

2025 Generative AI Survey - Faculty

Response Rates, Visualizations, and Analysis of Open-Ended Responses

Response Rates for the faculty survey:

31% (187 of 594), counting professor, associate. prof, assistant prof, professor of practice; teaching faculty of all ranks; research faculty of all ranks

24% (242 of 997), counting all who received the faculty survey (including adjunct, visiting, etc)

Contents of this report:

Faculty Survey Results: Visualizations only

Faculty Survey Results: Sentiment Analysis of Open-ended responses

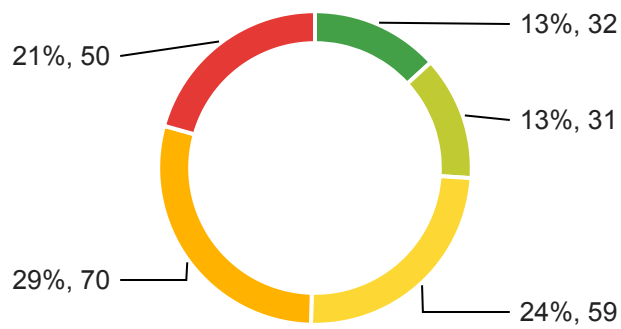
Original Faculty Survey Questions

2025 - Generative AI at Lehigh - Faculty Survey - Visualizations Only

Q2 - How often do you use generative AI tools in your work at Lehigh?

242 Responses

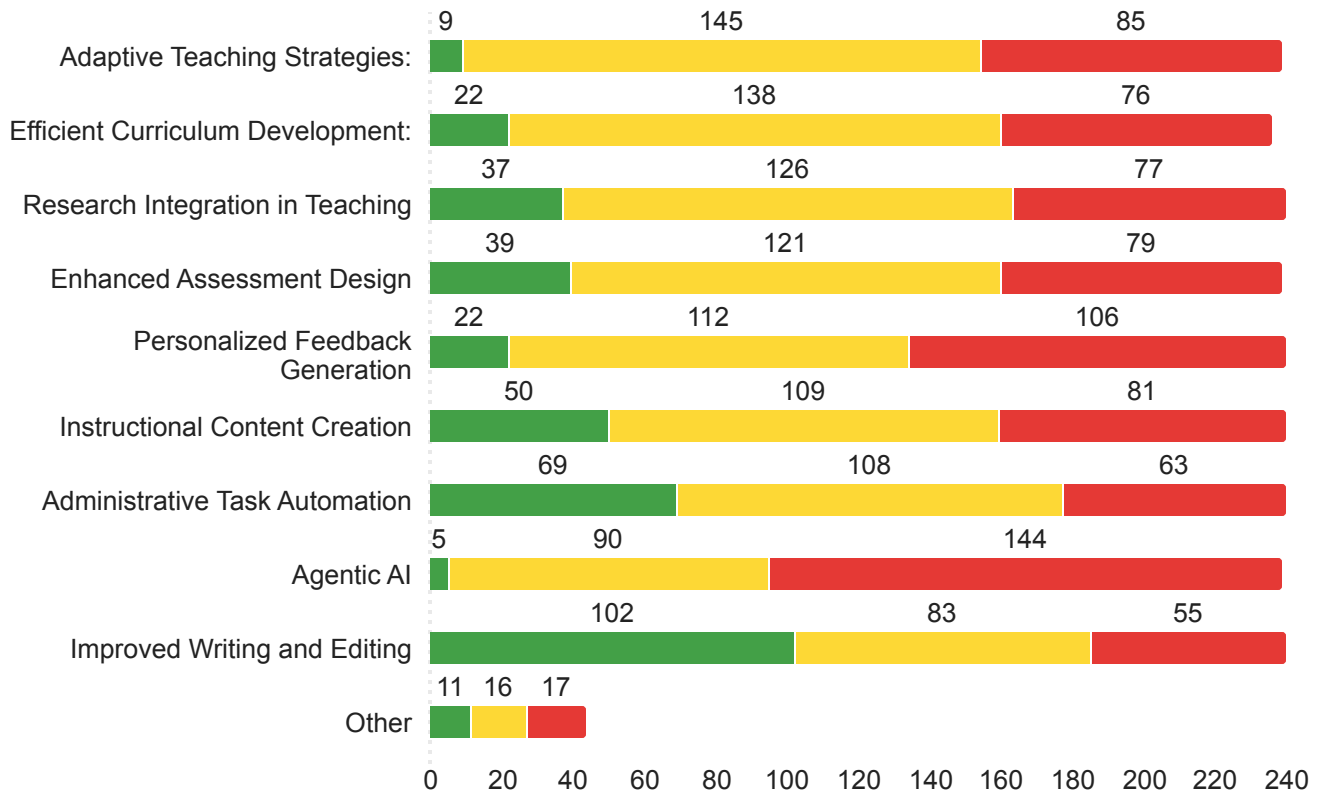
Very Often Often (daily) Sometimes Rarely Never



Q3 - For each of the following uses of AI in teaching, please indicate whether you are ...
(sorted by 'would consider using/am curious about')

242 Responses

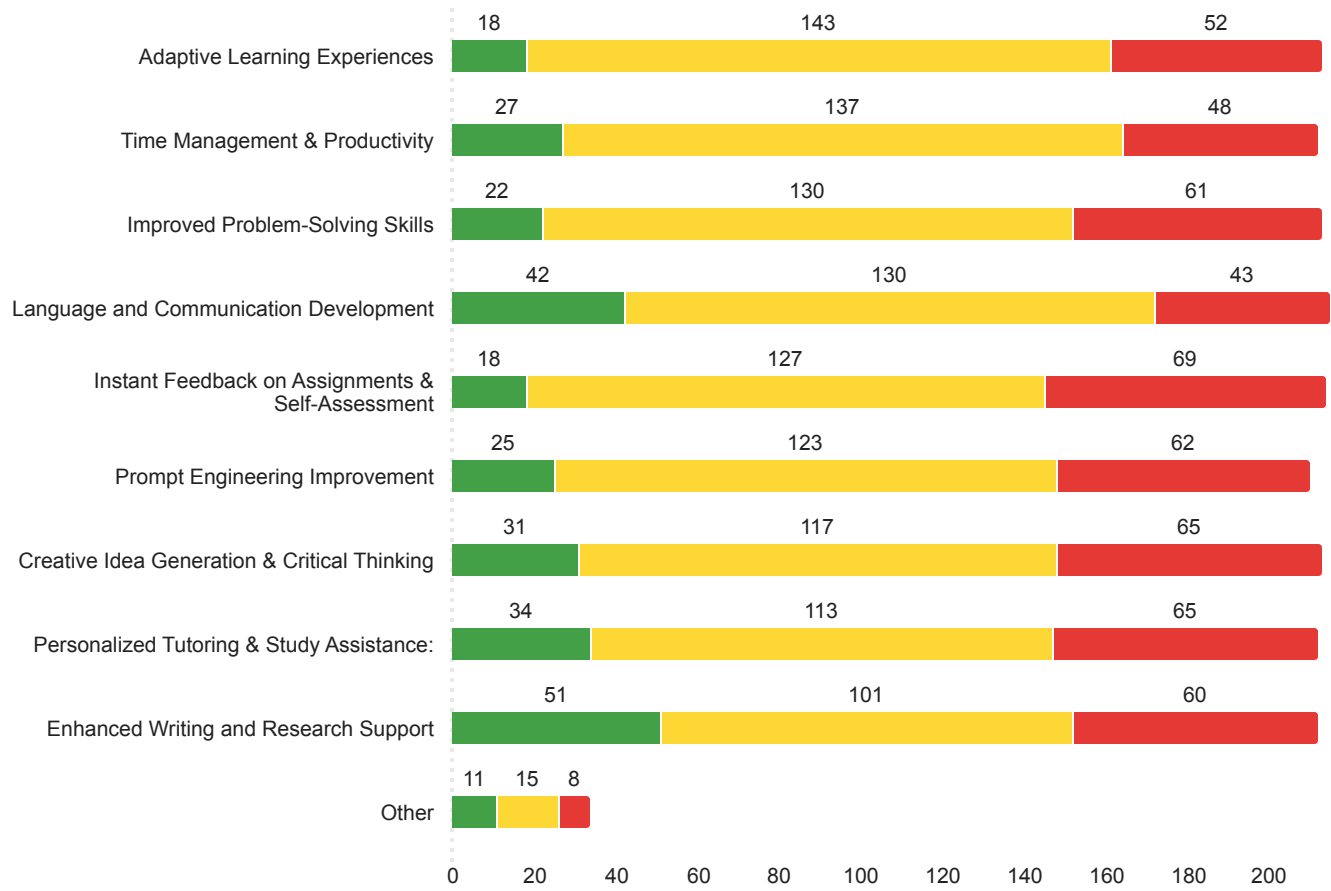
■ already using ■ would consider using / am curious about ■ do not use / would not consider using



Q4 - For each of the following uses of AI in teaching, please indicate whether you:

216 Responses

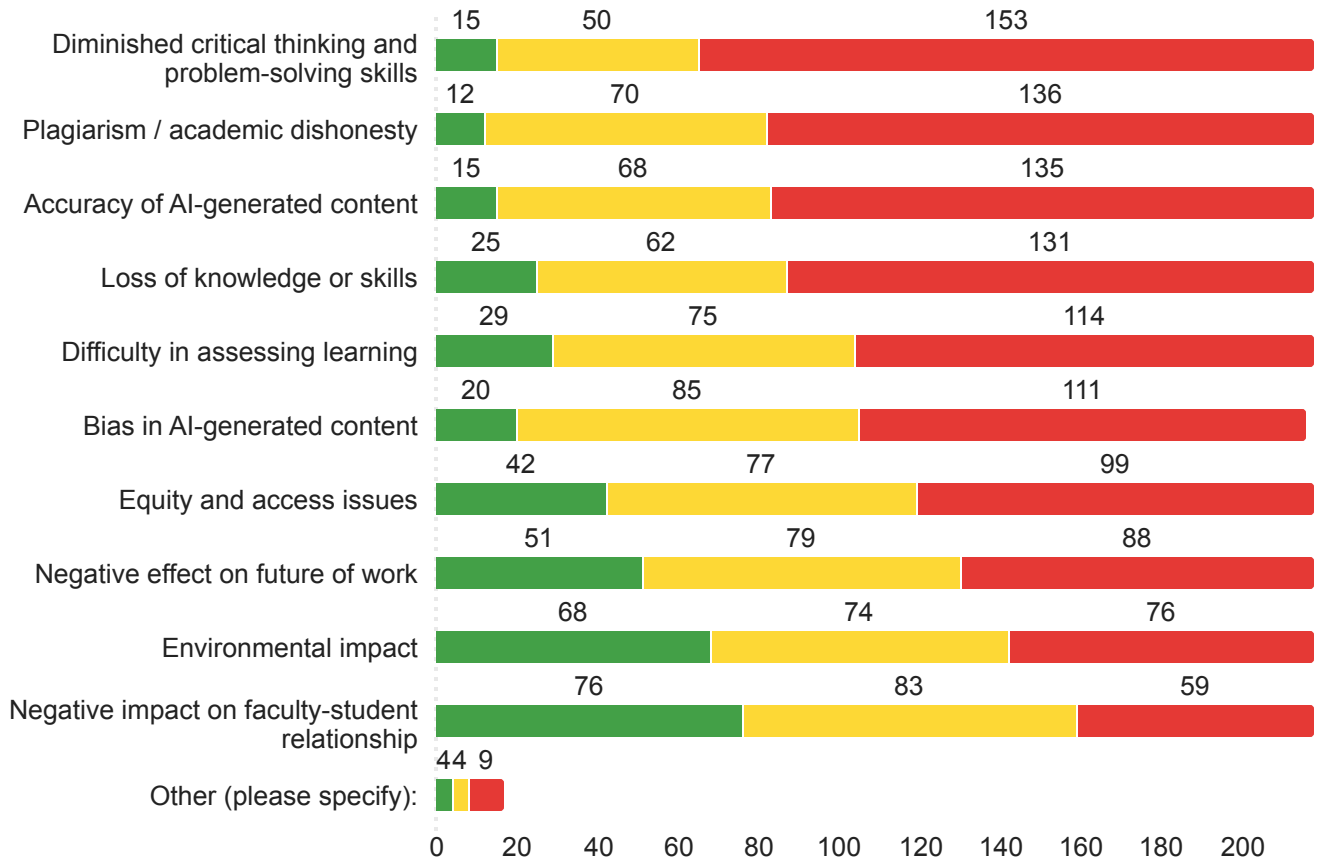
■ Already recommend/require for my students
 ■ Would consider
 ■ Would not recommend for my students



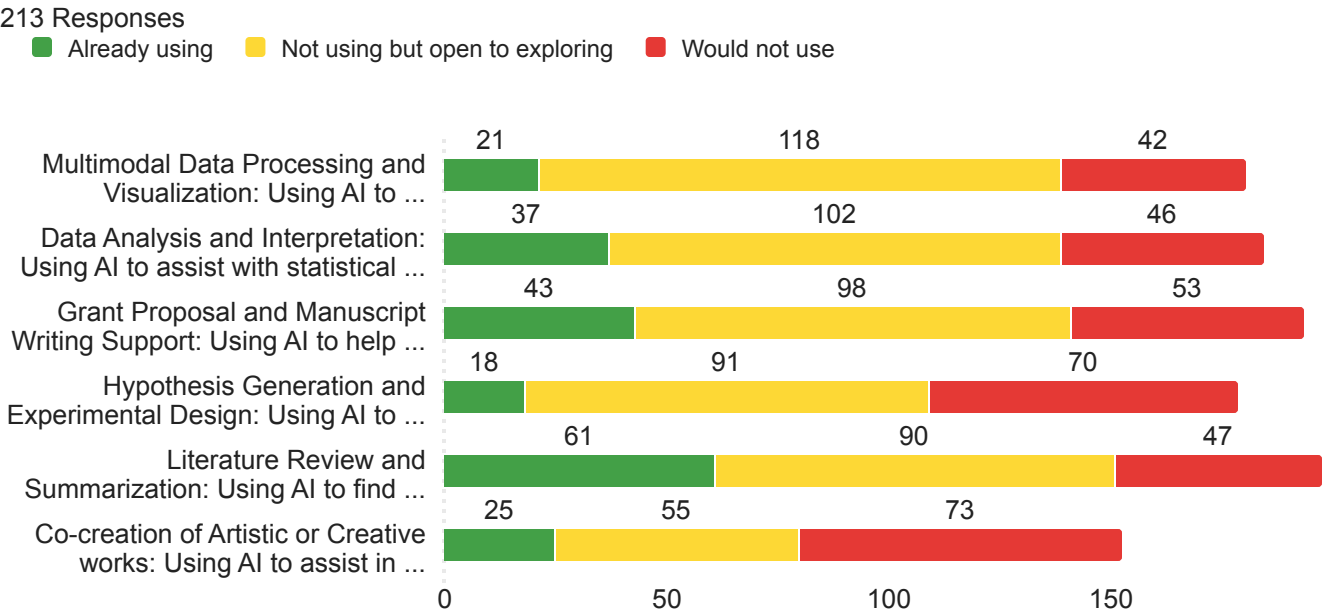
Q6 - How concerned are you about the following as a result of generative AI use in academic work? (Sorted by top concerns.)

218 Responses

■ Not concerned ■ Somewhat concerned ■ Very concerned



Q8 - For each of the following uses of AI in your research, scholarship, or creative work (Sorted by 'not using but open to exploring')



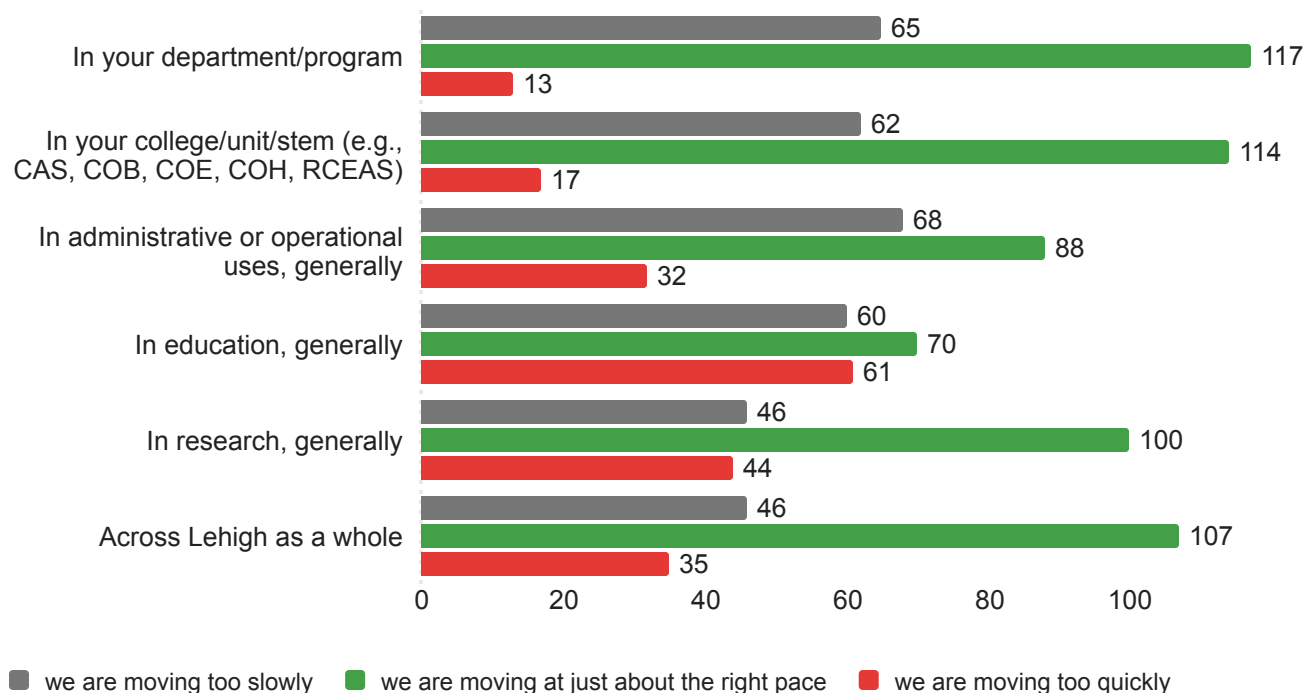
Q9 - Lehigh provides a number of generative AI tools and professional development opportunities for faculty (guidance pages, academic talks, workshops, seminars, Teaching and Learning Symposium, the AI@Lehigh Summit, etc) related to generative AI. Are these meeting your needs? What else, if anything would you find helpful? (Select all that apply) - Selected Choice

Field	Choice Count	
I'd prefer discounted access to paid-versions of generative AI tools	35%	66
I'd prefer more or different workshops, training, and hands-on seminars	33%	63
I currently use paid-versions of generative AI tools, beyond what Lehigh provides	31%	58
I'd prefer more or different guidance documents and best practices	30%	56
I think my department/program/team would be interested in AI workshops and tools tailored to our needs	28%	52
The AI tools Lehigh currently provides--or free versions I find--are meeting my needs.	26%	49

I'd prefer more or different self-paced online learning opportunities	25%	48
I'd prefer more or different opportunities for discussions / communities of practice with colleagues	22%	41
Other (please specify):	15%	28
I'd prefer more or different visiting speakers on this topic	11%	21
The professional development opportunities Lehigh provides are meeting my needs	11%	21
Total		189

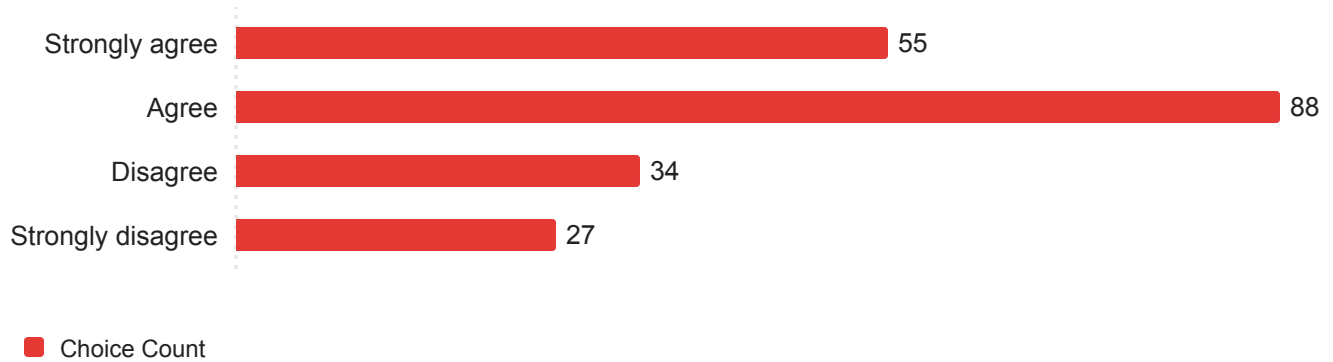
Q10 - What is your view on the pace of AI adoption at Lehigh in the following areas?

198 Responses



Q11 - How strongly do you agree or disagree with the following statement: Lehigh should establish an institutional initiative or home to further develop artificial intelligence research and education?

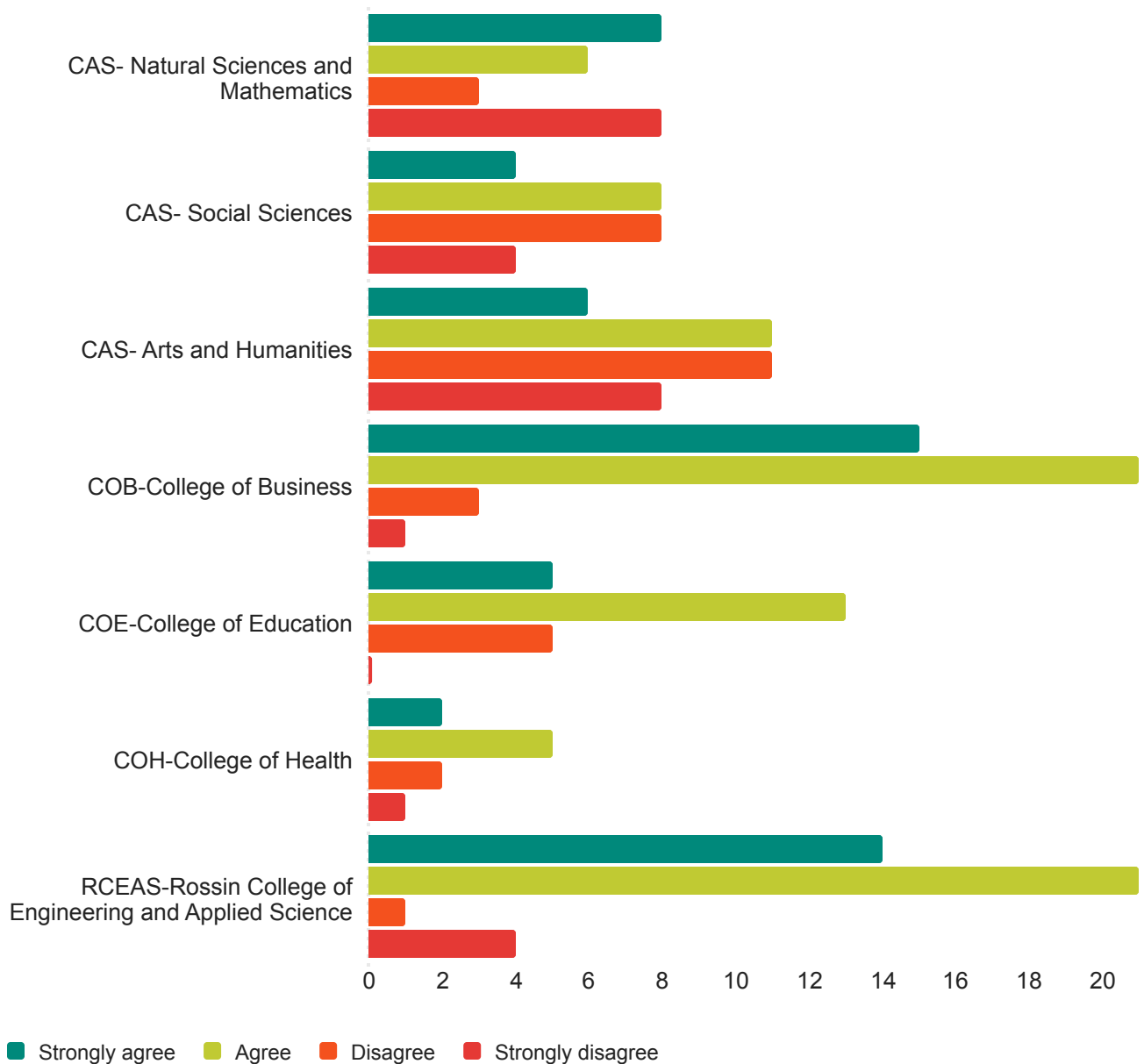
204 Responses



Q11 - How strongly do you agree or disagree with the following statement: Lehigh should establish an institutional initiative or home to further develop artificial intelligence research and education?

(Breakdown by primary affiliation)

198 Responses



2025 Generative AI at Lehigh Survey - Faculty Survey

Sentiment analysis

Gemini Prompt "This is a survey of university faculty. Conduct a sentiment analysis by reviewing the responses in this column to find trends in the responses, then create a list of the top five conclusions based on frequency of ideas mentioned. For each item in the list give three representative quotations using actual text from the data."

Q5: In your opinion, what is the most promising use of generative AI for teaching and learning in your discipline in the near future (1-3 years)?

1. **AI as a Tool for Efficiency and Task Support:** Many faculty members see AI as a way to streamline tasks, save time, and increase productivity, both for themselves and for students. This includes assistance with research, data analysis, coding, and administrative tasks.
 - "AI is incredibly helpful for giving me ideas and something to work from so I am not starting with a blank page. I already recommend my GAs use it to streamline tasks and increase productivity."
 - "the most promising uses are in the routinization of mundane tasks."
 - "How efficient it will make certain processes (i.e., reviewing papers for meta-analyses)"
2. **AI for Personalized Learning and Support:** A significant number of faculty believe AI can provide personalized learning experiences, feedback, and tutoring for students. This includes helping students understand material, providing immediate feedback, and supporting diverse learners.
 - "Learning personalization, providing feedback for written work, grading. Help with finding resources (academic, websites, popular press)."
 - "Help students further understanding with AI acting as a personal tutor. However, this also runs the risk of students simply copying the AI and not learning for themselves"
 - "AI can act as a tutor answering specific student questions related to course material."
3. **Concerns about Academic Integrity and Critical Thinking:** Many faculty members express concerns about students over-relying on AI, potential misuse, and the impact on critical thinking and writing skills. There's a worry that AI could hinder genuine learning and lead to academic dishonesty.
 - ""Most promising" implies optimism that I just don't have, at this moment... student over-reliance on AI, student & teacher credulity in the face of AI hallucinations or misinformation, misuse of others' intellectual property, exposure of sensitive data)."
 - "Fundamental to my discipline and teaching are critical thinking, reading, and writing skills. No studies that I am aware of show significant benefits of genAI/LLM tools in developing those skills."

- "I don't see a value in it and worry it gets in the way of students doing their own thinking and writing."
- 4. **AI for Writing Assistance and Idea Generation:** Some faculty see value in AI for helping students with brainstorming, getting started on writing tasks, and refining their writing. This includes assisting with grammar, proofreading, and generating ideas.
 - "Honestly the only thing as a writing teacher that I think can benefit from AI is brainstorming topics in very early stages of writing."
 - "AI has the ability to help students get started in creative work that would otherwise be daunting and to get unstuck in the writing process."
 - "Graphic generation for art and architecture; writing editing"
- 5. **AI for Research and Resource Finding:** Several faculty members highlighted AI's potential for helping students and themselves find research literature, analyze data, and summarize information more effectively.
 - "Finding research literature more effectively and efficiently"
 - "Helping students identify the most important themes to guide their study"
 - "AI is incredibly helpful for giving me ideas and something to work from so I am not starting with a blank page."

Q7: What is one important aspect of your teaching or your students' learning that you believe should not involve generative AI?

Top Five Conclusions from Faculty Survey on What Should NOT Involve Generative AI:

Here are the top five conclusions based on the frequency of ideas mentioned, with three representative quotations for each:

1. **Preservation of Writing Skills:** Many faculty members believe writing and communication skills should not involve generative AI.
 - "WRITING"
 - "Absolutely critical thinking skills and communication in writing skills. Students in my opinion should have these foundational skills required of them with minimum to no AI input so that they are able to develop them independently and competently to use them i..."
 - "Writing. I feel like humanists mean something VERY different from many scientists when we talk about writing (at least I do, as both a humanist and an author of personal essays where the writing, as craft, is a major part of the point). Yes, there are use case..."
2. **Emphasis on Critical Thinking:** A significant number of faculty members stressed the importance of critical thinking and problem-solving without AI assistance.
 - "Critical-thinking"

- "Students need to learn to think critically for themselves and in conversation with others, and I am concerned that AI will short-circuit this work and result in poor learning outcomes"
 - "Critical thinking, problem solving, communicating."
3. **Maintaining Human Interaction:** Many faculty members value the personal interactions and feedback between instructors and students and believe AI should not replace these.
 - "Meeting with students"
 - "I don't want gen AI to become a barrier between me and the students - rather, I want it to free up time so I can become more accessible to them."
 - "Personal interactions with students, oral tests and in-person assessment."
 4. **Avoiding Cheating and Plagiarism:** Concerns about students using AI for cheating and plagiarism were frequently mentioned.
 - "I think it's crucial that we make cheating on assessments impossible, or at least difficult, so that students can't graduate from Lehigh having used AI to deprive themselves of a good education."
 - "Everything that would be considered dishonest or cheating. For instance, when the learning goal is to learn how to write, the generated text should come solely from the student, and not from the AI. However, in a context in which learning how to write is not t..."
 - "They should not use it for plagiarism."
 5. **Preserving Foundational Skills and Effort:** Faculty members highlighted the need for students to develop foundational skills and engage in the effortful process of learning without relying on AI shortcuts.
 - "The first serious attempt at any problem. Also, students should continue to learn to solve problems by hand, even as AI gets better at solving problems for them."
 - "Struggling and figuring out difficult problems/concepts."
 - "I would like to make sure that students go through the process of thinking about and working out problems, rather than feeding them to AI for an answer. They need to go through the process of problem-solving to really understand the materials taught in class. ..."

Q12 Please share any comments, perspectives, or recommendations you would like to share with the Generative AI Advisory Committee about the role of generative AI at Lehigh.

1. **Concerns about Over-Reliance, Ethical Issues, and Negative Impacts:** Many faculty members are worried about the potential harms of generative AI, including student over-reliance, cheating, ethical implications, and the impact on critical thinking. They feel these issues are not being adequately discussed or addressed.
 - "I think the general view of the benefits of AI are overshadowing the harms that generative AI is providing to students as we speak, and the ethical

responsibilities that correspond to AI usage as a student are not being discussed enough."

- "My sense is that AI has historically been viewed more as a negative than a positive, enabling force (e.g. use of AI to generate content that should be the work of the individual student, and associations with cheating / plagiarism). I have some sympathy with this, and it is extremely challenging to monitor & control."
 - "I don't get the sense that Lehigh welcomes critiques of AI tools. Comments written and stated by the provost seem to dismiss humanists' and inclusive excellence professionals' concerns about AI tools."
2. **Need for Guidance, Support, and Education:** There is a strong desire for more guidance, education, and support from Lehigh regarding generative AI. Faculty members want to better understand the technology, its implications, and how to effectively integrate it (or not integrate it) into their teaching and research.
- "We definitely need a great deal of help in this area."
 - "I would appreciate more guidance and education around the topic but I would hope that Lehigh would not adopt all-encompassing policies that would force a faculty member/student to use or not use AI in a certain way."
 - "Perhaps some more documented guidance about the pros and cons of different AI systems per usage case (e.g., searching academic research, creating simulations, creating visual graphics, etc.)"
3. **Balanced Perspective and Critical Examination:** Faculty are calling for a more balanced perspective on AI, with less emphasis on its benefits and more critical examination of its limitations, drawbacks, and potential for misuse. They want the university to avoid simply promoting AI adoption without thorough consideration of its consequences.
- "I would prefer that the Provost in particular spoke with a more balanced perspective about AI and less as an all out fan of AI. I get that he likes it. Great. But the Provost is the chief academic officer of this university and not just a fan."
 - "I would like more engagement with the critiques of generative AI as mostly junk: what is this actually able to do that individuals cannot do?"
 - "I think we need to be critically examining the use of AI with a focus on the unintended negative effects."
4. **Concerns about Impact on Learning and Skills:** There are significant worries about how AI will affect students' thinking, problem-solving, writing, and other foundational skills. Faculty are concerned that over-reliance on AI will hinder students' development and long-term abilities.
- "I worry about the effects of AI on our thinking and problem solving skills, but acknowledge that it is here we have to deal with it and should do so effectively."
 - "Prompt engineering as a learning element is a good idea but we need to make sure that students don't lose the independent ability to complete their work."
 - "AI is dumbing us down and giving us a false sense of security in our understanding of the world."

5. **Pace of Adoption and Proactive Approach:** Some faculty feel that Lehigh needs to be more proactive and move more aggressively in addressing generative AI, while others caution against rushing into adoption without careful consideration. There's a sense that the university might be behind or not fully prepared.
- "We don't seem to be moving very aggressively into this technology and I think there is more we should be doing."
 - "AI needs to be the #1 strategic focus of the university"
 - "Since AI has landed already, I would err on the side of cautious enthusiasm. Undoubtedly, our students should graduate with a competitive set of tools. We just need to reflect upon the meaning of the word competitive."

Reviewing all three questions together:

Prompt: Now, look across all three columns, repeat the analysis and break your response into two sections. In Section 1, highlight the five most common responses given for how generative ai can be useful for faculty and students. In section 2, highlight five major concerns expressed by faculty respondents. For all ten items in the list give three representative quotations using actual text from the data."

Section 1: Most Common Positive Uses of Generative AI

Here are the five most common responses given for how generative AI can be useful for faculty and students, along with representative quotations:

1. **Brainstorming and Idea Generation:** Many faculty see AI as a tool to help students get started, generate ideas, and overcome writer's block.
 - "Honestly the only thing as a writing teacher that I think can benefit from AI is brainstorming topics in very early stages of writing."
 - "AI has the ability to help students get started in creative work that would otherwise be daunting and to get unstuck in the writing process."
 - "AI cannot and should not be the generator of ideas, it should be used for refining and brainstorming."
2. **Editing and Proofreading:** AI can assist with grammar checks, proofreading, and refining writing.
 - "Graphic generation for art and architecture; writing editing"
 - "Proofreading, grammar check"
 - "AI could be used for suggestions on how to develop better writing, not to replace it."

3. **Language Translation:** AI is seen as valuable for language translation, particularly for language learners.
 - "assisting second/third/fourth language learners with English grammar"
 - "Language translation"
 - "There is minimal positive here. I have adopted some AI tools in classes as a way to limit the damage to student learning that otherwise happens when students use these tools to avoid challenging assignments, but the net effect is negative. The only positive is the use of AI for language translation tasks, and even then, significant human input and direction is essential (which is part of what students need to learn.)"
4. **Task Support and Efficiency:** Some faculty see AI as a tool to make certain tasks more efficient or provide supplemental support.
 - "task support"
 - "AI Detection has been neglected, though I find myself interested in utilizing AI for efficiency improvement on admin-related tasks. I think it might be helpful to generate some "We used AI for these purposes" statements, including AI-generated emails, like even a small statement to include in email signatures. Being transparent feels like an important step in the ethics of AI-use."
 - "I am uncertain of AI's usefulness in my field, but I think it might help make more tasks more efficient that are typically tasks unrelated to essential learning steps in the course."
5. **Image Generation:** AI can be used for creating images and visuals, particularly in fields like art and architecture.
 - "Graphic generation for art and architecture; writing editing"
 - "Generating AI images for use in photo-montage creation in combination with student photography"
 - "Use in image creation/generation"

Section 2: Major Concerns Expressed by Faculty Respondents

Here are five major concerns expressed by faculty respondents, along with representative quotations:

1. **Impact on Critical Thinking and Writing Skills:** A significant concern is that AI will hinder the development of essential critical thinking and writing abilities.
 - "Absolutely critical thinking skills and communication in writing skills. Students in my opinion should have these foundational skills required of them with minimum to no AI input so that they are able to develop them independently and competently to use them in the future."

- "Students need to learn to think critically for themselves and in conversation with others, and I am concerned that AI will short-circuit this work and result in poor learning outcomes"
 - "Student reading, analysis, personal reflection, critical thinking, and writing development should NOT be outsourced to generative AI. Neither should faculty responses to student work, or mentoring and coaching of students. To do so fundamentally compromises the integrity of the teaching relationship."
2. **Loss of Human Interaction and Mentorship:** Faculty worry that AI will replace crucial human interaction and mentorship in the learning process.
 - "I'd hate to see education become like too many doctor's visits where the doctor's eyes are on the computer instead of on the person. I hope to never lose high-value face-to-face mentorship and guidance, especially for our upper division students."
 - "The connections and discoveries on the content in class. The discussions and opinions in class, and the human interaction. Creative writing I feel does not need AI assistance in the writing per se."
 - "Relational aspects of teaching."
 3. **Misunderstanding of Humanities Perspectives:** Faculty in the humanities feel their perspectives on writing and thinking are being overlooked or misunderstood.
 - "Writing. I feel like humanists mean something VERY different from many scientists when we talk about writing (at least I do, as both a humanist and an author of personal essays where the writing, as craft, is a major part of the point)."
 - "I feel that, as always, humanists are being misunderstood and overlooked."
 - "You need to include people in the humanities if you're going to do all these AI conferences and workshops. It is shocking that Lehigh has mainly asked faculty from outside humanities disciplines about generative AI as "art," but not asked people who specialize in its creation."
 4. **Ethical Concerns and Potential Harms:** There are worries about ethical implications, potential harms, and the lack of critical discussion surrounding AI.
 - "I think the general view of the benefits of AI are overshadowing the harms that generative AI is providing to students as we speak, and the ethical responsibilities that correspond to AI usage as a student are not being discussed enough."
 - "I would like more engagement with the critiques of generative AI as mostly junk: what is this actually able to do that individuals cannot do?"
 - "More attention needs to be paid to the potentially damaging effects of AI, and AI-detection tools should be standard in the current educators toolkit."
 5. **Concerns about AI Detection and Intellectual Property:** Faculty are concerned about the difficulty of detecting AI-generated work and protecting intellectual property.
 - "More discussion on protection of intellectual property especially for designers and artists."
 - "AI Detection has been neglected..."
 - "I'd like to see more discussions on AI detection services to help balance AI@Lehigh."

Gemini Data Analysis:

I've analyzed the average levels of concern for various issues related to generative AI in academic work, grouped by how often respondents use these tools. Now, I'll summarize the key takeaways, focusing on the trends observed for those who answered 'Sometimes' compared to other groups.

Key Takeaways:

1. Plagiarism and Academic Dishonesty:

- Respondents who use generative AI 'Sometimes' have an average concern level of 2.5, which is slightly lower than those who 'Never' use it (2.65) and those who use it 'Rarely' (2.68).
- Those who use AI 'Often' (2.64) also show a similar level of concern.
- The 'Very Often' users exhibit the lowest average concern (2.24) regarding plagiarism and academic dishonesty.

2. Diminished Critical Thinking and Problem-Solving Skills:

- The 'Sometimes' group's average concern is 2.56, lower than the 'Never' group (2.93) and the 'Rarely' group (2.76).
- 'Often' users have a lower average concern (2.46), and 'Very Often' users have the lowest (2.21).

3. Loss of Foundational Knowledge or Skills:

- 'Sometimes' users' average concern is 2.33, notably lower than 'Never' users (2.77) and 'Rarely' users (2.71).
- 'Often' users show a lower concern (2.07), and 'Very Often' users have a similar level (2.24).

4. Accuracy of AI-Generated Content:

- The 'Sometimes' group's average concern is 2.52, similar to 'Often' users (2.36) but lower than 'Never' (2.70) and 'Rarely' (2.71) users.
- 'Very Often' users have a lower average concern (2.21).

5. Bias in AI-Generated Content:

- 'Sometimes' users have an average concern of 2.29, lower than 'Never' (2.58) and 'Rarely' (2.59) users.
- 'Often' users have a slightly higher concern (2.46), while 'Very Often' users have the lowest (2.00).

6. Equity and Access Issues:

- The 'Sometimes' group's average concern is 1.96, lower than 'Never' (2.42) and 'Rarely' (2.42) users.
- 'Often' (2.54) and 'Very Often' (1.93) users show varying levels of concern.

7. Difficulty in Assessing Student Learning:

- 'Sometimes' users' average concern is 2.25, lower than 'Never' (2.53) and 'Rarely' (2.64) users.
- 'Often' users have a similar concern level (2.25), while 'Very Often' users have the lowest (2.00).

8. Negative Impact on the Faculty-Student Relationship:

- The 'Sometimes' group's average concern is 1.77, lower than 'Never' (2.28) and 'Rarely' (2.11) users.
 - 'Often' (1.61) and 'Very Often' (1.55) users also show lower levels of concern.
9. **Negative Effect on the Future of Work:**
- 'Sometimes' users have an average concern of 2.10, lower than 'Never' (2.47) and 'Rarely' (2.26) users.
 - 'Often' (2.04) and 'Very Often' (1.79) users also exhibit lower concern.
10. **Environmental Impact:**
- The 'Sometimes' group's average concern is 1.88, lower than 'Never' (2.26) and 'Rarely' (2.11) users.
 - 'Often' (2.00) and 'Very Often' (1.86) users show similar levels of concern.
11. **Other Concerns:**
- The 'Never' group mentioned concerns about climate impact, job replacement, overemphasis on measurable productivity, and broader societal impacts.
 - The 'Rarely' group raised ethical issues related to intellectual property and ontological impacts.
 - The 'Sometimes' group noted concerns about the aesthetic of graphics becoming too binary and the resistance to adopting AI instead of teaching responsible use.

Overall Trend:

Generally, as the frequency of generative AI tool use increases (from 'Never' to 'Very Often'), the average level of concern across most of the listed issues tends to decrease. The 'Sometimes' users often exhibit concern levels that fall between those who 'Never' or 'Rarely' use AI and those who use it 'Often' or 'Very Often'. This might suggest that familiarity and more frequent interaction with these tools could lead to a slightly reduced perception of the associated risks or a different understanding of how these risks manifest.

It's important to note that these are average trends, and individual levels of concern can vary. The open-ended responses also provide valuable context regarding specific worries that might not be fully captured by the scaled concern questions.



Default Question Block

This survey invites Lehigh faculty to share their perspectives on topics related to Generative AI at Lehigh University.

Your participation will directly contribute to our recommendations on how best to support faculty, staff, and students in the effective and ethical use of generative AI in education, research, and university operations at Lehigh. The survey should take approximately 10 minutes to complete.

Your name will not be associated with your responses in any of our reports or recommendations. However, at the end of the survey you can opt in if you are willing to be contacted with follow-up information or opportunities related to your responses.

If you have any questions, please do not hesitate to reach out to me or any other member of the Generative AI Advisory Group.

Thank you for your time and contribution.

Sincerely,

Greg Reihman, Vice Provost, Library and Technology Services,

How often do you use generative AI tools in your work at Lehigh?

- ☐ Never
- ☐ Rarely (a few times a month)
- ☐ Sometimes (a few times a week)
- ☐ Often (roughly daily)
- ☐ Very Often (AI tools are a regular part of my daily work)

For each of the following uses of AI in teaching, please indicate whether you:

- Are already using
- Would considering using/are curious about
- Would not use

	already using	would consider using / am curious about	do not use / would not consider using
Administrative Task Automation: AI streamlines time-consuming tasks such as drafting emails, scheduling office hours, organizing course materials, or preparing reports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improved Writing and Editing Support: AI helps refine or proofread teaching materials and instructional documents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Automated Content Creation: AI assists in generating lecture notes, slides, case studies, or discussion prompts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhanced Assessment Design: AI helps create quizzes, exams, and grading criteria.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personalized Feedback Generation: AI assists in drafting individualized feedback on assignments, helping faculty provide timely and detailed responses to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Efficient Curriculum Development: AI analyzes course materials, suggests improvements, and redesigns syllabi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	already using	would consider using / am curious about	do not use / would not consider using
Adaptive Teaching Strategies: AI analyzes student engagement and performance data, suggests adjustments to instructional methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhanced Research Integration in Teaching: AI summarizes and extracts key insights from research papers or suggests relevant papers for faculty to provide to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Agentic AI: In one or more assignments, agentic AI automatically assigns grades and sends students feedback, streamlining assessment processes for instructors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other <div></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For each of the following uses of AI in teaching, please indicate whether you:

- Already recommend/require for your students
- Would consider doing so
- Would not recommend for my students

	Already recommend/require	Would consider recommending/requiring	Would not recommend for my students
Personalized Tutoring & Study Assistance: Students prompt AI to get instant explanations, summaries, or alternative explanations of complex topics, acting as an on-demand tutor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language and Communication Development: Students ask AI for help with grammar correction, language translation, or basic written communications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhanced Writing and Research Support: Students use AI to brainstorm ideas, structure essays, refine writing, and locate relevant research sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improved Problem-Solving Skills: Students prompt AI to breakdown complex problems or generate step- by-step explanations tailored to individual learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adaptive Learning Experiences: Students prompt AI-powered tools to recommend study plans, quizzes, and resources based on a student's learning pace and comprehension levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Already recommend/require	Would consider recommending/requiring	Would not recommend for my students
Instant Feedback on Assignments & Self- Assessment: Students prompt AI to analyze their work and provide immediate feedback on clarity, accuracy, and structure, helping students improve before final submission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative Idea Generation & Critical Thinking: Students prompt AI for help brainstorming and exploring diverse perspectives on projects, essays, and case studies; use AI to review a document, suggest what is missing etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prompt Engineering Improvement: Students prompt AI to offer guidance on how best to prompt AI to get more useful responses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time Management & Productivity Support: AI helps students with scheduling, summarizing readings, and generating to-do lists, and creating study guides.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other <div></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In your opinion, what is the most promising use of generative AI for teaching and learning in your discipline in the near future (1–3 years)?

How concerned are you about the following as a result of generative AI use in academic work?

	Not concerned	Somewhat concerned	Very concerned
Plagiarism and academic dishonesty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diminished critical thinking and problem-solving skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Loss of foundational knowledge or skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy of AI-generated content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bias in AI-generated content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Equity and access issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty in assessing student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not concerned	Somewhat concerned	Very concerned
Negative impact on the faculty-student relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negative effect on the future of work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environmental impact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify): <div></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What is one important aspect of your teaching or your students’ learning that you believe should **not** involve generative AI?

For each of the following uses of AI in your research, scholarship, or creative work, please indicate whether you are

- Already using
- Not using but are open to exploring

-Would not use

	not relevant to my work	Already using	Not using but open to exploring	Would not use
Literature Review and Summarization: Using AI to find or rapidly analyze and summarize large volumes of research papers, helping faculty identify key findings, gaps in existing research, and relevant sources for citation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data Analysis and Interpretation: Using AI to assist with statistical analysis, pattern recognition, or trend forecasting, helping process and interpret complex datasets more efficiently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	not relevant to my work	Already using	Not using but open to exploring	Would not use
Grant Proposal and Manuscript Writing Support: Using AI to help draft, refine, and optimize research proposals, journal articles, or funding applications, improving clarity, coherence, and alignment with grant requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hypothesis Generation and Experimental Design: Using AI to suggest potential research questions, generate hypotheses based on existing knowledge, and assist in designing experiments or simulations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multimodal Data Processing and Visualization: Using AI to automate the processing of large datasets, generate visual representations (such as graphs, charts, or heat maps), and translate raw data into meaningful insights more effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	not relevant to my work	Already using	Not using but open to exploring	Would not use
Co-creation of Artistic or Creative works: Using AI to assist in artistic or creative work (perhaps generating ideas, composing or refining musical scores, creating visual art pieces, assisting in design), creating works that can then be refined and incorporated into their artistic or creative projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Lehigh provides a number of generative AI tools and professional development opportunities for faculty (guidance pages, academic talks, workshops, seminars, Teaching and Learning Symposium, the AI@Lehigh Summit, etc) related to generative AI.

Are these meeting your needs?

What else, if anything would you find helpful? (Select all that apply)

- ☐ The AI tools Lehigh currently provides--or free versions I find--are meeting my needs.

- ☐ I currently use paid-versions of generative AI tools, beyond what Lehigh provides
- ☐ I'd prefer discounted access to paid-versions of generative AI tools
- ☐ The professional development opportunities Lehigh provides are meeting my needs
- ☐ I'd prefer more or different visiting speakers on this topic
- ☐ I'd prefer more or different workshops, training, and hands-on seminars
- ☐ I'd prefer more or different guidance documents and best practices
- ☐ I'd prefer more or different self-paced online learning opportunities
- ☐ I'd prefer more or different opportunities for discussions / communities of practice with colleagues
- ☐ I think my department/program/team would be interested in AI workshops and tools tailored to our needs
- ☐ Other (please specify):

What is your view on the pace of AI adoption at Lehigh in the following areas?

	we are moving too slowly	we are moving at just about the right pace	we are moving too quickly
In your department/program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In your college/unit/stem (e.g., CAS, COB, COE, COH, RCEAS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In administrative or operational uses, generally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	we are moving too slowly	we are moving at just about the right pace	we are moving too quickly
In education, generally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In research, generally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Across Lehigh as a whole	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How strongly do you agree or disagree with the following statement: Lehigh should establish an institutional initiative or home to further develop artificial intelligence research and education?

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

Please share any comments, perspectives, or recommendations you would like to share with the Generative AI Advisory Committee about the role of generative AI at Lehigh.

What is your primary affiliation at Lehigh?

- ☐ CAS- Natural Sciences and Mathematics
- ☐ CAS- Social Sciences
- ☐ CAS- Arts and Humanities
- ☐ COB-College of Business
- ☐ COE-College of Education
- ☐ COH-College of Health
- ☐ RCEAS-Rossin College of Engineering and Applied Science

May we contact you with information about tools or professional development opportunities based on your responses?

- ☐ Yes
- ☐ No