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Faculty and Student Perceptions of Generative AI Use, ChatGPT and Academic Integrity: Connecting Findings to Assessment Redesign

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Early View

Abstract: This study examines faculty and student perceptions of generative artificial intelligence (GenAI), particularly ChatGPT, and its implications for academic integrity and assessment design in higher education. Using a cross-sectional survey design, quantitative and qualitative data were collected from 82 faculty and 190 students to explore attitudes, experiences, and practices related to AI use. Findings indicate broad recognition of GenAI's potential to enhance learning efficiency and feedback, alongside concerns about academic dishonesty and the erosion of critical thinking and writing skills. From an assessment perspective, these concerns highlight the importance of designing tasks that make students' reasoning and learning processes visible. Based on the findings, the study proposes a learning improvement plan that links evidence to actionable strategies. The study concludes that sustainable integration of generative AI in higher education requires rethinking assessment practices toward authentic, process-oriented approaches that uphold academic standards while leveraging AI to support learning outcomes.

Keywords: generative AI, ChatGPT, academic integrity, faculty perceptions, student perceptions, higher education, assessment design

Introduction

Text-based generative AI tools such as ChatGPT (released in late 2022) have quickly become both valuable learning aids and sources of concern in higher education. Their capacity to generate human-like text has raised questions about academic integrity, including plagiarism, cheating, and the validity of student work (Karkoulian et al., 2024; Ortiz-Bonnin & Blahopoulou, 2025). Institutions have responded unevenly, some updating academic integrity policies or offering AI training, others temporarily banning these tools (Blahopoulou & Ortiz-Bonnin, 2025). Both students and faculty are now navigating the ethical and pedagogical implications of AI-assisted coursework. Research also documents a longstanding perception gap: faculty typically define misconduct broadly, while students tend to identify only the most explicit violations (Lund et al., 2025). Such discrepancies have historically complicated academic integrity efforts and now serve as a backdrop to contemporary debates about AI.

The rapid adoption of ChatGPT has intensified these issues. With more than 100 million users shortly after release (Ortiz-Bonnin & Blahopoulou, 2025), generative AI has become integrated into student practices, presenting a paradox for educators: the same tools that may facilitate cheating can also enhance learning when used appropriately. Emerging studies show that both faculty and students

acknowledge AI's benefits, yet express concerns about fairness, transparency, and potential erosion of core skills. Understanding these perspectives is critical for preserving assessment validity in the AI era. At the same time, higher education carries a parallel obligation to innovate, ensuring that its teaching remains relevant in a landscape where AI fluency is increasingly essential for professional and civic life. Avoiding or minimizing generative AI may preserve traditional assessment practices but risks leaving students underprepared for workplaces where such tools are pervasive. This tension further complicates the dilemma facing institutions: they must safeguard academic integrity while also embracing innovations necessary to prepare graduates for an AI-enabled future.

Faculty attitudes toward generative AI will shape teaching practices, expectations for ethical use, and the redesign of assessments (Smolansky et al., 2023). Students, meanwhile, seek clearer guidance, as many assessments were not constructed with modern AI capabilities in mind. Examining both groups' perceptions can illuminate shared concerns, reveal areas of discrepancy, and inform institutional conversations about responsible use.

This study adopts an assessment-for-learning approach, aligning survey constructs with the institution's undergraduate Institutional Learning Outcomes (ILOs): Critical Thinking, Written Communication, and Information Literacy (including ethical and transparent use of tools). Perceptions of generative AI are treated as contextual factors that can guide the design of assignments and also support that student work continues to authentically demonstrate these outcomes.

Theoretical Foundations

The integration of the Technology Acceptance Model (TAM) and the Academic Integrity Framework provide a comprehensive lens to examine the intersection of artificial intelligence (AI) and academic integrity in higher education.

The Technology Adoption Model (TAM), developed by Davis (1986, 1989), is a theoretical framework that explains how users come to accept and use technology. It theorizes that two main factors, perceived usefulness (the degree to which a person believes that using a system will enhance their performance) and perceived ease of use (the degree to which a person believes that using the system will be free of effort), determine an individual's intention to use technology (Davis, 1989). The model was later expanded into TAM2 (Davis & Venkatesh, 1996), which incorporated additional social influence and cognitive instrumental processes, such as subjective norms, image, job relevance, output quality, and result demonstrability, to better predict technology adoption in organizational contexts. As a theoretical framework, TAM and TAM2 can be applied to understand faculty and student attitudes toward generative AI by examining how useful and easy they perceive such tools to be for teaching, learning, and research. Furthermore, the model can help predict their likelihood of adopting and integrating GenAI based on social and contextual factors, such as institutional norms, peer influence, and alignment with academic goals. This offers valuable insights into strategies that can foster responsible and effective AI adoption in higher education.

The Academic Integrity Framework, initially developed by McCabe and Trevino (1993) and McCabe et al. (2006) emphasizes that academic integrity is shaped not only by individual moral reasoning but also by institutional culture, social norms, and contextual factors within the educational environment. Their

research highlights that students' ethical behavior is influenced by peer behavior, faculty attitudes, and the strength of institutional policies that promote integrity. Integrating this framework with the Technology Adoption Model (TAM) allows for a comprehensive examination of how AI awareness, adoption, and ethical considerations intersect academic settings. By combining the cognitive and behavioral focus of TAM with the moral and social dimensions of the Academic Integrity Framework, this conceptual model explores how students' perceptions of AI's usefulness and ease of use, alongside social and institutional pressures, shape their attitudes toward ethical AI engagement. Together, these frameworks provide a lens to analyze the interplay between AI adoption, student behavior, and institutional integrity policies, offering insights into how universities can promote both technological innovation and ethical responsibility in the age of generative AI.

Student Perspectives on Gen AI and Academic Integrity

Recent studies indicate that many higher education students are already experimenting with generative AI, though usage varies across contexts. A global 2023 survey spanning 91 countries found that over 60% of university students had used ChatGPT for some aspects of their education (Ortiz-Bonnin & Blahopoulou, 2025). A focused study in Spain similarly reported widespread use for both academic and personal purposes, with students valuing ChatGPT's accessibility and efficiency for tasks such as brainstorming, obtaining instant answers, and drafting writing (Blahopoulou & Ortiz-Bonnin, 2025). In a Hong Kong sample of 399 students, perceptions were similarly positive, particularly regarding personalized support, writing help, and research assistance (Chan & Hu, 2023). Collectively, these studies show that generative AI is quickly becoming normalized in student learning routines.

Despite these benefits, students are also aware of ethical concerns. A multi-campus U.S. survey found that most students agreed that submitting AI-generated text as original work violates academic integrity policies (Petricini et al., 2024). Lund et al. (2025) further found that students distinguish between degrees of AI use: fully AI-written assignments are viewed as major misconduct, whereas limited assistances such as outlining or grammar correction are perceived as less severe. Students also express concerns about fairness, as many do not want peers gaining advantages through undisclosed AI use. Ethical orientation matters: students with stronger personal disapproval of cheating report lower frequency of AI use and lower intention to rely on such tools (Ortiz-Bonnin & Blahopoulou, 2025).

Other studies reveal pragmatic strategies students use to balance AI assistance with perceived academic integrity. Karkoulian et al. (2024) found that many students paraphrase AI-generated content before submission, viewing it to incorporate AI help while avoiding plagiarism detection or ethical violation. Students in that study often described rewording outputs into their own voice and verifying content accuracy. Some used additional paraphrasing tools, such as QuillBot, believing this made AI-assisted work more acceptable. These students also emphasized a need for clearer institutional guidance and encouraged faculty to design assignments that require personal engagement and critical thinking—areas where AI cannot easily substitute for student effort.

Emerging evidence also suggests growing polarization between AI users and non-users. In the Spanish study, students who had experience with ChatGPT held more favorable views of integrating AI into coursework, whereas non-users were more skeptical or advocated for stricter bans (Blahopoulou & Ortiz-Bonnin, 2025). While experienced users tend to emphasize AI's practical benefits, non-users

often express concerns about fairness, academic decline, or ethical ambiguity. This division underscores the importance of involving students in institutional policymaking and providing clear guidance on responsible use.

Across these studies, students are not uniformly enthusiastic adopters or would-be cheaters. Rather, their attitudes are shaped by personal ethics, perceived detection risks, and the clarity of institutional expectations. Many students want to use AI constructively but also want reassurance that their use aligns with academic norms. These findings highlight the need for AI literacy education that clarifies acceptable practices, promotes transparency, and ensures that generative AI enhances rather than undermines authentic learning.

Faculty Perspectives on Generative AI and Concerns for Assessment Integrity

Faculty reactions to generative AI generally combine caution, concern, and tentative acceptance. Across studies, instructors express strong apprehension about plagiarism and the erosion of academic honesty, although many also acknowledge potential instructional benefits. Alsharefeen and Al Sayari's (2025) international survey of 71 faculty across 37 countries found broad agreement that AI-generated plagiarism poses a serious threat, with faculty viewing direct copy-and-paste use as the most severe form of misconduct. Lower severity uses, such as idea generation or light editing, were seen as less problematic, though still requiring oversight. Similar to student views, faculty recognize a hierarchy of AI-related misconduct but tend to adopt a more restrictive stance overall.

Faculty also widely report feeling unprepared to address AI-enabled cheating. Studies have documented a lack of confidence in enforcement procedures, unclear institutional policies, and limited administrative support (Aljanahi et al., 2024; Alsharefeen & Al Sayari, 2025). Even where institutions have updated integrity policies, faculty often perceive them as only moderately effective. The difficulty of detecting AI-generated text compounds these concerns, as current detection tools generate false positives and false negatives, leaving instructors uncertain about how to proceed when suspicions arise. In the UAE case study, lower faculty response rates to GenAI cheating scenarios indicated hesitancy rooted in ambiguity rather than indifference (Alsharefeen & Al Sayari, 2025).

Despite these challenges, faculty perspectives are not exclusively punitive. Many express a preference for educational interventions over strict penalties. Alsharefeen and Al Sayari (2025) found strong faculty support for teaching students about ethical AI use, clarifying expectations, and improving assignment design. Rather than banning AI tools, many instructors advocate for structured integration with clear guidance. Karkoulian et al.'s (2024) interviews similarly revealed that faculty prefer requiring citation, paraphrasing, and evidence of critical synthesis when AI is used. These instructors viewed undisclosed or verbatim use as plagiarism but acknowledged that generative AI is now embedded in academic and professional contexts, making prohibition ineffective.

Faculty are increasingly experimenting with pedagogical adaptations to uphold assessment integrity. These include revising assignments to be more authentic and less susceptible to AI substitutions such as in-class writing, personalized prompts, reflective components, and oral defenses. Some educators incorporate AI directly into instruction, using it to model writing processes, generate examples, or support non-native English speakers, while emphasizing that AI should supplement rather than replace

student thinking. A recurrent theme is the need for institutional support through training, policy clarity, and investment in tools that promote transparency.

Faculty also reflects on the broader implications of AI for teaching roles and disciplinary norms. While some worry about diminished instructor influence or dehumanization of education (Chan & Tsi, 2024), others view AI as part of a historical trajectory of technological integration like calculators or the internet (Kim et al., 2025). In these accounts, academic integrity principles—honesty, attribution, and genuine learning effort—remain central, even as the tools available to students evolve.

Overall, the literature portrays faculty as highly concerned about AI-enabled misconduct but also proactive in seeking balanced solutions. While they share with students the belief that undisclosed AI-written work is cheating (Petricini et al., 2024), faculty emphasize the need to redesign assessments, improve policy frameworks, and involve students in building norms for responsible AI use. Their perspectives highlight both the difficulties and opportunities involved in sustaining trust and assessment validity in an era of rapidly advancing generative tools.

Our current study aims to further explore these themes, and contribute to this emerging body of literature that compare faculty vs. student perspectives, revealing where they align or diverge on AI and academic integrity, and use the findings to inform recommendations for better assessment of Institutional Learning Outcomes (ILOs) and authentic assessment practices that will align with their attitudes and experiences, while addressing both faculty and student concerns. The following research questions guide our paper:

RQ 1: What are the general attitudes and perceptions of faculty and students regarding the use of AI in education?

RQ 2: What are faculty and students' experiences with using ChatGPT?

RQ 3: What are faculty and students' perceptions regarding Generative AI, academic integrity, and appropriate academic use of this technology in their classroom?

The results of this study will help us deepen our understanding of faculty and student perceptions of the use of generative AI in the classroom and academic integrity and connect them to broader outcome concerns like policy development, cheating detection, assessment design, and trust in educational validity.

Methods and Procedures

We used a cross-sectional survey of students and faculty at a small private university in Honolulu, Hawaii, using separate survey instruments for each group, to examine gaps between perceptions of generative AI and its use in education, as well as differences between student and faculty perceptions that may be shaped by their attitudes and experiences with generative AI. Participants were recruited from students and faculty at a small private university in Honolulu, Hawaii that offers undergraduate, graduate, and doctoral programs. Two similar survey instruments were used, one for faculty, and one for students. Most items were in common, with a small number of different items targeted for each group. We used the survey to capture students' and faculty members' attitude, perceptions and usage of generative AI. Invitations to participate in the surveys for faculty were sent to all faculty members (including both adjunct faculty and full time), and invitations to participate in the surveys for students

were sent to all students (undergraduate and graduate students) at the institution using the university's email. The surveys themselves were published using Google Forms. After the initial survey emails were sent, three emails reminding participants to respond were sent, beginning after approximately one week. Participants were made aware of the purpose of the study, their roles, and the nature of their participation. They were informed that their participation was voluntary, and they were free to withdraw from the study at any time without facing any consequences. A link to the Google form containing the informed consent and details of ethical considerations was provided for the participants before they proceeded to the survey questions. IRB approval was obtained prior to the dissemination of the surveys. The survey was conducted during the spring 2024 for approximately 12 weeks.

Instrumentations used in the surveys (Appendix) were adapted from items in Faculty Survey of AI Perceptions and Student Survey of AI Perceptions survey instruments created by Petricini et al. (2024). Items in the two questionnaires captured faculties' and students' attitudes, perceptions, experiences, and use cases of generative AI such as ChatGPT and whether their uses are perceived as cheating. All Likert scale items asked participants to rate their level of agreement with the given statement from 1 (strongly disagree) to 5 (strongly agree). Questionnaires contained four sections: Section 1 consisted of 16 Likert scale questions and one open-ended question about participants' attitudes and perceptions of generative AI; Section 2 contained five selected response questions and one open-ended question about participants' experiences with ChatGPT; Section 3 consists of 11 selected response questions and two open-ended questions about participants' perceptions on generative AI, academic integrity and classroom use; and Section 4 asked for participants' demographic information. Open-ended questions were framed to allow participants to elaborate further and explain their concerns and perceived benefits of using the said tools.

Descriptive Statistics were used to estimate characteristics of population and to summarize quantitative data (Nick, 2007). Specifically, we calculated frequency counts, means, and standard deviations. When comparing faculty and student responses to identical Likert-scale items, Welch's t-tests were used to compare differences in means. Standard errors of the mean (SEM) are reported for all comparative analyses. Qualitative data from open-ended responses were analyzed using thematic analysis to identify recurring patterns and themes relevant to the study's research questions. Coding focused on perceptions of AI's benefits, perceived risks, classroom uses, and implications for academic integrity.

The combination of quantitative and qualitative approaches provided a comprehensive picture of how the campus community perceives generative AI. Quantitative results allowed comparison of trends across subgroups, while qualitative responses enriched interpretation by revealing underlying concerns, rationales, and expectations. Together, these data inform recommendations for assessment design, AI literacy instruction, and the development of transparent, ethically grounded guidelines for AI use in academic settings.

Results

Respondent Demographic Information

We sent out invitations to the faculty survey to 841 faculty members (full time and adjunct faculty) and received 82 responses. We have a response rate of approximately 10% for the faculty survey.

We also sent out invitations to the student survey to 9,686 students (undergraduate and graduate) and received 190 responses. For the student survey, we have a response rate of approximately 2%. Table 1 shows a breakdown of the demographics of the survey participants.

Table 1

Survey Participant Demographic Data

	Faculty (n=82)				Students (n=190)			
Gender	Male	Female	Other		Male	Female	Other	
	43%	43%	14%		28%	60%	12%	
Age Range	25-39	40-59	60+	Other	18-24	25-39	40-59	Other
	23%	45%	20%	12%	57%	24%	12%	7%
Race / Ethnicity	Caucasian	Asian	Other		Caucasian	Asian	Other	
	54%	16%	30%		38%	16%	46%	

Faculty-Specific Information

Highest Level of Education	Doctoral	Master's	Other
	65%	26%	9%

Role	Professor	Associate Professor	Assistant Professor	Adjunct Instructor	Full Time Instructor	Other
	11%	11%	23%	34%	12%	9%

Disciplinary Background	Applied	Humanities	Social Sciences	STEM	Others
	34%	18%	17%	18%	13%

Years at University	< 1 Year	1-3 Years	4-6 Years	> 7 Years	No Response
	22%	26%	17%	33%	2%

Course Modality	Face-to-Face	Online	Hybrid
	43%	29%	28%

College Association	COB	CLA	CNCS	CPS	GCHS	SON	No Response
	2%	34%	16%	17%	15%	11%	5%

Programs Primarily Taught	Associates	Bachelors	Masters	Doctorate	Other
	8%	48%	25%	12%	7%

Student-Specific Information

First-Generation College Student?	Yes	No	Other
	25%	66%	9%

Military-Affiliated Student?	Yes	No	Other
	32%	56%	12%

Academic Classification	Freshman	Sophomore	Junior	Senior	Graduate Student	Others

	15%	13%	26%	17%	25%	4%
Course Modality	Face-to-Face		Online		Hybrid	
	46%		36%		18%	
College Association	COB	CLA	CNCS	CPS	GCHS	SON	No Response
	15%	23%	18%	19%	6%	14%	5%
Degree Being Pursued	Bachelor's		Master's		Doctorate		Others
	65%		19%		7%		9%

Section I. Attitudes and Perceptions of Faculty and Students towards AI

Section I of the survey examined the attitudes and perceptions of faculty and students. There were 17 questions in this section, all but one of which was identical. The single question that was slightly different was question 13, which asked about the use of AI in grading assignments. For faculty, the question asked the degree to which the respondent trusted AI in grading assignments and assessments for their courses, whereas for students, the question asked the degree to which students trusted AI in grading their work. The questions are shown in Table 2:

Table 2

Survey Section 1 Items

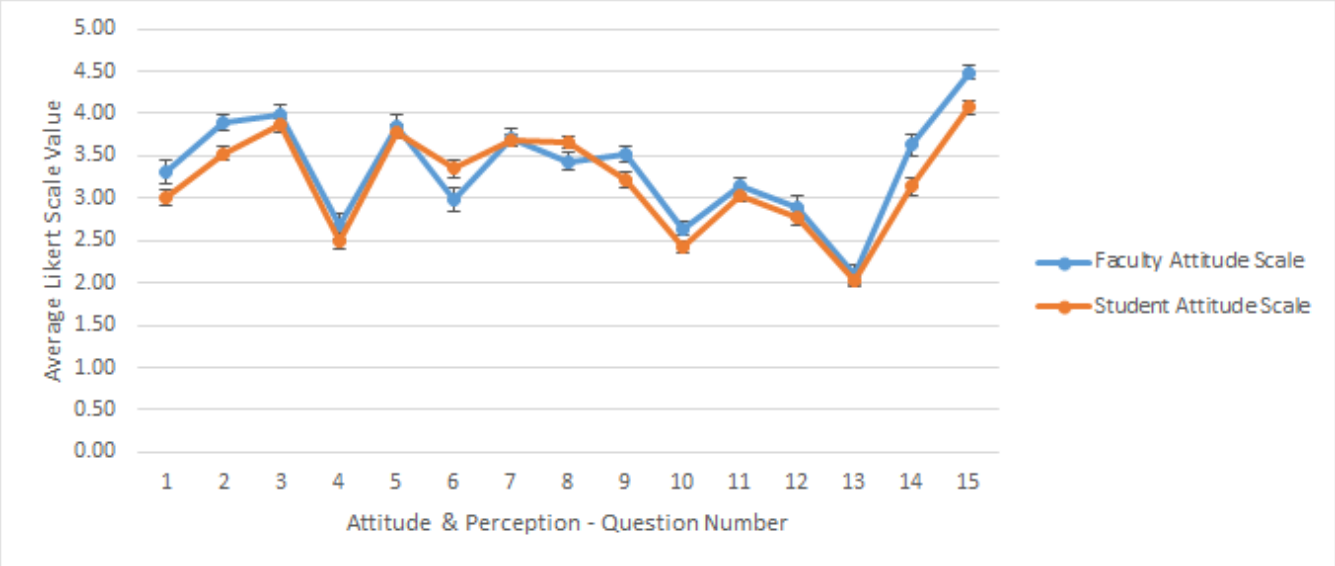
Section 1: Attitudes and Perception of Generative AI		
1.01	Artificial intelligence (in the form of text and image generation) could be dangerous for students.	
1.02	Student use of AI text generation tools to complete coursework is prevalent in higher education.	
1.03	Students' use of AI text generation tools to complete coursework is inevitable.	
1.04	Something must be done to stop the use of AI by students.	
1.05	Artificial Intelligence has value in education.	
1.06	Students should not be restricted from using AI for coursework.	
1.07	The use of AI in education is very prevalent.	
1.08	AI is used in education for good and helpful reasons.	
1.09	AI is misused in education.	
1.10	Instructors misuse AI in academic settings.	
1.11	Instructors use AI well in academic settings.	
1.12	I would feel confident knowing an instructor was using an AI created syllabus.	
1.13	Faculty I trust AI in grading my assignments and assessments for my courses.	Student I trust AI in grading my assignments and assessments for my courses instead of my instructor.
1.14	Use of AI text generation tools to complete coursework violates academic integrity policies at the University.	
1.15	Students will need to be taught how to use AI text generation tools appropriately.	

1.16	How do you think Generative AI will impact: a) Critical Thinking b) Problem Solving c) Teamwork d) Self-Efficacy e) Test Anxiety f) Academic Performance g) Intrinsic Motivation h) Student Engagement
1.17	How do you think AI tools like ChatGPT will impact the future of your discipline? (open ended)

Of the 17 questions, the first 15 required a response on a Likert scale between 1 and 5, with the lower value corresponding to the degree of disagreement with the statement and a high value indicating the level of agreement with it. Figure 1 below shows the average Likert value with standard errors for faculty (blue) and students (tan).

Figure 1

Graph of the Average Likert Scale Value for Each Question in Section I of the Survey



Note: The error bars show the standard error for each data point.

These 15 questions can be categorized according to the respondents' attitude toward AI:

- **Positive** - Questions posed in such a way that high Likert scale corresponds to a positive attitude toward AI.
- **Negative** - Questions posed in such a way that high Likert scale corresponds to negative attitude toward AI.

- **Neutral** - Questions posed in a way such that the Likert scale provides no information about the respondents' attitude toward AI.

The questions are categorized below in Table 3, together with the average scale values for faculty and students, in addition to the t-value of the difference between the average score for each question.

Table 3

Summary of the Mean Likert Scale Values for Faculty and Students and the t-value, Organized by Question Category (Positive, Negative, and Neutral)

Positive Questions		Average Scale Value		t-value
		Faculty	*Students*	
Q05	Artificial Intelligence has value in education.	3.85	3.78	-0.5
Q08	AI is used in education for good and helpful reasons.	3.44	3.66	1.6
Q11	Instructors use AI well in academic settings.	3.15	3.04	-1.0
Q12	I would feel confident knowing an instructor was using an AI created syllabus.	2.89	2.77	-0.7
Q13	I trust AI in grading my assignments and assessments for my courses.	2.10	2.03	-0.5
Negative Questions		Average Scale Value		t-value
		Faculty	*Students*	
Q01	Artificial intelligence (in the form of text and image generation) could be dangerous for students.	3.32	3.00	-1.9
Q04	Something must be done to stop the use of AI by students.	2.67	2.49	-1.0
Q09	AI is misused in education.	3.52	3.21	-2.4
Q10	Instructors misuse AI in academic settings.	2.64	2.42	-2.1
Q14	Use of AI text generation tools to complete coursework violates academic integrity policies at the University.	3.63	3.14	-3.0
Neutral Questions		Average Scale Value		t-value
		Faculty	*Students*	
Q02	Student use of AI text generation tools to complete coursework is prevalent in higher education.	3.89	3.53	-3.0
Q03	Students' use of AI text generation tools to complete coursework is inevitable.	3.99	3.86	-0.8
Q06	Students should not be restricted from using AI for coursework.	2.98	3.35	2.2
Q07	The use of AI in education is very prevalent.	3.72	3.68	-0.3
Q15	Students will need to be taught how to use AI text generation tools appropriately.	4.49	4.07	-3.4

Here are some prominent patterns discerned in the data:

- No significant difference was found between the average of the faculty and student responses for questions that expressed positive sentiments about AI in education.

- Faculty consistently scored higher than students in questions that expressed negative sentiments toward AI in education.
  Table 4 below gathers all responses with t-values (absolute value) greater than 2.

Table 4

Highlighting the Section 1 Survey Items with $|t| > 2$

Negative Questions		Average Scale Value		t-value
		Faculty	*Students*	
Q09	AI is misused in education.	3.52	3.21	-2.4
Q10	Instructors misuse AI in academic settings.	2.64	2.42	-2.1
Q14	Use of AI text generation tools to complete coursework violates academic integrity policies at the University.	3.63	3.14	-3.0
Neutral Questions				
Q02	Students use of AI text generation tools to complete coursework is prevalent in higher education.	3.89	3.53	-3.0
Q06	Students should not be restricted from using AI for coursework.	2.98	3.35	2.2
Q15	Students will need to be taught how to use AI text generation tools appropriately.	4.49	4.07	-3.4

The 16th item in the first section of the survey measures faculty and students' attitudes and perceptions on how they think Gen AI will affect learning outcomes and assessment. The question was a multiple-choice grid which asked respondents for the following question starter:

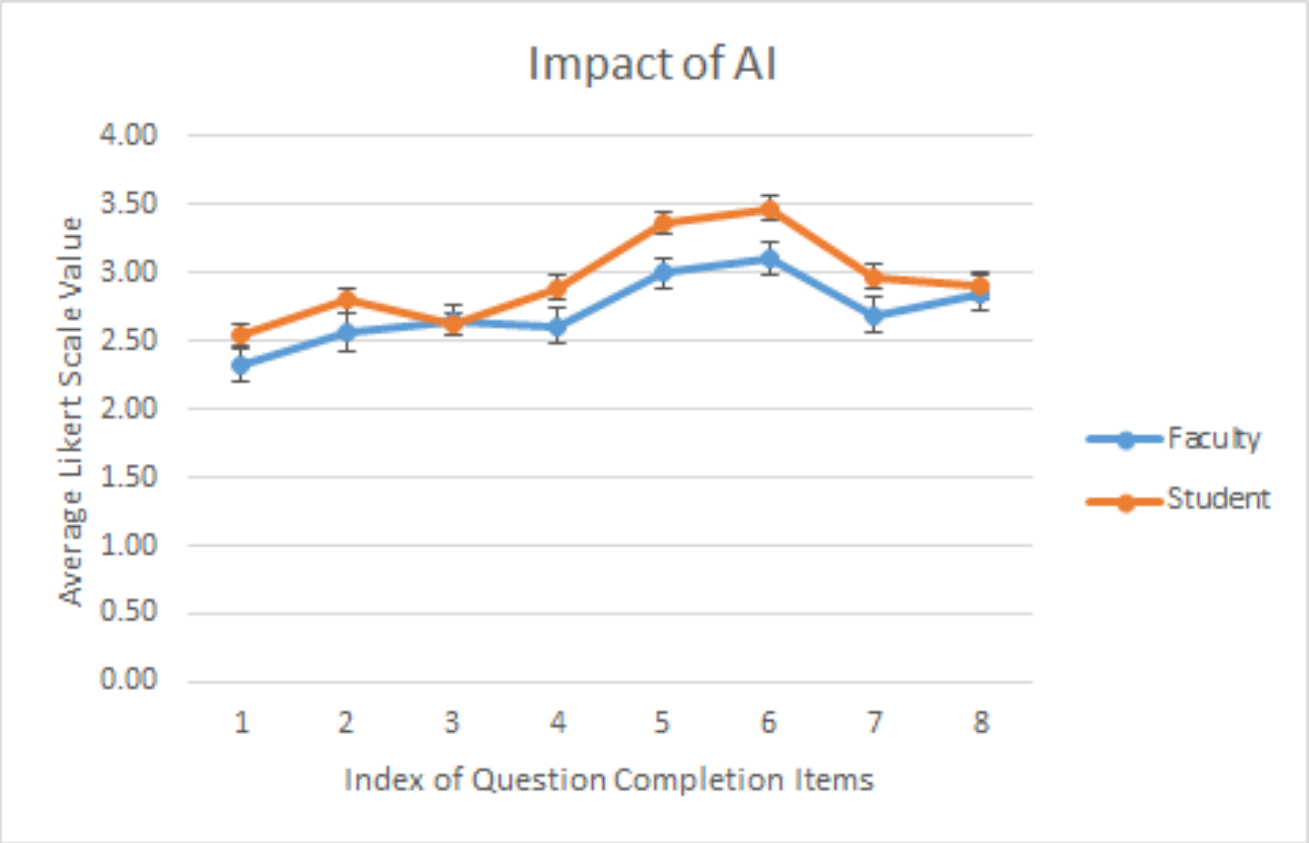
- *How do you think Generative AI will impact:*
  This was followed by the following list of completion choices:

1. Critical Thinking
2. Problem Solving
3. Teamwork
4. Self-Efficacy
5. Test Anxiety
6. Academic Performance
7. Intrinsic Motivation
8. Student Engagement

Respondents chose from a Likert scale spanning 1 through 5, with a 1 being "Extremely negative" and 5 being "Extremely positive." Figure 2 below show the average response value of the Likert scale for faculty and students.

Figure 2

The Mean Likert Scale Value from Faculty and Students for Section 1 Survey Item 16.



Note: The error bar shows the standard error of the mean (SEM).

Table 5 summarizes the numbers in the above chart and compares them. The mean scale score for the impact is higher for students compared to faculty in all but one area. The two areas with t-values higher than 2 were test anxiety and academic performance.

Table 5

The Mean Likert Scale Value from Faculty and Students, Difference between Them, the Combined SEM, and the t-value for Section 1 Survey Item 16

Question: *How do you think Generative AI will impact ____*	Mean		Difference in Mean	Combined Standard Error	t Value
	Faculty	*Student*			
Q16-a) Critical Thinking	2.33	2.54	0.20	0.16	1.31
Q16-b) Problem Solving	2.57	2.80	0.23	0.17	1.37

Q16-c) Teamwork	2.65	2.63	-0.03	0.14	-0.20
Q16-d) Self-Efficacy	2.61	2.89	0.28	0.16	1.75
Q16-e) Test Anxiety	3.00	3.37	0.37	0.14	2.60
Q16-f) Academic Performance	3.10	3.47	0.37	0.15	2.56
Q16-g) Intrinsic Motivation	2.69	2.97	0.29	0.16	1.84
Q16-h) Student Engagement	2.85	2.91	0.06	0.16	0.34

In summary, students were generally more optimistic than faculty about the effects of generative AI, but statistically reliable group differences emerged only for Test Anxiety (Q16-e) and Academic Performance (Q16-f) (both $t \approx 2.6$). By contrast, both groups rated Critical Thinking (Q16-a) and Problem Solving (Q16-b) below neutral (with faculty more negative), and Teamwork (Q16-c) was essentially the same—and not positive—across groups. Self-Efficacy (Q16-d) and Intrinsic Motivation (Q16-g) trended slightly higher for students, though the gains were modest, while Student Engagement (Q16-h) hovered near neutral for everyone. Taken together, perceptions cluster into a productive tension: respondents anticipate anxiety relief and performance boosts yet worry about erosion in higher-order reasoning and authentic collaboration.

Our findings are consistent with results found in perception-based studies in higher education with regards to generative AI's impact on learning, motivation and performance. Students and faculty agree that GenAI is a powerful cognitive scaffold for understanding and problem solving, but do not converge on whether this translates to genuine growth in critical thinking. Students frequently report that generative AI helps them understand complex material, generate ideas, explore alternatives, which they frame as supporting problem solving and sometimes critical thinking. Baria and Garg (2025) found that most students believe GenAI improves their efficiency, confidence, and ability to tackle complex problems, and encourages exploration of multiple solutions. Dogaru et al. (2025) suggested that students who perceive ChatGPT as useful for problem solving also report higher motivation and competence, and some develop habits of verifying uncertain information, an aspect of critical thinking. Mahama and Amadu (2025) reported that students see GenAI as a cognitive partner that boosts idea generation and "evaluative reasoning" while they still feel like the "driver" (i.e., they accept, refine, or reject AI outputs), which is an important qualitative sign of preserved or even enhanced critical agency.

However, students and faculty also worry that GenAI may erode critical/analytical skills when overused. Global survey data show that while students may think ChatGPT improves learning efficiency and chances of good grades, they rate it as "less useful" for developing critical thinking skills compared to other skills like AI literacy or content creation (Ravšelj et al., 2025). Faculty are more likely to interpret this as skill erosion or a threat to assessment validity (Ala et al., 2025; Razali, 2024). While faculty generally acknowledge benefits for efficiency, feedback, and idea generation, they worry that overreliance, uncritical acceptance of outputs, and reduced peer/instructor interaction may displace

the cognitive and social processes through which critical thinking and problem-solving skills are developed (Ala et al., 2025; Jahani et al., 2025; Malik et al., 2025; Razali, 2024; Tuikong & Wambua, 2025).

Section I, Q.1.17 asked participants the following open-ended question: How do you think AI tools like ChatGPT will impact the future of your discipline? A thematic analysis was performed, and 68% of faculty (56 out of 82) and 67% of students (127 out of 190) responded. The responses were categorized into the themes shown below in Table 6. Note that the responses often belonged to multiple categories, so the percentages added up to greater than 100%.

Table 6

Percentage of Responses Belonging in Identified Themes.

Attitude Toward AI	Theme	Faculty	Students
Positive	Productivity / Efficiency Benefits	29%	23%
	Learning support (brainstorming, explanations, tutoring)	20%	35%
	Teaching innovation / integration in curriculum	24%	16%
Negative	Cheating / plagiarism concerns	18%	15%
	Loss of critical thinking	20%	20%
	Decline in writing / communication skills	7%	9%
	Student laziness / overreliance	20%	30%
	Ethical / misinformation concerns	20%	20%
	Job displacement / workforce disruption	0%	8%
Neutral	Professional integration / workplace tool	18%	16%
	AI inevitability / technological transition	13%	15%
	Uncertainty / “too early to tell”	13%	15%

Faculty and student perspectives on AI tools like ChatGPT converge on the view that these technologies are reshaping both academic practice and disciplinary futures, though they emphasize different aspects of the change. Faculty generally frames AI as a potential catalyst for efficiency and productivity, reducing time spent on repetitive tasks like grading, documentation, and content creation, while also enabling richer classroom experiences through enhanced materials and discussion prompts. However, this optimism is tempered by serious concerns about academic integrity and the erosion of fundamental skills, particularly in liberal arts disciplines where critical thinking and writing are core.

Students similarly recognize AI's utility, particularly as a convenient support tool for brainstorming, organization, and stress reduction. They link its benefits to improved time management and academic confidence, but they also voice concerns about overreliance, loss of creativity, and diminished learning depth. Ethical worries parallel those of faculty, with calls for clear guidelines or even limits on AI use in certain fields. Across both groups, attitudes range from enthusiastic adoption to cautious skepticism, reflecting a shared recognition that AI will be a permanent but contested force in the future of education and professional practice. To assess the degree of positive, negative, and neutral attitudes, the responses were recategorized according to the following in Table 7:

Table 7

The Percentage of Respondents with Positive, Mixed, Negative, and Neutral Responses to Section 1 Survey Item 17

Attitude Category	Response Types	Faculty	Students
Overall Positive	Positive or positive and neutral	32%	24%
Overall Mixed	Both positive and negative	29%	34%
Overall Negative	Negative or negative and neutral	27%	32%
Overall Neutral	Only neutral	13%	11%

This shows that faculty had an overall mildly positive attitude, while students had a mildly negative attitude. One factor that contributes to this trend is the fact that no faculty mentioned job displacement and workforce disruption, while 8% of students mentioned this.

Section II. Faculty and Students' Familiarity and Usage of ChatGPT

Section II of the survey examined how faculty and students use generative AI in their respective roles in the university. The questions in this section are summarized in Table 8. We decided to ask specifically about ChatGPT assuming at the time the survey was sent (April 2024). that this is the most widely used and available platform, and anybody who uses Generative AI will be using ChatGPT.

Table 8

Section 2 Survey Items

Section 2: Experiences with ChatGPT	
2.A	How familiar are you with ChatGPT by OpenAI?
2.B	Have you made an account and used ChatGPT for any reason (personal or educational)?
2.C	Do you intend to create a ChatGPT account in the future?
2.01 - 2.10	In what ways have you used ChatGPT? (select all that apply) 1. [Asking technical questions] 2. [Carrying on a conversation out of curiosity] 3. [Ask general knowledge questions]

	Faculty Survey	Student Survey
	4. [Preparing materials for your courses] 5. [Grading writing assignments] 6. [Checking for solutions capability of ChatGPT for your course work] 7. [Writing technical documents] 8. [Querying ChatGPT for research related activities] 9. [Have not used] 10. [Other (Please specify in next question)]	4. [Solving homework] 5. [Checking for solutions] 6. [Asking quick questions when stuck on a problem] 7. [Explaining concepts] 8. [Writing essays]
2.11	Other ways you've used ChatGPT (Please specify):	
2.12	How satisfied are you with the results generated by ChatGPT?	

Figure 3

Response to Survey Items 2A and 2B

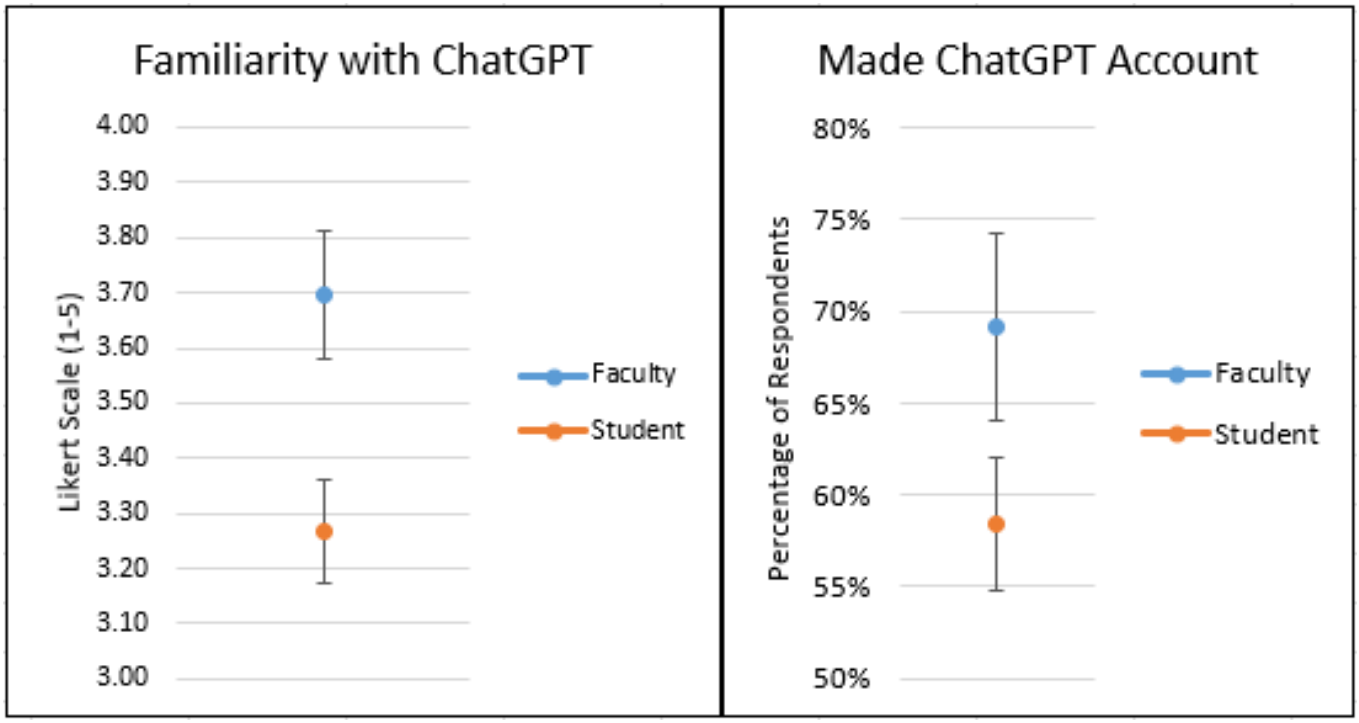
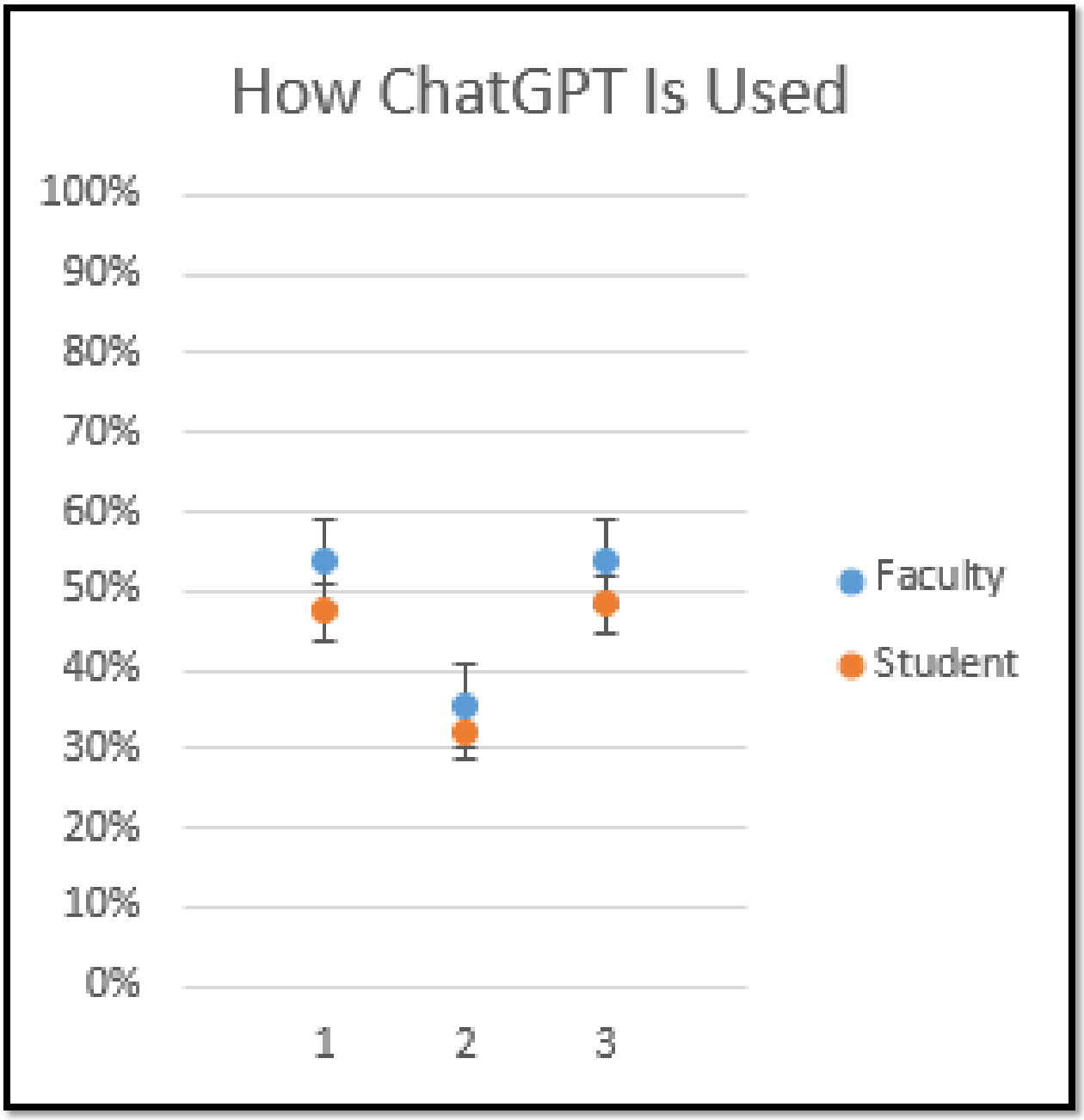


Figure 3 above shows the mean scale / percentage of the response for faculty and students. The results show that faculty are somewhat more familiar with ChatGPT compared to students, and they are somewhat more likely to have created an account.

Figure 4

Response to the First Three Items of Survey Section 2



Note: The error bar shows the binomial error.

Figure 4 above compares the percentage of respondents for the following questions: In what ways have you used ChatGPT?

- Choice 1: Asking technical questions
- Choice 2: Carrying on a conversation out of curiosity
- Choice 3: Ask general knowledge questions

The results show that faculty are slightly more likely to have engaged in these activities compared to students, but the excess is not statistically significant.

Questions 4-8 asked respondents how they have used ChatGPT in their respective roles as faculty or students (see Table 9 below).

Table 9

Section 2 Survey Items 4 through 8

Questions 4-8: *In what ways have you used ChatGPT*	
Faculty	Student
4. Preparing materials for your courses	4. Solving homework
5. Grading writing assignments	5. Checking for solutions
6. Checking for solutions capability of ChatGPT for your course work	6. Asking quick questions when stuck on a problem
7. Writing technical documents	7. Explaining concepts
8. Querying ChatGPT for research related activities	8. Writing essays

The response percentages are presented in Table 10 below in decreasing order of response rate.

Table 10

Percentage of Respondents that Chose Survey Items 4-8, in Decreasing Order

Questions 4-8: *In what ways have you used ChatGPT*					
Faculty			Student		
8.	Querying ChatGPT for research related activities	35%	7.	Explaining concepts	43%
4.	Preparing materials for your courses	32%	6.	Asking quick questions when stuck on a problem	41%
7.	Writing technical documents	23%	5.	Checking for solutions	32%
6.	Checking for solutions capability of ChatGPT for your course work	21%	4.	Solving homework	22%
5.	Grading writing assignments	6%	8.	Writing essays	17%

Both faculty and students report higher rates of use of this technology for tasks relating to information-gathering and brainstorming, whereas lower rates are found with ethically questionable tasks, such as solving homework and writing essays for students, and grading writing assignments for faculty.

Themes emerging qualitative data in Section II (Q2.14) are analyzed and summarized below.

Across both faculty and student groups, ChatGPT is widely used as a versatile tool for writing assistance, idea generation, educational support, technical help, and personal tasks. Both groups rely on it for drafting and refining written work: faculty for professional communication like emails, speeches, and reports, and students for essays, resumes, and grammar improvement. ChatGPT also serves as a shared space for brainstorming ideas for projects, presentations, and written content. In the educational sphere, faculty uses it to create test questions and lecture materials, while students build study guides and practice quizzes or seek clarification on complex topics. Coding support is another area of overlap, with faculty focusing more on engineering and automation and students on programming and web design. Beyond academics, both groups report personal uses such as travel planning, recipe ideas, and event organization.

Faculty-specific uses center on enhancing teaching and professional workflows. Many integrate ChatGPT into instructional design by developing course presentations, outlines, and simulations, as well as testing and refining assignment prompts. Some use it to model AI capabilities in the classroom or as part of learning activities. Professional communication benefits significantly, with ChatGPT assisting in the drafting of policy documents, handbooks, and formal letters. Faculty also use it to uphold academic integrity, checking for plagiarism or AI-generated student work. Creative teaching aids, such as AI-generated visuals to illustrate lectures, add another dimension, enabling faculty to make lessons more engaging and interactive.

For students, ChatGPT's value lies heavily in study support and career preparation. It is used as an active study partner, generating quizzes, practice questions, and feedback to reinforce learning, and clarifying difficult material from classes or readings. Career development applications are also prominent, with many students leveraging ChatGPT for resume and cover letter writing, interview preparation, and job application assistance. Creative and personal expression is another key area, with students using the tool for writing prompts, crafting social media posts, planning events like birthdays, and even designing workouts. Language support, especially for non-native speakers, is a notable benefit, helping improve idiomatic accuracy, professional tone, and overall communication confidence.

The degree of satisfaction with results generated by ChatGPT (Q2.12) is statistically indistinguishable between faculty and students: 3.66 ± 0.10 (faculty mean) and 3.71 ± 0.08 (student mean).

Section III. Faculty and Students' Perceptions Regarding Generative AI, Academic Integrity, and Appropriate Academic Use

Section III of the survey asked faculty and students about Generative AI, academic integrity, and appropriate academic use of this technology. There were three classes of questions in this section:

1. Questions for faculty only, asking about students' academic use of Generative AI
2. Questions for students only
3. Questions asked of both faculty and students about the academic use of this technology

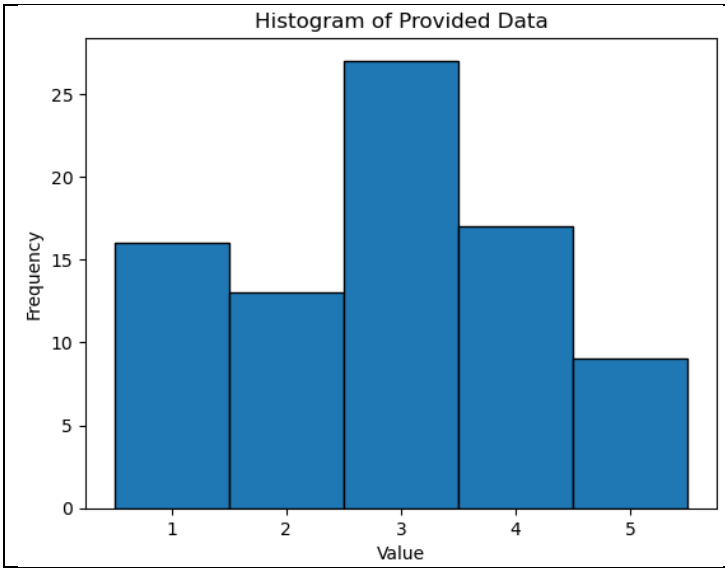
   The primary question in category A is the following:

   How comfortable would you be with your students using ChatGPT in your courses?

   The histogram in Table 11 shows the distribution of faculty responses.

Table 11

Histogram of Faculty Response to the Question "How comfortable would you be with your students using ChatGPT in your courses?"



Mean	2.88
Median	3
Mode	3
Standard Deviation	1.25
Standard Error of the Mean	0.14

This distribution shows that faculty tend to be ambivalent about students' use of ChatGPT in coursework, tending somewhat toward caution.

In follow-up questions where faculty were asked the likelihood of their students violating something like the Aggie Honor Code (An Aggie does not lie, cheat or steal or tolerate those who do) prior to the rollout of ChatGPT, and after ChatGPT is released to the public, the mean value for the first question is 3.04 ± 0.10, while the mean for the second one is 3.75 ± 0.10. The difference is large with a negligible chance of the means being equal, indicating that faculty suspicion of academic misconduct is significantly greater due to the ready availability of generative AI tools to students.

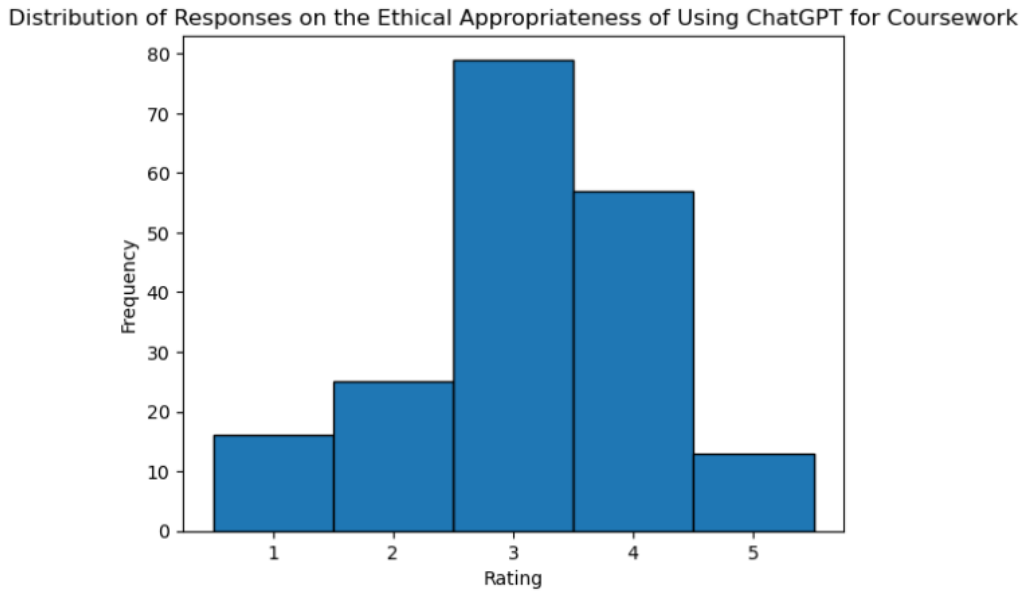
Category B - the question asked only of students - is the following:

To what extent is using ChatGPT ethical / appropriate for coursework?

The histogram in Table 12 shows the distribution of responses.

Table 12

Histogram of Student Response to the Question "To what extent is using ChatGPT ethical / appropriate for coursework?"



Mean	3.14
Median	3
Mode	3
Standard Deviation	1.01
Standard Error of the Mean	0.07

This result suggests that students are ambivalent to slightly accept ChatGPT in academic contexts.

Category C is a question asked of both faculty and students:

How much do you agree or disagree with this statement: "Students should be allowed to utilize resources not provided by the instructor of a course." (Ex: Chegg, Coursehero, ChatGPT, Quizlet)

Histograms comparing the responses from each group are shown in Figure 5 below. A stark difference in perception is demonstrated: Students agree to a much greater extent than faculty. Table 13 below shows basic statistical information of the two data sets. This demonstrates that the gap in perception about the use by students of resources not provided by the instructor is significant.

Figure 5

Histogram Showing Faculty and Student Response to the Question "How much do you agree or disagree with this statement: "Students should be allowed to utilize resources not provided by the instructor of a course." (Ex: Chegg, Coursehero, ChatGPT, Quizlet)"

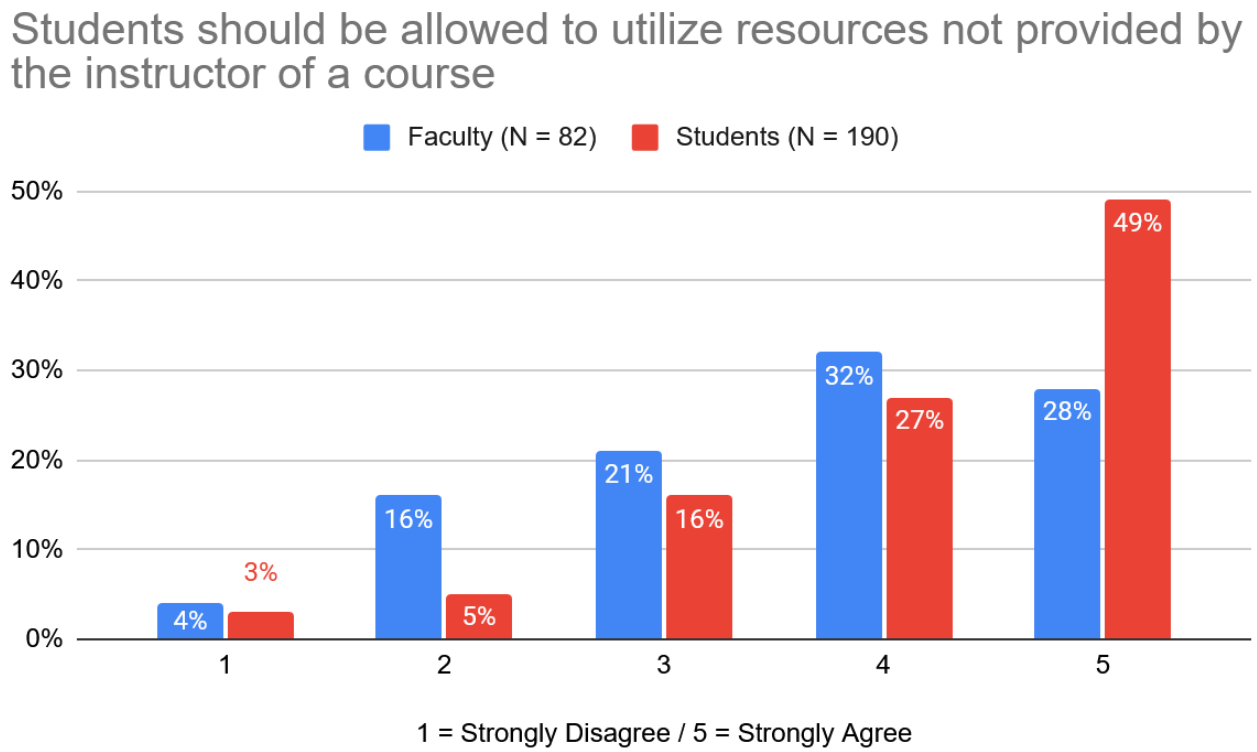


Table 13

Comparison of the Mean Likert Scale for the Category C Question "How much do you agree or disagree with this statement: "Students should be allowed to utilize resources not provided by the instructor of a course." (Ex: Chegg, Coursehero, ChatGPT, Quizlet)"

Statistics	Faculty	Students
Mean	3.65	4.14
Standard Deviation	1.15	1.05
N	82	190
Difference of the Mean	-0.49	
Standard Error of the Difference	0.15	
t-value	-3.28	
p-value	0.0012	
df	≈ 133	

The next set of questions asked faculty and students related but different questions shown below in Table 14:

Table 14

Survey Item Asking Faculty What They Believe Are Acceptable for Students to Use Outside of Those Provided by the Instructor, and Asking Students What Uses of ChatGPT Are Beneficial for Students

Questions to Faculty	What resources are acceptable for students to use outside of those provided by an instructor? (select all that apply) • ChatGPT • Online Homework Help • Study Groups • Supplemental Instructors • Private Tutoring • Other
Questions to Students	What uses of ChatGPT do you think would be beneficial for students? (select all that apply) • Personalized Learning • Gamification • Effective and Instant Feedback • Progress Tracking • Adjusting the Difficulty of Material • Other

Table 15 shows the percentage of respondents who chose each of the items in descending order.

Table 15

Percentage of Respondents' Choice of Survey Items in which Faculty Were Asked What They Believe Are Acceptable for Students to Use Outside of Those Provided by the Instructor, while Students Were Asked What Uses of ChatGPT Are Beneficial for Students

Faculty		Students	
Acceptable Resources for Students to Use		*Beneficial Academic Uses of ChatGPT*	
Study Groups	99%	Effective and Instant Feedback	77%
Private Tutoring	95%	Personalized Learning	72%
Supplemental Instructors	77%	Adjusting difficulty of material	63%
Online Homework Help	66%	Progress Tracking	48%
ChatGPT	57%	Gamification	33%
Other	32%	Other	35%

Both faculty and students were asked the following question:

How much do you agree or disagree with this statement: "ChatGPT will enable academic dishonest behaviors."

The two groups responded similarly, but the faculty appear to be somewhat more prone to believe that ChatGPT will enable academically dishonest behaviors. The statistics of the two distributions are compared in below in Table 16. The difference is marginally significant.

Table 16

Comparing the Mean Likert Scale Value of Faculty and Students in Response to the Question "How much do you agree or disagree with this statement: "ChatGPT will enable academic dishonest behaviors."

Statistics	Faculty	Students
Mean	3.69	3.38
Standard Deviation	1.03	1.27
N	81	190
Difference of the Mean	0.31	
Standard Error of the Difference	0.15	
t-value	2.11	
p-value	0.04	
df	≈ 184	

The final set of questions relates to perceptions about how ChatGPT might be used by students. Faculty and students were asked related questions:

- Faculty: In what ways do you perceive your students use ChatGPT?
- Students: In what ways do you perceive peer students use ChatGPT?

Table 17 shows the choices for these questions as well as their categorization (not cheating, cheating, and other), and the percentage of respondents choosing them with statistical errors.

Table 17

Percentage Response to the Different Choices in Response to Faculty Being Asked How They Perceived Students Used ChatGPT, and Students Being Asked How They Perceived Their Peers Used This Tool.

Perceived Uses of ChatGPT		Cheating?	Faculty	Students
1	Asking technical questions	Not Cheating	56%	77%
2	Carrying on a conversation out of curiosity		41%	54%
3	Asking general knowledge questions / advice		68%	77%
4	Explaining concepts		60%	77%
5	Asking quick questions when stuck on a problem		67%	74%

6	Checking solutions		57%	74%
7	Solving homework	Cheating	79%	71%
8	Writing essays		84%	68%
9	Have Not Used	Other	6%	16%
10	Other		24%	21%

Discussion

Attitudes and Assessment Validity

Faculty and students share moderate agreement that AI has educational value, yet both express low trust in AI for grading and limited confidence in AI-generated instructional materials (Q12–Q13). Faculty report higher concern about misuse and policy violations (Q09–Q10, Q14). Both groups acknowledge AI's prevalence, inevitability, and the need for explicit instruction (Q02–Q03, Q15). Collectively, these findings signal challenges for assessment validity: instructors must ensure that student work remains attributable and reflective of individual reasoning in environments where generative AI use is widespread.

The concern that AI may compromise the evidentiary value of certain assessments echoes themes in the literature. Students themselves worry that excessive AI reliance could devalue degrees or diminish genuine learning (Blahopoulou & Ortiz-Bonnin, 2025). This climate may prompt greater use of controlled assessments, such as in-person exams, oral checkpoints, or process-based submissions—to strengthen the link between student thinking and assessed products. However, abandoning take-home writing or coding tasks would reduce authenticity. Instead, assessment design must evolve toward tasks that are personalized, iterative, and process-oriented, enabling AI to serve as a support rather than a shortcut.

Perception–Outcome Tension

Responses to Q1.16 reveal a tension between anticipated benefits and perceived risks. Students are more optimistic than faculty, particularly regarding reductions in test anxiety and improvements in academic performance ($t=-2.52$, $df\approx176$, $p\approx0.012$). Yet both groups express reservations about AI's impact on higher-order skills: mean ratings for Critical Thinking, Problem Solving, and Teamwork fall below neutral. These perceptions suggest concerns that AI may shortcut core cognitive processes or obscure individual contributions in collaborative contexts. This is consistent with studies that found faculty believed the real issue is pedagogical governance: without clear learning-oriented structure, GenAI may drift from being a scaffold for thinking to being a shortcut around thinking (Jahani et al., 2025).

From an assessment standpoint, these concerns underscore the need to design tasks that make students' reasoning processes visible. If AI is expected to reduce anxiety or provide performance boosts, educators must structure assessments so that any gains reflect genuine learning. Transparent criteria, prompts requiring justification, and opportunities to contrast human reasoning with AI-generated suggestions can help preserve interpretive validity.

Learning Improvement Plan: Findings to Action

The VALUE (Valid Assessment of Learning in Undergraduate Education) rubrics, developed by the Association of American Colleges & Universities (AAC&U), are widely used frameworks for assessing core undergraduate learning outcomes across disciplines. Created through a national faculty-led process, the rubrics translate broad institutional learning outcomes, such as Written Communication, Critical Thinking, Information Literacy, and Integrative Learning, into shared criteria and performance descriptors that can be applied to authentic student work rather than standardized tests. Each rubric articulates several dimensions of performance (e.g., context and purpose, use of evidence, analysis, or control of language) and describes developmental levels ranging from benchmark to capstone achievement. Because the VALUE rubrics are designed for local adaptation and program-level assessment, they are frequently used in writing-intensive and writing-in-the-disciplines courses to align classroom assignments with institutional learning outcomes while preserving disciplinary expectations for argumentation, evidence, and rhetorical awareness. Their emphasis on evaluating complex artifacts (drafts, essays, projects, and portfolios) also makes them particularly suitable for iterative and formative assessment cycles, where rubric criteria guide both feedback and longitudinal evaluation of student learning (Rhodes & Finley, 2013).

Consistent with formative assessment principles, we read faculty and student perceptions as feedback on our assessment ecology and use them to suggest modification of tasks, criteria, and supports. Where respondents report uncertainty about ethical AI use, we suggest integrating explicit AI Transparency criteria into VALUE-aligned rubrics; where students report reliance on generative AI for idea generation but difficulty with synthesis, we will redesign assignments to require source evaluation, iterative drafting, and spoken defense. We will then re-assess the same outcomes in the next cycle to document change.

Table 18 translates the Q16 findings into an assessment-focused improvement plan. Each row links a perceived area of AI impact to the learning outcomes most likely to be affected, the kinds of assessment changes that could address those concerns, and the evidence that could be collected in a subsequent cycle to evaluate whether those changes improve student learning. Read from left to right, the table moves from interpretation of the survey means to concrete instructional action and then to assessment evidence, providing a practical bridge between perceptions of AI and decisions about learning improvement.

Table 18

Translating the Findings from Q 16 into an Assessment-Focused Improvement Plan

Q16 dimension	What the means imply	Outcome(s) at stake	Concrete assessment moves (next term)	Evidence to collect
Critical Thinking (2.33 fac / 2.54 stu)	Skepticism that AI supports analysis/synthesis	Critical Thinking; Information Literacy	Add a Verification & Source-Quality row to writing/CT rubrics; require a verification memo where students test an AI	VALUE-style rubric rows: “Evaluate Sources,” “Conclusions/Implications”; score distributions pre/post

			output against sources and justify accept/reject	
Problem Solving (2.57 / 2.80)	Concern that AI shortcuts the reasoning path	Quantitative Reasoning; Problem-solving	Use explain-your-work prompts; include a side-by-side appendix (human attempt vs. AI suggestion) with interpretation of differences	Rubric rows: "Method Selection," "Interpretation of Results"; error-analysis quality
Teamwork (2.65 / 2.63)	AI may blur individual contributions	Collaboration/Team work; Oral Communication	Make teamwork role-based with individual micro-deliverables and a short individual oral checkpoint; require an AI-use log per member	Peer-evaluation + individual checkpoints; incidence of mismatches between log and defense
Self-Efficacy (2.61 / 2.89)	Students think AI can boost confidence	Self-regulation; Metacognition	Build scaffolded, low-stakes AI-assisted practice (draft → feedback → revise) before graded tasks; teach prompt strategies explicitly	2–3 item self-efficacy pulse tied to task; revision quality gains across drafts
Test Anxiety (3.00 / 3.37)	Students expect anxiety reduction	Affective supports enabling performance	Use two-stage quizzes (prep with AI allowed; quiz closed-AI), publish worked exemplars; keep summative validity high	Short anxiety pulse (pre/ post), quiz performance variance; students' perceived fairness
Academic Performance (3.10 / 3.47)	Students expect grade gains	Course/Program outcomes generally	Focus on authentic prompts (local data, class-specific sources) + brief viva voce to validate authorship/understanding	Rubric outcomes vs prior term; oral defense pass rate; plagiarism referrals down
Intrinsic Motivation (2.69 / 2.97)	Weak/uncertain motivational lift	Motivation; Engagement	Use choice-based tasks and audience-real products (op-ed, client brief); position	Engagement item + on-time submission rates; reflection quality

			AI as a coach, not a ghostwriter	
Student Engagement (2.85 / 2.91)	Neutral—design matters	Engagement; Participation	Add process checkpoints (proposal → draft → demo) with in-class mini-defenses; integrate peer review with AI-critique focus	Checkpoint completion rates; peer-review helpfulness ratings

Broader Outcome Concerns and Future Directions

Generative AI also raises broader issues for academic integrity, detection, and policy. Existing plagiarism software cannot reliably identify AI-generated text, and current AI detectors remain imperfect. Consequently, faculty face uncertainty when evaluating suspected misconduct (Alsharefeen & Al Sayari, 2025). Policy clarity, such as requiring disclosure of AI use, can reduce ambiguity but does not solve enforcement challenges. Many instructors prefer preventative, educational approaches over punitive ones, emphasizing training and clear expectations for responsible AI use.

The broader integrity culture is also at stake. Although many students recognize that unacknowledged AI use constitutes cheating (Lund et al., 2025; Petricini et al., 2024), a subset believes undetectability lowers risk, making misconduct more tempting (Karkoulian et al., 2024). This underscores the need for updated academic integrity training that includes AI scenarios and student involvement in setting shared norms. The goal is to cultivate a collaborative integrity culture rather than an adversarial one.

Finally, generative AI presents opportunities to innovate assessment. Faculty are exploring diverse evaluation formats such as presentations, portfolios, reflections, authentic applied tasks that may better capture student learning and reduce susceptibility to AI substitution. Some instructors use AI as a teaching assistant to generate practice materials or model reasoning, helping students develop both critical thinking and AI literacy. As Trust (2023) and Louw (2023) argue, AI may even support integrity by identifying inconsistencies that prompt further review. While still emergent, these approaches highlight AI's potential to enhance, rather than undermine, assessment when guided by thoughtful design.

Conclusion

This study highlights the complex and evolving landscape of generative AI use in higher education, revealing both shared and divergent perspectives among faculty and students. While both groups recognize the educational potential of tools like ChatGPT, their views on ethical use and academic integrity differ in important ways. Faculty express greater caution, emphasizing risks related to plagiarism, skill erosion, and the challenge of maintaining valid assessments. Students tend to adopt a more pragmatic stance, viewing AI as a helpful learning aid but expressing ambivalence about ethical boundaries. These differences reflect longstanding patterns in the academic integrity literature, where students and faculty often approach misconduct from distinct interpretive frameworks.

A central theme across groups is the need for clearer guidance, transparency, and education rather than outright restriction. Faculty acknowledge that generative AI is now embedded in academic and

professional contexts and recognize the importance of redesigning assessments to uphold integrity. Students similarly call for explicit instruction on responsible use and express support for learning how to use AI tools ethically. This shared desire for clarity provides a foundation for collaborative policy development and instructional planning.

These findings point to the need for a reassessment of academic integrity frameworks considering technological change. Traditional approaches centered on detection and punishment are inadequate when AI tools can generate original text and are widely accessible. Instead, institutions must foster ethical scholarship through AI literacy, transparent expectations, and assessment designs that foreground student reasoning and process. By aligning educational practices with emerging technological realities, institutions can maintain trust in academic work while helping students develop the skills and ethical awareness needed for their future professional environments.

The rapidly expanding research on AI in education underscores that this field is still in flux. As more empirical evidence emerges, institutions will need to continue monitoring impacts on learning, skill development, cheating incidence, and faculty workload. No single solution will fit all disciplines or contexts. However, the findings from this study, combined with recent literature, consistently reinforce the value of open communication and shared norm-setting. Whether determining the appropriateness of AI-assisted homework or evaluating ambiguous student writing, both students and faculty benefit from a common framework that supports responsible, transparent, and integrity-driven use of generative AI.

Ultimately, the goal is to ensure that interacting with AI becomes an opportunity for learning with integrity rather than a pathway to misconduct. By grounding decisions in empirical evidence, ethical principles, and inclusive dialogue, institutions can adapt to the challenges of generative AI while preserving the core mission of higher education.

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Appendix

Section 1: Attitudes and Perception of Generative AI		
Faculty Survey	**Student Survey**	
1.01	Artificial intelligence (in the form of text and image generation) could be dangerous for students.	
1.02	Student use of AI text generation tools to complete coursework is prevalent in higher education.	
1.03	Students' use of AI text generation tools to complete coursework is inevitable.	
1.04	Something must be done to stop the use of AI by students.	
1.05	Artificial Intelligence has value in education.	
1.06	Students should not be restricted from using AI for coursework.	
1.07	The use of AI in education is very prevalent.	
1.08	AI is used in education for good and helpful reasons.	
1.09	AI is misused in education.	
1.10	Instructors misuse AI in academic settings.	
1.11	Instructors use AI well in academic settings.	
1.12	I would feel confident knowing an instructor was using an AI created syllabus.	
1.13	I trust AI in grading my assignments and assessments for my courses.	I trust AI in grading my assignments and assessments for my courses instead of my instructor
1.14	Use of AI text generation tools to complete coursework violates academic integrity policies at the University.	
1.15	Students will need to be taught how to use AI text generation tools appropriately.	
1.16	How do you think Generative AI will impact: 1. Critical Thinking 2. Problem Solving 3. Teamwork 4. Self-Efficacy 5. Test Anxiety 6. Academic Performance 7. Intrinsic Motivation 8. Student Engagement	
1.17	How do you think AI tools like ChatGPT will impact the future of your discipline? (open ended)	

Section 2: Experiences with ChatGPT		
Faculty Survey	**Student Survey**	
2.01	How familiar are you with ChatGPT by OpenAI?	
2.02	Have you made an account and used ChatGPT for any reason (personal or educational)?	
2.03	Do you intend to create a ChatGPT account in the future?	
2.04 - 2.13	In what ways have you used ChatGPT? (select all that apply) 1. [Asking technical questions] 2. [Carrying on a conversation out of curiosity] 3. [Ask general knowledge questions] 4. [Preparing materials for your courses] 5. [Grading writing assignments] 6. [Checking for solutions capability of ChatGPT for your course work] 7. [Writing technical documents] 8. [Querying ChatGPT for research related activities] 9. [Have not used] 10. [Other (Please specify in next question)]	4. [Solving homework] 5. [Checking for solutions] 6. [Asking quick questions when stuck on a problem] 7. [Explaining concepts] 8. [Writing essays]
2.14	Other ways you've used ChatGPT (Please specify):	
2.15	How satisfied are you with the results generated by ChatGPT?	

Section 3: Generative AI, Academic Integrity and Classroom Use			
Faculty		**Student**	
3.01	How comfortable would you be with your students using ChatGPT in your courses?		
3.02	How likely do you think your students were to violate something like the Aggie Honor Code (An Aggie does not lie, cheat or steal or tolerate those who do) prior to the rollout of ChatGPT?	3.02	To what extent is using ChatGPT ethical / appropriate for coursework?
3.03	How likely do you think your students are to violate the Aggie Honor Code (An Aggie does not lie, cheat or steal or tolerate those who do) now that ChatGPT is released to the public?		
3.04	How much do you agree or disagree with this statement: "Students should be allowed to utilize resources not provided by the instructor of a course." (Ex: Chegg, Coursehero, ChatGPT, Quizlet)	3.01	Same as Faculty 3.04
3.05-11	What resources are acceptable for students to use outside of those provided by an instructor? (select all that apply) · [ChatGPT] · [Online Homework Help] · [Study Groups] · [Supplemental Instructors] · [Private Tutoring] · [Other (Please specify in next question)] Other resources acceptable to use outside of those provided by an instructor (Please specify):		
3.12-18	What uses of ChatGPT do you think would be beneficial for students? (check all that apply) · [Personalized Learning] · [Gamification] · [Effective and Instant Feedback] · [Progress Tracking] · [Adjusting difficulty of material] · [Other (Please specify in next question)] Other uses of ChatGPT that you think would be beneficial to students (Please specify):	3.03-3.09	Same as Faculty 3.12-18
3.19	How much do you agree or disagree with this statement: "ChatGPT will enable academic dishonest behaviors."	3.10	Same as Faculty 3.19
3.20-3.30	In what ways do you perceive your students use ChatGPT? (select all that apply)	3.11-3.21	Same as Faculty 3.20-30, except the wording

· [Asking technical questions] · [Carrying on a conversation out of curiosity] · [Asking general knowledge questions / advice] · [Solving homework] · [Checking solutions] · [Asking quick questions when stuck on a problem] · [Explaining concepts] · [Writing essays] · [Have not used] · [Other (Please specify in next question)] Other ways you perceive your students use ChatGPT (Please specify):	"students" is changed to "peer students."