%
My department	81	42.6%
Colleagues	69	36.3%
My college	67	35.3%
I have not received any guidance at OSU	22	11.6%
Other (please describe)	20	10.5%
AI Literacy Center	16	8.4%
Library	16	8.4%
University Information and Technologies (UIT)	14	7.4%

Respondents indicated varying amounts of guidance about generative AI for online teaching, shown in Figure 16. Twenty-two percent (41) received **no guidance**, 35% (69) received **a little** guidance, and 30% (57) received **some** guidance**.** Only 9% (17) reported receiving **a lot** of guidance, and 3% (6) reported **too much** guidance.

Figure 16. Amount of guidance received at OSU about using generative AI for online teaching (n = 190)
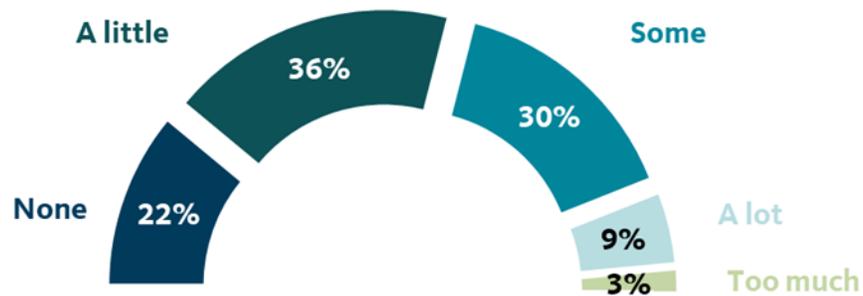
Respondents reported varying levels of satisfaction with the guidance they received about generative AI tools for online teaching. As Figure 17 shows, **35% (52)** were **dissatisfied or very dissatisfied** with the guidance they received, **42% (62)** were neutral, and **24% (35)** were **satisfied or very satisfied** with the guidance they received.

Figure 17. Level of dissatisfaction or satisfaction with guidance received about generative AI tools for online teaching (n = 149)
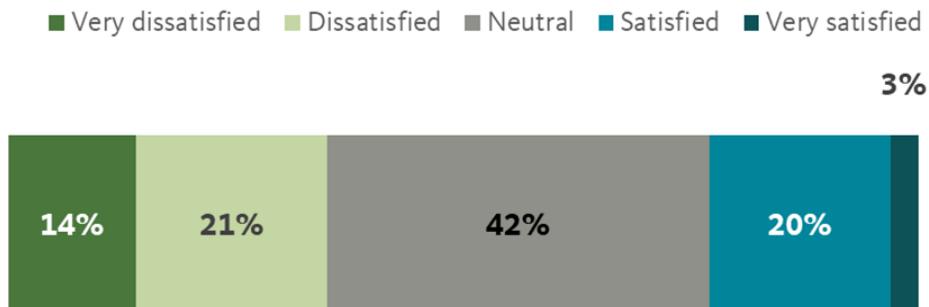
Faculty respondents were asked to select from 13 types of support/training that would be helpful for addressing generative AI in their courses, as shown in Table 5. The top four types of support were **college level guidance on appropriate use (52%, 97), repository of ways to address use (51%, 95), university-level guidance on appropriate use (48%, 90),** and **sample content or templates (41%, 76).** Of the 34 (18%) who responded "other," 17 expressed the need for more critical discussions about the use AI including restraints on use. Some requested more discussions about the limitations and drawbacks of AI use and the ethical and environmental concerns surrounding AI.

Table 5. Types of support/training helpful for addressing generative AI in courses (Select all that apply) (n = 187)

Type of Support	Frequency	Percent Count
College-level guidance on appropriate AI use policies	97	51.9%
Repository of ways to address generative AI use	95	50.8%
University-level guidance on appropriate AI use policies	90	48.1%
Sample content or templates	76	40.6%
Workshops	70	37.4%
Pre-written policies	68	36.4%
Self-paced online modules	54	28.9%
Seminars/Webinars	50	26.7%
Video tutorials	46	24.6%
One-on-one sessions with instructional designers or Center for Teaching and Learning employees (CTL)	40	21.4%
Faculty Learning Communities	40	21.4%
Newsletters/blog posts highlighting successful faculty implementations	37	19.8%
Other (please specify)	34	18.2%
Newsletters/blog posts highlighting new AI tools and capabilities	33	17.6%

Open-ended questions

At the end of the survey, faculty were asked three open ended questions in a randomized order. Qualitative analysis of these questions followed an inductive approach, identifying themes based on Owen's (1984) conceptualizations of repetition, recurrence, and forcefulness. Three researchers coded and analyzed the data, conducting peer-debriefings for additional checks of rigor. Results of these analyses are summarized below.

What are 1-2 of the top issues that students need to know about generative AI in your discipline?

Respondents rarely identified issues that were specific to their discipline. Instead, many faculty used this question as an opportunity to **express their general concerns** about generative AI, especially focusing on student use of generative AI in education. Analysis of responses fell into the following categories: 1) quality of information; 2) disrupting learning; 3) ethical concerns; 4) responsible use; 5) career development; 6) human extraction; 7) facilitating learning; and 8) academic dishonesty. These categories are described in descending order based on the frequency with which they occurred in the responses.

Responses to this question often criticized the **quality of information** produced by AI tools. For example, one faculty member wrote, "Students need to know that the generated contents by

AI may not be true in any level." Other responses in this category emphasized that students who use generative AI must be able to **critically evaluate** its output. One faculty member wrote, "[The] need to validate the output, and the citation or the interpretation of an article may not be accurate."

Respondents also described ways in which student generative AI use may **disrupt learning**. The specific issues that respondents identified were diverse, including skill degradation, weaker understanding of course content, overuse, and the illusion of competence:

> "If they over-rely on it, they won't just not learn the course content, but they'll forget how to learn and think critically."

> "… they are toying with plagiarism and fraud and eagerly relinquishing their ability to write and problem solve."

While respondents often focused on **education-specific** issues, some also advocated for student awareness of **ethical issues** in the broader world of generative AI. Common concerns included environmental degradation, the use of data for training algorithms without authors' consent, and the biased nature of AI-generated content:

> "Environmental impacts, ethics, theft of artists' work, theft of scholars' work. Bias that leads to unexamined racism, sexism, homophobia, xenophobia, etc."

Other responses referenced ethical issues more broadly; for example, one faculty member wrote, "The ethical concerns around genAI -- we need to educate students on the impact of AI on our world."

Respondents also emphasized the importance of **responsible use.** These responses often referenced responsible use with vague language, such as, "When to use it and when not to use it." Other faculty identified specific criteria for responsible use, such as citing the use of generative AI: "How to appropriately use and cite AI use for scientific reports."

Some respondents wrote about how generative AI relates to students' future **career development**. Some argued that students need to become familiar with AI tools to prepare for the workforce: "You need to learn how to use it to amplify your skills because employers will expect it." On the other hand, responses in this category also argued that students will need to offer skills that generative AI does not have if they are to be successful in their careers:

> "Jobs in the future will be for those who are better than genAI. Jobs will be for people who can answer questions genAI can't. If you rely on genAI, you are by definition replaceable by software."

Respondents also mentioned human extraction as something students needed to be mindful of. Responses in this category described a loss of vital, intrinsic human qualities as a result of

generative AI use. For example, one faculty member wrote about the limited capacity for AI tools to comprehend lived experiences: "Human experience (be it cultural, psychological, sociological, etc.) is more than what AI can understand." Another faculty member alluded to a loss of personal ownership over one's life, writing, "AI will not make your dreams come true if you need to ask it what you should dream."

While respondents were generally concerned about student use of generative AI, some also wrote about how generative AI might facilitate learning. One faculty member responded, "how it can be used appropriately in research." Responses in this category, however, tended to also allude to a perceived limitation or risk regarding generative AI use in learning. For example, another faculty member wrote, "Use it as much as you like - it's an excellent learning tool. But be sure you, yourself, are building your knowledge and understanding, as this is what courses will assess."

Finally, some respondents explicitly identified issues of academic dishonesty in their responses. For example, one faculty member wrote, "It is dishonest to represent generative AI as your own work." Another responded, "The use of generative AI for assignments is a form of plagiarism."

Overall, instead of identifying discipline specific issues, respondents generally opted to voice serious and wide-ranging concerns regarding student use of generative AI. In particular, respondents recommended that students be aware of the unreliability of AI-generated content, how generative AI use may damage their learning, and ethical issues regarding their use. Along with these concerns, respondents also called for responsible use of generative AI. These findings suggest the need for risk mitigation strategies in higher education and clear guidelines for students about responsible use.

What are 1-2 of your hopes regarding generative AI?"

Overall, respondents expressed **very few hopes** for generative AI use. Often, they took the opportunity to answer this question by addressing a wide range of **concerns**. Many respondents were firm in their opinion that AI will do no good and they hope it "goes away." The following two exemplars characterizes respondents' overall responses to this question:

> "I don't use the word 'hopeful' for these statements as I feel too cautious with AI to be hopeful, rather I would classify my feelings as excited about the potential with caution for the realities."

> "none, I hope it dies. Vain hope, I know."

When hopes were mentioned, there was a lack of clear consensus as to what hopes exist with generative AI tools. This is surprising, given that respondents came from a range of academic disciplines. For example, very few mentioned hopes regarding research, scientific discovery, or addressing social/global problems.

When there was consensus regarding hopes, they fell into four broad categories related to: 1) student learning; 2) task efficiency; 3) responsible use; and 4) AI literacy. With respect to **student learning**, respondents described ways in which generative AI tools could personalize learning, distill difficult concepts, and make the learning experience more engaging.

> "Maybe students can figure out ways to make custom study guides for themselves and learn more deeply or figure out concepts that were unavailable to them previously due to lack of resources."

> "That it can be leveraged as a way to review the material and enhance a student's ability to interact with course material."

Respondents also expressed hopes that generative AI tools could automate rote and repetitive tasks, **enhancing overall work efficiency and productivity**. For example, one said, "I'm excited about the ways in which AI can improve work productivity, especially in education in which teachers are asked to do too much." Another respondent said, "It frees people from mundane tasks and allows them to focus on creativity and innovation."

When respondents mentioned hopes related to **responsible use**, they frequently described guiding students to use generative AI tools in ways that are "critical", "ethical", and "transparent." They also expressed hopes that students could responsibly use generative AI tools in ways that truly support their learning.

> "That students will learn how to use generative AI without being dependent on it for all their coursework."

> "Use it in a positive (helpful - i.e., advance learning and understanding of facts and critical thinking processes), fully disclosed way."

In a related vein, respondents also described hopes related to **AI literacy,** where students would gain knowledge of generative AI tools, how they are differentiated from other forms for AI, what ethical concerns there are regarding its use, and how to critically evaluate output of generative AI models. For example, one respondent hoped that students would develop "critical foundational learning skills in order to produce well-rounded learners who can appraise the outputs of these tools and use them responsibly, if they choose to do so." Another respondent expressed hope for training related to AI literacy skills:

> "There is required university training, for ethical considerations, considerations towards academic integrity and proper prompt engineering skills."

In summary, the lack of general hope in these findings is surprising, given that respondents expressed in other parts of the survey knowledge and use of generative AI tools. There are likely many factors shaping perceptions of generative AI tools, some of which are beyond what OSU can address directly. However, these findings do indicate that faculty could benefit from

additional support and specific training in the ways in which generative AI tools could help them with research and teaching. Training should likely focus on applied examples and practical tools that are discipline specific and focused on responsible use.

What are 1-2 of your concerns regarding generative AI?"

Unlike the responses about hopes for AI, respondents expressed clear areas of concern regarding AI use. The primary concern among respondents was the **detriment to student learning**. Several respondents specifically stated concerns over the impact on critical thinking and writing skills. For example, one respondent wrote:

> "Students will replace critical thinking, reasoned argument, and honing writing skills with dependence on a technology that compromises the value of the education for which they are paying."

Another common concern was **academic misconduct and dishonesty** around AI use in completing assignments. Respondents often stated that use of AI to complete assignments among students is too easy, yet difficult to prove, particularly among Ecampus students. One respondent claimed:

> "[A]n eCampus student can complete an entire degree program 'cheating' with GenAI tools, so my concern is that this devalues the credibility of diplomas awarded for online learners, and what this means for the future of online degree programs that are not distinguishable from on-campus programs."

Some respondents noted that grading time has increased, as they are spending excess time trying to determine if AI was used or not. Others expressed concern about "hallucinations", or AI fabricating information. One respondent summarized common concerns about AI use in learning by stating:

> "Students are outsourcing their learning to generative AI tools and submitting papers with loads of falsified citations, putting too much trust in LLMs. They are learning less and developing fewer skills and paying a lot of money to do so. Meanwhile, it takes a lot of faculty time to grade AI outputs and/or screen them for falsified information. It is lose-lose, if you ask me."

Although not as common as the impact on learning, several respondents were concerned about **ethical use of AI**, as models are known to perpetuate bias and/or stereotypes. Respondents were also concerned about the **environmental and humanitarian damage** caused by AI use. For instance, one respondent wrote:

> "Ethical concerns - AI steals, and we exploit people who help feed information into AI. Environmental concerns - AI uses too many resources. The university embraces AI too much, and some of us do not want it at all."

Several respondents also mentioned poor systems of **infrastructure** within higher education to integrate AI successfully. Some expressed concern over the positive opinion of AI use at the administrative level and encouragement of its use, while others expressed a desire for more support from OSU.

> "The structures of university education cannot handle AI. I could figure out how to teach my courses in a way that validates actual student learning, but I don't think I can do so with my current enrollment, course load, and requirements regarding grades."

Overall, respondents were concerned about the long-term consequences of AI use for student learning, mainly regarding development of critical thinking and writing skills. Respondents were concerned about academic misconduct and misinformation and reported often spending extra time grading papers to determine if AI was used. Respondents were concerned about ethical implications of AI use, including humanitarian, bias/stereotypes, and the environmental impact. In the future, respondents would like better infrastructure, support, training and harm mitigation from OSU at all levels of the administration.

CONCLUSIONS

Ecampus faculty reported familiarity, knowledge, and confidence in using generative AI tools. The results of this survey of online teaching faculty mirror the results of our online student surveys (Dello Stritto et al., 2024; Underhill et al., 2025a; Underhill et al., 2025b). Like students, faculty also reported mixed emotions about generative AI tools and expressed a broad range of concerns about these tools both within and outside of online education. The overall findings reported reflect similar findings from the Pew Research Center's survey of adults' perceptions of generative AI tools (Kennedy et al., 2025). Thus, Ecampus faculty and students are similar in their overall perceptions of generative AI to the broader U.S. adult population.

This study has important implications for supporting faculty who teach online at OSU as the AI landscape continues to change rapidly. Such rapid technological changes are reflected in the uncertainty expressed by Ecampus faculty. For example, although faculty reported that their knowledge of generative AI tools would support student learning, they were uncertain as to whether such knowledge would benefit online teaching practices in the years ahead. They also expressed uncertainty about whether the use of AI tools would benefit their careers, and the careers of their students. Such uncertainty aligns with the current AI discourse, as focus is shifting away from chatbot tools towards agentic AI applications that are designed to automate highly complex tasks (Shroff, 2026). It is therefore not surprising that Ecampus faculty expressed an interest in support and guidance from within their colleges and from the university regarding the use of generative AI tools in online courses.

Faculty expressed interest in an online repository of ways that they could successfully address generative AI tools in their online courses. Such a repository could provide examples of best practices for aligning faculty and student transparency practices in reporting AI usage. This may be necessary as some faculty reported requiring student disclosure of AI use but also reported *not* disclosing their own use to students. This repository could also provide examples of pedagogical practices to promote students' AI literacy, responsible use, and critical approaches to the evaluation of AI outputs - all of which reflect the faculty's hopes and concerns about students' learning with generative AI tools.

As AI capabilities change rapidly, it will be important to continue evolving a set of guidelines and best practices for faculty and students that aligns with OSU's values as a land grant institution. A values-based approach will be helpful in addressing some of the concerns expressed by faculty in this study.

METHODOLOGY

Oregon State University faculty who had taught at least one Ecampus online course in academic year 2024-2025 were recruited for this study. A recruitment email message was sent to 1,196 OSU faculty and 195 responded to the survey for a 16% response rate. Respondents completed a survey administered online via Qualtrics in from mid-October to early November 2025. The 35-item survey included both closed-ended and open-ended items. The survey questions can be found in Appendix A. Raw data tables can be found in Appendix B.

Survey Randomization

For some questions, response options were randomized to ensure respondents were not primed for certain responses. For example, the response options on the question about emotions was randomized so each participant viewed a different order of emotions.

Data Analysis

Descriptive analyses were conducted using SPSS. After data cleaning, 195 responses were used for data analysis.

Researchers also summarized open-ended responses to "Other, please specify" response options throughout the survey. Researchers inductively coded responses in line with the survey question. For example, regarding the question about emotions, a researcher coded words that clearly described an emotion or emotional response (e.g., angry, offensive). Inductive codes were collapsed when possible and frequencies were reported.

Qualitative Analysis

Qualitative analysis of open-ended questions followed an inductive approach, identifying themes based on Owen's (1984) conceptualizations of repetition, recurrence, and forcefulness. Researchers memoed to make connections, vet interpretations, and note trends. To ensure sufficient rigor and trustworthiness, the three researchers primarily responsible for qualitative analysis consulted with each other and with other research experts through peer debriefings.

DESCRIPTION of RESPONDENTS

The faculty respondents to this survey were an average of **46 years old** and had been instructors for an average of **13 years** (see Table 6). The respondents' average years of experience teaching Ecampus courses was **more than 6 years**. In addition, respondents taught an average of **more than 3 Ecampus courses** and an average of **more than 2 face-to-face and/or hybrid courses** at OSU in the past academic year (AY24-25).

Table 6. Age, years taught, and number of courses taught by respondents

	Mean	SD	Range	N
Age	46.0	10.3	24-73	176
Years as instructor (OSU or elsewhere)	13.2	8.5	1-40	183
Years of teaching Ecampus courses	6.7	4.8	1-20	183
Ecampus courses taught in AY24-25	3.9	2.6	1-11	181
Face-to-face/hybrid courses taught in AY24-25	2.4	2.7	0-12	180

Most faculty respondents were **non-tenure track faculty (69%, 128),** followed by 18% (34) tenure-track faculty (see Table 7). Therefore, this sample **under-represents** tenure-track faculty who were 51% of the population of OSU faulty in AY24-25.

Table 7. What best describes your current position? (n = 185)

	Frequency	Percent
Tenure-track faculty	34	18.4%
Non-tenure track faculty	128	69.2%
Researcher	2	1.1%
Graduate assistant	19	10.3%
Other (please specify)	2	1.1%

The largest groups of faculty respondents were from the **College of Liberal Arts (29%, 54)** and the **College of Agricultural Sciences (21%, 38),** followed by the College of Engineering (14%, 25) (see Table 8). Of the two respondents that chose "other," one was a graduate assistant that had graduated and the other was retired faculty.

Table 8. In what college is your current position? (n = 184)

	Frequency	Percent
College of Agricultural Sciences	38	20.7%
College of Business	14	7.6%
College of Earth, Ocean, and Atmospheric Sciences	5	2.7%
College of Education	2	1.1%
College of Engineering	25	13.6%

College of Forestry	3	1.6%
College of Liberal Arts	54	29.3%
College of Pharmacy	2	1.1%
College of Health	23	12.5%
College of Science	14	7.6%
Office of Graduate Education	2	1.1%
Other (please specify)	2	1.1%

Most faculty respondents identified as **female (55%, 101),** and **32% (58)** identified as **male** (see Table 9). **Twenty-one** (11%) respondents preferred **not to identify** their gender including the respondent who selected different identity and wrote they were choosing not to respond due to fear of identification. Four respondents identified as genderqueer/non-conforming.

Table 9. What is your gender? (n = 184)

	Frequency	Percent
Female	101	54.9%
Genderqueer/Gender non-conforming	4	2.2%
Male	58	31.5%
Different identity (please specify)	1	0.5%
Prefer not to identify	20	10.9%

Most faculty respondents identified as **White (73%, 134**), as shown in Table 10. Four percent of respondents identified as Asian and two or more ethnicities. Fourteen percent (25) preferred **not to identify** their race/ethnicity.

Table 10. With which race/ethnicity do you identify? (n = 184)

	Frequency	Percent
American Indian or Alaskan Native	2	1.1%
Asian	8	4.3%
Black or African American	1	0.5%
Hispanic/Latino	5	2.7%
White	134	72.8%
Two or more races/ethnicities	8	4.3%
Other (please specify)	1	0.5%
Prefer not to identify	25	13.6%

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APPENDIX A: SURVEY INSTRUMENT

Oregon State University Ecampus Research Unit in collaboration with a team of OSU faculty invites you to take part in a short survey about instructors' perceptions of generative AI, how you are addressing it in your courses, and your needs for support and professional development. Your responses will be used to inform the support that Ecampus provides to instructors who teach online courses. This study has been approved by the Oregon State University's Institutional Review Board.

This survey should take about **10 minutes** to complete. Your responses to this survey will be **collected anonymously and kept completely confidential**. The survey will not ask for any directly identifiable information. However, the security of data collected online cannot be guaranteed. Only the researchers involved with this study will have access to your responses. We will only be reporting data in aggregate (combining responses together) and will not report individual responses, further protecting your anonymity. If we present quotes from survey responses, we will remove or edit any information that might be used to identify you. Your responses will not be used or distributed in future research studies.

Responding to this survey is completely voluntary. Your choice to respond to this survey will not impact your employment or benefits at OSU. You have the right to withdraw from this study at any point. If you withdraw your consent before the completion of this study, any previous data that was collected will not be used in the analysis and will be destroyed.

For questions about this study contact the Principal Investigator, Mary Ellen Dello Stritto at maryellen.dellostritto@oregonstate.edu or 541.737.4697.

If you have any questions about your rights or welfare as a study participant, you may contact the Human Research Protection Program at 541-737-8008 or irb@oregonstate.edu.

Notice for participants outside of the United States: US data privacy laws have not been deemed adequate by the European Commission. You also may contact Tom Ordeman, Data Protection Officer, dpo@oregonstate.edu, 541-737-9800 Oregon State University A008 Kerr Administration Build Corvallis, OR 97331-4501

By clicking the "I consent" response below, you acknowledge: Your participation in the study is voluntary. You are aware that you may choose to terminate your participation at any time for any reason.

By clicking the "I consent" response below, you acknowledge:

Your participation in the study is voluntary.

You are aware that you may choose to terminate your participation at any time for any reason.
- I consent
- I do not consent

Did you teach at least one Ecampus course at OSU in AY24-25?
- Yes
- No

All responses are collected anonymously.

For the purpose of this study, generative AI will refer to tools that are capable of generating text, images, or other media. Examples include: Chat GPT, Copilot, Gemini, Claude, etc.

How familiar are you with using generative AI tools?
- Very unfamiliar
- Unfamiliar
- Familiar
- Very familiar

Select the emotions that best describe how you feel about generative AI tools? (Select all that apply)
- Excited
- Optimistic
- Curious
- Inspired
- Fearful
- Anxious
- Concerned
- Confused
- No emotion
- Other (please specify)

Please rate your level of agreement with the following statements: [*strongly disagree, disagree, unsure, agree, strongly agree*]
- There is a need to address use of generative AI in my online courses.

- My knowledge of generative AI tools supports my teaching in online courses.

- My knowledge of how to use generative AI tools supports my students' learning.

- My knowledge of generative AI tools positively impacts my career.

- Generative AI will have a positive effect on instructional practices in my field over the next 5 years.

Please rate your level of agreement with the following statements: *[strongly disagree, disagree, unsure, agree, strongly agree]*

- Students' knowledge of how to use generative AI tools supports their learning in online courses.

- Students' knowledge of how to use generative AI tools helps them advance in their careers.

Are you currently teaching an online course(s) at OSU?
- Yes
- No

What percentage of students in your current online course(s) do you estimate currently use generative AI for any aspect of coursework?
- Less than 25%
- 25-49%
- 50-74%
- 75% or more

What percentage of students in your current online course(s) do you estimate are misusing generative AI (i.e. cheating, plagiarism, falsification, or other misuse according to your course policies or practices)?
- Less than 25%
- 25-49%
- 50-74%
- 75% or more

Please rate your level of agreement with the following statements*: [strongly disagree, disagree, unsure, agree, strongly agree]*
- I am generally confident in my ability to use generative AI.
- I understand the teaching applications of generative AI.
- I am confident in my ability to use generative AI in my online teaching activities.
- I am knowledgeable of the ethical considerations in using generative AI tools.

In the 24-25 academic year, did you use generative AI tools for work?
- Yes
- No

Please select one or more reasons why you have not used generative AI tools: (Select all that apply)

- Lack of interest
- Lack of confidence in the output
- Lack of confidence in my ability
- Lack of access to the tools
- Lack of trust
- Ethical concerns
- Concerns about academic integrity
- Lack of time to become familiar
- Feeling overwhelmed by generative AI
- Other (please specify): _____

In what areas have you used generative AI tools? (Select all that apply)

- Course development
- Course teaching
- Research
- Service (e.g., emails, committee work, letters of recommendation)
- Other (please specify): _____

How frequently did you use generative AI tools in your online courses?

- Daily
- Weekly
- Monthly
- Less than once a month
- Other (please specify):_____

In the 24-25 academic year, select the ways in which you used generative AI tools in your online courses at OSU. (Select all that apply)

- Brainstorming/generating ideas
- Summarizing and synthesizing content
- Proofreading written content
- Developing media (video, audio, etc.)
- Improving accessibility
- Generating course content
- Generating grading rubrics
- Grading assignments
- Providing feedback to students
- Responding to student emails/messages
- Responding to discussion forums
- Other (please specify): _____

In the 24-25 academic year how often did you disclose your use of generative AI to students in your online courses?

- Never
- Rarely
- Sometimes
- Most of the time
- Every time

Did you address student use of generative AI in any of your online courses during the 2024-2025 academic year?
- Yes
- No

Did you address student use of generative AI in any of the following course components? (Select all that apply)
- Course syllabus
- Course policies/guidelines
- Learning objectives
- Lecture content/materials
- Assignments and projects
- Assessment rubrics
- Discussion forums
- Course announcements
- Other (please specify): _____

How did you address student use of generative AI in your course syllabus or policies? (Select all that apply)
- Explicitly prohibit its use
- Allow its use with proper disclosure/citation
- Encourage its use as a learning tool
- Provide guidelines for appropriate use
- Mention it without specific policies
- I didn't address it in my syllabus/policies
- Other (please specify): _____

What topics related to generative AI did you address with students in your course(s)? (Select all that apply)
- How AI tools work/technical aspects
- Appropriate academic use of AI
- Ethical considerations of AI use
- Limitations and biases of AI tools
- AI's impact on your academic discipline
- Critical evaluation of AI-generated content
- Professional/career implications of AI
- I didn't address any of these AI-related topics
- Other (please specify): _____

At OSU, from which sources have you received guidance about using generative AI? (Select all that apply)
- My department
- My college
- Center for Teaching and Learning
- Ecampus
- University Information and Technologies (UIT)
- AI Literacy Center
- Library
- Colleagues
- Other (please specify)
- I have not received any guidance at OSU

How much guidance have you received at OSU about using generative AI for online teaching?
- None
- A little
- Some
- A lot
- Too much

How satisfied are you with the guidance you received about generative AI tools for online teaching?
- Very dissatisfied
- Dissatisfied
- Neutral
- Satisfied
- Very satisfied

What type of support/training would be helpful for addressing generative AI in your courses? (Select all that apply)
- Workshops
- Seminars/Webinars
- Self-paced online modules
- Video tutorials
- Sample content or templates
- Repository of ways to address generative AI use
- Pre-written policies
- College-level guidance on appropriate AI use policies
- University-level guidance on appropriate AI use policies
- One-on-one sessions with instructional designers or Center for Teaching and Learning employees(CTL)
- Faculty Learning Communities
- Newsletters/blog posts highlighting successful faculty implementations
- Newsletters/blog posts highlighting new AI tools and capabilities
- Other (please specify): _____

What are 1-2 of the top issues that students need to know about generative AI in your discipline?

What are 1-2 of your hopes regarding generative AI?

What are 1-2 of your concerns regarding generative AI?

What is your age?

How many years have you been an instructor (at OSU or elsewhere)?

How many years have you taught online Ecampus courses at OSU?

How many Ecampus courses did you teach in the last academic year (24-25)?

How many face-to-face and/or hybrid Corvallis/Cascades campus courses did you teach in the last academic year (24-25)?

What best describes your current position?
- Tenure track faculty
- Non-tenure track faculty
- Researcher
- Postdoctoral scholar
- Graduate assistant
- Other (please specify)

In what college is your current position?
- College of Agricultural Sciences
- College of Business
- College of Earth, Ocean, and Atmospheric Sciences
- College of Education
- College of Engineering
- College of Forestry
- College of Liberal Arts
- College of Pharmacy
- College of Health
- College of Science
- College of Veterinary Medicine
- Office of Graduate Education
- Other, please specify: _____

What is your gender?
- Female
- Genderqueer/Gender non-conforming
- Male
- Trans female/Trans woman
- Trans male/Trans man
- Different identity (please specify): _____
- Prefer not to identify

With which race/ethnicity do you identify?
- American Indian or Alaskan Native
- Asian
- Black or African American
- Hispanic/Latino
- Native Hawaiian or Other Pacific Islander
- White
- Two or more races/ethnicities
- Other (please specify): _____
- Prefer not to identify

APPENDIX B: DATA TABLES

How familiar are you with using generative AI tools? (n = 195)

	Frequency	Percent
Very unfamiliar	5	2.6%
Unfamiliar	16	8.2%
Familiar	138	70.8%
Very familiar	36	18.5%

Select the emotions that best describe how you feel about generative AI tools? (Select all that apply) (n = 193)

	Frequency	Percent Count
Excited	40	20.7%
Fearful	50	25.9%
No emotion	5	2.6%
Optimistic	49	25.4%
Anxious	67	34.7%
Curious	103	53.4%
Concerned	154	79.8%
Inspired	32	16.6%
Confused	20	10.4%
Other (please specify)	48	24.9%

There is a need to address use of generative AI in my online courses. (n = 193)

	Frequency	Percent
Strongly disagree	9	4.7%
Disagree	7	3.6%
Unsure	9	4.7%
Agree	50	25.9%
Strongly agree	118	61.1%

My knowledge of generative AI tools supports my teaching in online courses. (n = 193)

	Frequency	Percent
Strongly disagree	18	9.3%
Disagree	42	21.8%
Unsure	36	18.7%
Agree	69	35.8%
Strongly agree	28	14.5%

My knowledge of how to use generative AI tools supports my students' learning. (n = 193)

	Frequency	Percent
Strongly disagree	28	14.5%
Disagree	40	20.7%
Unsure	45	23.3%
Agree	60	31.1%
Strongly agree	20	10.4%

My knowledge of generative AI tools positively impacts my career. (n = 193)

	Frequency	Percent
Strongly disagree	26	13.5%
Disagree	29	15.0%
Unsure	64	33.2%
Agree	55	28.5%
Strongly agree	19	9.8%

Generative AI will have a positive effect on instructional practices in my field over the next 5 years. (n = 193)

	Frequency	Percent
Strongly disagree	48	24.9%
Disagree	37	19.2%
Unsure	73	37.8%
Agree	19	9.8%
Strongly agree	16	8.3%

Students' knowledge of how to use generative AI tools supports their learning in online courses. (n =193)

	Frequency	Percent
Strongly disagree	44	22.8%
Disagree	53	27.5%
Unsure	57	29.5%
Agree	30	15.5%
Strongly agree	9	4.7%

Students' knowledge of how to use generative AI tools helps them advance in their careers. (n = 193)

	Frequency	Percent
Strongly disagree	28	14.5%
Disagree	21	10.9%
Unsure	75	38.9%
Agree	57	29.5%
Strongly agree	12	6.2%

Are you currently teaching an online course(s) at OSU? (n = 193)

	Frequency	Percent
Yes	141	73.1%
No	52	26.9%

What percentage of students in your current online course(s) do you estimate currently use generative AI for any aspect of coursework? (n = 138)

	Frequency	Percent
Less than 25%	21	15.2%
25-49%	40	29.0%
50-74%	50	36.2%
75% or more	27	19.6%

What percentage of students in your current online course(s) do you estimate are misusing generative AI? (n = 137)

	Frequency	Percent
Less than 25%	64	46.7%
25-49%	36	26.3%
50-74%	22	16.1%
75% or more	15	10.9%

I am generally confident in my ability to use generative AI. (n = 192)

	Frequency	Percent
Strongly disagree	11	5.7%
Disagree	30	15.6%
Unsure	22	11.5%
Agree	97	50.5%
Strongly agree	32	16.7%

I understand the teaching applications of generative AI. (n = 192)

	Frequency	Percent
Strongly disagree	13	6.8%
Disagree	36	18.8%
Unsure	47	24.5%
Agree	81	42.2%
Strongly agree	15	7.8%

I am confident in my ability to use generative AI in my online teaching activities. (n = 192)

	Frequency	Percent
Strongly disagree	23	12.0%
Disagree	47	24.5%
Unsure	40	20.8%
Agree	65	33.9%
Strongly agree	17	8.9%

I am knowledgeable of the ethical considerations in using generative AI tools. (n = 192)

	Frequency	Percent
Strongly disagree	4	2.1%
Disagree	15	7.8%
Unsure	23	12.0%
Agree	95	49.5%
Strongly agree	55	28.6%

In the 24-25 academic year, did you use generative AI tools for work? (n = 192)

	Frequency	Percent
Yes	113	58.9%
No	79	41.1%

Please select one or more reasons why you have not used generative AI tools. (Select all that apply) (n = 79)

	Frequency	Percent Count
Lack of interest	29	36.7%
Lack of confidence in the output	46	58.2%
Lack of access to the tools	2	2.5%
Lack of trust	43	54.4%
Ethical concerns	63	79.7%
Concerns about academic integrity	57	72.2%
Lack of time to become familiar	20	25.3%
Feeling overwhelmed by generative AI	13	16.5%
Other (please describe)	36	45.6%

In what areas have you used generative AI tools? (Select all that apply) (n = 113)

	Frequency	Percent Count
Course development	57	50.4%
Course teaching	43	38.1%
Research	47	41.6%
Service (e.g. emails, committee work, letters of recommendation)	57	50.4%
Other (please specify)	18	15.9%

How frequently did you use generative AI tools in your online courses? (n = 113)

	Frequency	Percent
Daily	6	5.3%
Weekly	36	31.9%
Monthly	27	23.9%
Less than once a month	32	28.3%
Other (please specify)	12	10.6%

In the 24-25 academic year, select ways in which you used generative AI tools in your online courses at OSU. (Select all that apply) (n = 113)

	Frequency	Percent Count
Brainstorming/generating ideas	76	67.3%
Summarizing and synthesizing content	39	34.5%
Proofreading written content	41	36.3%
Developing media (video, audio, etc.)	10	8.8%
Improving accessibility	25	22.1%
Generating course content	26	23.0%
Generating grading rubrics	25	22.1%
Grading assignments	4	3.5%
Providing feedback to students	12	10.6%
Responding to student emails/messages	8	7.1%
Responding to discussion forums	7	6.2%
Other (please specify)	28	24.8%

In the 24-25 academic year, how often did you disclose your use of generative AI to students in your online courses? (n = 112)

	Frequency	Percent
Never	38	33.9%
Rarely	16	14.3%
Sometimes	18	16.1%
Most of the time	17	15.2%
Everytime	23	20.5%

Did you address student use of generative AI in any of your online courses during the 2024-2025 academic year? (n = 192)

	Frequency	Percent
Yes	165	85.9%
No	27	14.1%

Did you address student use of generative AI in any of the following course components? (Select all that apply) (n = 165)

	Frequency	Percent Count
Course syllabus	147	89.1%
Course policies/guidelines	138	83.6%
Learning objectives	13	7.9%
Lecture content/materials	42	25.5%
Assignments and projects	88	53.3%
Assessment rubrics	30	18.2%
Discussion forums	38	23.0%
Course announcements	69	41.8%
Other (please specify)	9	5.5%

How did you address student use of generative AI in your course syllabus or policies? (Select all that apply) (n = 165)

	Frequency	Percent Count
Explicitly prohibit its use	62	37.6%
Allow its use with proper disclosure/citation	80	48.5%
Encourage its use as a learning tool	44	26.7%
Provide guidelines for appropriate use	96	58.2%
Mention it without specific policies	6	3.6%
I didn't address it in my syllabus/policies	4	2.4%
Other (please specify)	20	12.1%

What topics related to generative AI did you address with students in your course(s)? (Select all that apply) (n = 163)

	Frequency	Percent Count
How AI tools work/technical aspects	41	25.2%
Appropriate academic use of AI	113	69.3%
Ethical considerations of AI use	90	55.2%
Limitations and biases of AI tools	107	65.6%
AI's impact on your academic discipline	40	24.5%
Critical evaluation of AI-generated content	76	46.6%
Professional/career implications of AI	40	24.5%
I didn't address any of these AI-related topics	13	8.0%
Other (please specify)	16	9.8%

At OSU, from which sources have you received guidance about using generative AI? (Select all that apply) (n = 190)

	Frequency	Percent Count
My department	79	41.6%
My college	67	35.3%
Center for Teaching and Learning	97	51.1%
Ecampus	81	42.6%
University Information and Technologies (UIT)	14	7.4%
AI Literacy Center	16	8.4%

	Frequency	Percent
Library	16	8.4%
Colleagues	69	36.3%
Other (please describe)	22	11.6%
I have not received any guidance at OSU	24	12.6%

How much guidance have you received at OSU about using generative AI for online teaching? (n = 190)

	Frequency	Percent
None	41	21.6%
A little	69	36.3%
Some	57	30.0%
A lot	17	8.9%
Too much	6	3.2%

How satisfied are you with the guidance you received about generative AI tools for online teaching? (n = 149)

	Frequency	Percent
Very dissatisfied	21	14.1%
Dissatisfied	31	20.8%
Neutral	62	41.6%
Satisfied	30	20.1%
Very satisfied	5	3.4%

What type of support/training would be helpful for addressing generative AI in your courses? (Select all that apply) (n = 187)

	Frequency	Percent Count
Workshops	70	37.4%
Seminars/Webinars	50	26.7%
Self-paced online modules	54	28.9%
Video tutorials	46	24.6%
Sample content or templates	76	40.6%
Repository of ways to address generative AI use	95	50.8%
Pre-written policies	68	36.4%

College-level guidance on appropriate AI use policies	97	51.9%
University-level guidance on appropriate AI use policies	90	48.1%
One-on-one sessions with instructional designers or Center for Teaching and Learning employees (CTL)	40	21.4%
Faculty Learning Communities	40	21.4%
Newsletters/blog posts highlighting successful faculty implementations	37	19.8%
Newsletters/blog posts highlighting new AI tools and capabilities	33	17.6%
Other (please specify)	34	18.2%

What best describes your current position? (n = 185)

	Frequency	Percent
Tenure track faculty	34	18.4%
Non-tenure track faculty	119	64.3%
Researcher	2	1.1%
Graduate assistant	18	9.7%
Other (please specify)	12	6.5%

In what college is your current position? (n = 184)

	Frequency	Percent
College of Agricultural Sciences	38	20.7%
College of Business	14	7.6%
College of Earth, Ocean, and Atmospheric Sciences	5	2.7%
College of Education	2	1.1%
College of Engineering	25	13.6%
College of Forestry	3	1.6%
College of Liberal Arts	53	28.8%
College of Pharmacy	2	1.1%
College of Health	23	12.5%
College of Science	14	7.6%
Office of Graduate Education	2	1.1%
Other (please specify)	3	1.6%

What is your gender? (n = 184)

	Frequency	Percent
Female	101	54.9%
Genderqueer/Gender non-conforming	4	2.2%
Male	58	31.5%
Different identity (please specify)	1	0.5%
Prefer not to identify	20	10.9%

With which race/ethnicity do you identify? (n = 184)

	Frequency	Percent
American Indian or Alaskan Native	2	1.1%
Asian	8	4.3%
Black or African American	1	0.5%
Hispanic/Latino	5	2.7%
White	133	72.3%
Two or more races/ethnicities	8	4.3%
Other (please specify)	2	1.1%
Prefer not to identify	25	13.6%

About the Ecampus Research Unit at Oregon State University

Vision

The Ecampus Research Unit strives to be leaders in the field of online higher education research through contributing new knowledge to the field, advancing research literacy, building researcher communities and guiding national conversations around actionable research in online teaching and learning.

Mission

The Ecampus Research Unit responds to and forecasts the needs and challenges of the online education field through conducting original research; fostering strategic collaborations; and creating evidence-based resources and tools that contribute to effective online teaching, learning and program administration.

Contact us

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