Digital Education Council Global AI Faculty Survey 2025

AI Meets Academia: What Faculty Think

Foreword

The **Digital Education Council (DEC) Global AI Faculty Survey** aims to provide insights into faculty use and perceptions around artificial intelligence (AI) in higher education to inform decision-making for higher education leadership. When read together with the **DEC Global AI Student Survey**, higher education institution leaders can begin to paint a comprehensive picture of attitudes towards AI in their institutions and the level of work that needs to be undertaken.

The report covers faculty's overall use and perceptions of AI, awareness of AI's impact on teaching and learning, perceived future-readiness for AI integration in teaching, and judgement of institutional AI guidelines and communication.

This survey has gathered **1,681 responses**, from faculty members of **52 participating institutions** across **28 countries**, offering a diverse range of faculty viewpoints on AI in education. With institutions looking to integrate AI into their curricula and teaching, this survey aims to inform institution leadership of faculty needs and perceptions regarding AI use.

Data from this survey aims to provide valuable guiding points for institutions on general faculty sentiment about AI in education, highlights faculty concerns regarding integrating AI into teaching, and identifies potential areas for AI integration that faculty are most open to trying. The varied and global perspectives represented in the Global AI Faculty Survey would not have been possible without the support and contributions of DEC institution members and all institutions who assisted in the distribution of this survey.

This presentation includes references to the suite of DEC publications, including the **DEC Global AI Student Survey** and **DEC AI Governance Framework**, which DEC members can access at **digitaleducationcouncil.com**.

Suggested Citation: Digital Education Council, *Global AI Faculty Survey*, 2025.

For feedback and inquiries

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DEC Leadership Note

It is our pleasure to publish this report as a follow-on to our Global AI Student Survey, which was released publicly in August 2024. The response from around the world was overwhelming and we are delighted to see our data used to inform important discussions in the global higher education community.

This survey reveals a clear message: faculty are deeply engaged with the rapid rise of AI but are calling for stronger institutional support, clearer governance frameworks, and improved AI literacy to harness its potential. While optimism about AI's role in teaching and research is high, concerns around ethics, workload, and skill readiness persist.

The results are a wake-up call for higher education leaders. Faculty see AI as both an opportunity and a challenge, urging institutions to invest in training, policy development, and technology infrastructure to remain competitive in a rapidly changing landscape.

As we said in our Student Survey, the AI revolution has a long way to run and we are only at the beginning. Whilst faculty are broadly positive about the use of AI, their institutions need to support them to succeed and meet overall institutional goals.

A detailed Executive Briefing is provided on these survey results to members of the Digital Education Council. We welcome institutions from around the world to join our work.

We would like to thank members and non-members alike who helped us collect the data for this report. Please let us know how you use this and how it impacts your decision making.

Alessandro Di Lullo
Chief Executive Officer

Daniel A. Bielik
President

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1.   AI in Teaching Today

61% of faculty have used AI in teaching

Faculty usage of AI in teaching, % of respondents

Question: Have you used / are you using AI in your teaching?

No	Yes
39%	61%

39%
have not
used AI

61%
have
used AI

AI in teaching and learning

61% of faculty report having used AI in teaching. According to the Digital Education Council Global AI Student Survey 2024, 59% of students expected an increased use of AI in their education.
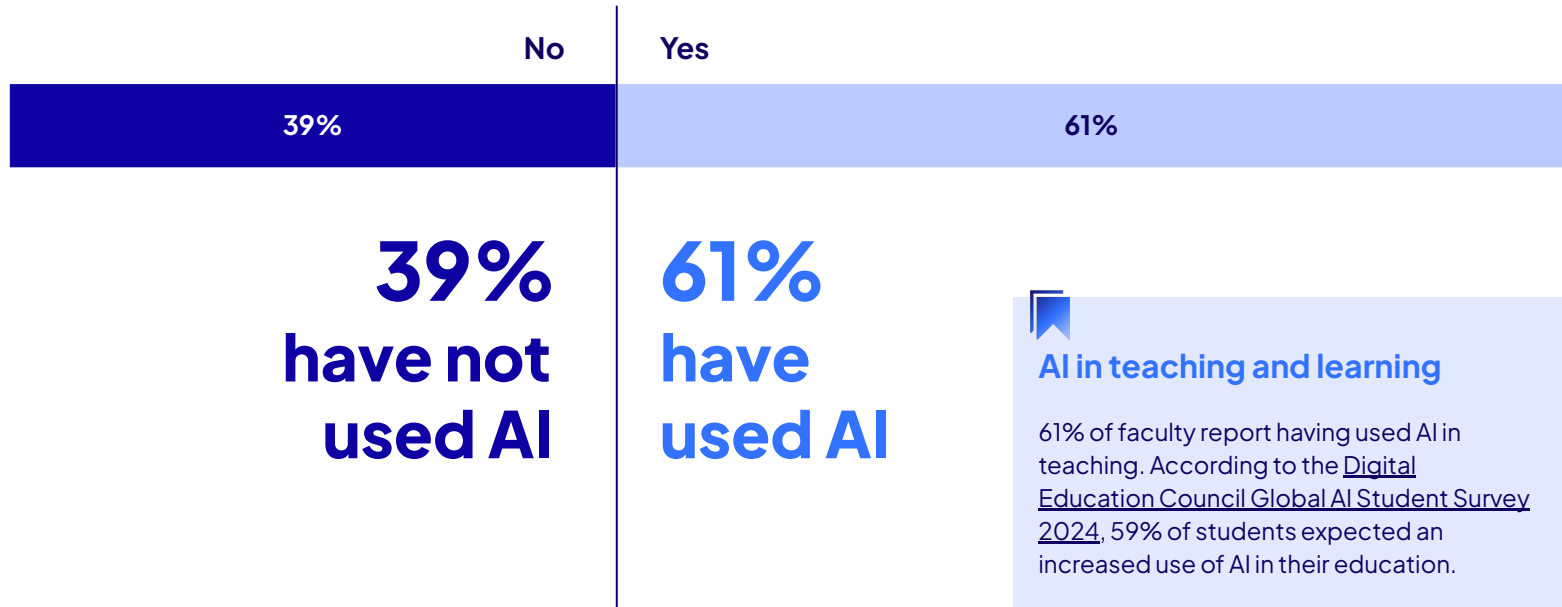
Top AI use case is creation of teaching materials

Top AI use cases in teaching, % of respondents

Question: What do you use AI for in your teaching? (choose all that apply)

*Responses only include respondents who indicated answered 'Yes' to 'Have you used / are you using AI in your teaching?'

Create teaching materials
75%
1

Support administrative tasks
58%
2

Teach students to use and evaluate AI in class
50%
3

Boost student engagement in class
45%
4

Detect cheating
28%
5

Generate feedback for student work
24%
6
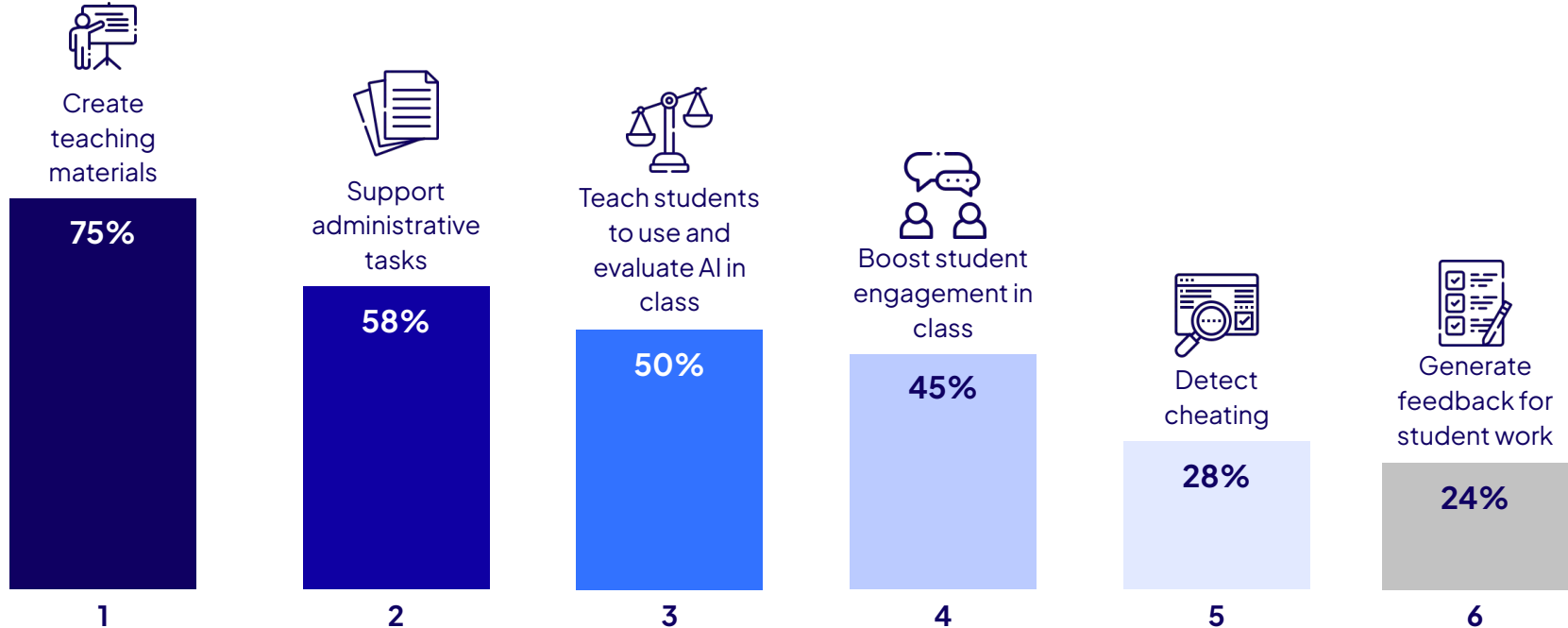
Faculty adopt a cautious approach to AI in teaching

Extent to which faculty use AI in teaching, % of respondents

Question: To what extent do you use AI in your teaching?

*Responses only include respondents who indicated 'Yes' to 'Have you used / are you using AI in your teaching?'

88%

of faculty who have used AI in teaching report minimal to moderate use

Integrating AI into teaching

While over 60% of faculty report having used AI in teaching, a significant majority of them indicated that they used AI sparingly. This could be attributed to a lack of clear guidelines and example use cases for AI in teaching provided by institutions, or a deliberate choice on faculty's part to limit usage of AI in teaching.

Minimal Use	Limited Use	Moderate Use	Extensive Use	Integral to teaching
11%	34%	43%	9%	3%

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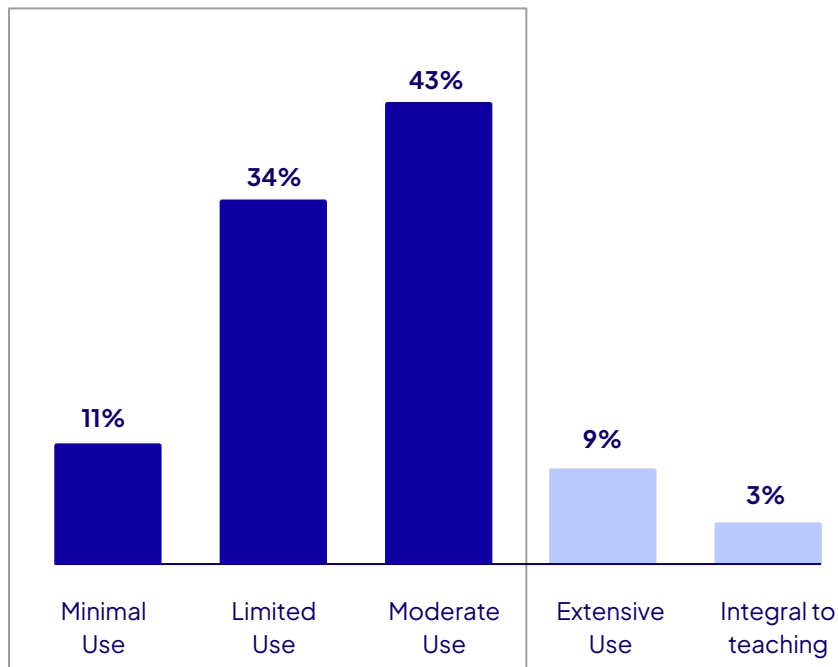
Time and resources listed as top barriers to use of AI

Top 5 reasons why faculty don't use AI in teaching, % of respondents

Question: What are the reasons you don't use AI in your teaching? (Choose all that apply)

*Responses only include respondents who indicated 'No' to 'Have you used / are you using AI in your teaching?'

I don't have time or resources to explore AI **1** — 40%

I am not sure how to use AI in my teaching **2** — 38%

I am concerned about potential negative impacts **3** — 32%

I see more risks than rewards of using AI in teaching **4** — 25%

I don't see any clear benefits of using AI **5** — 24%

DIGITAL EDUCATION COUNCIL
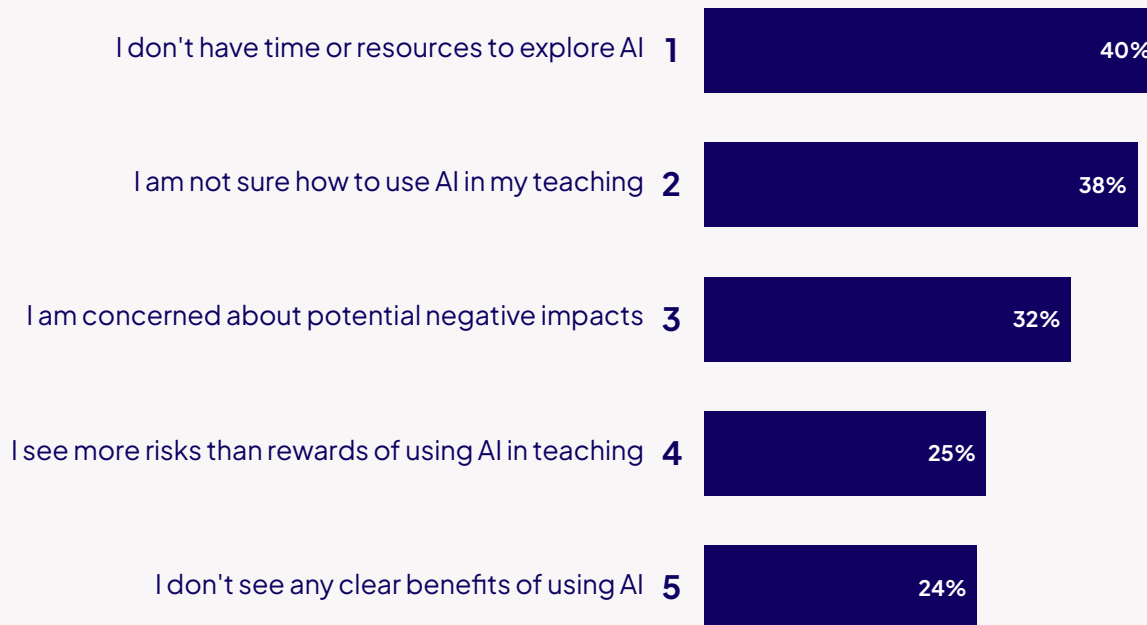
2. Faculty Sentiment on AI, Roles, and Skills for the Future

Faculty sentiment on AI divided, with one third staying neutral

Faculty sentiment on AI in education, % of respondents

Question: What is your overall sentiment on AI in education?

5% Very Negative

8% Negative

24% Very Positive

30% Neutral

33% Positive

13% Negative

13% of faculty hold a negative sentiment

57% Positive

57% of faculty have a positive sentiment toward AI

30% Neutral

30% of faculty took a neutral stance, indicating a substantial proportion of educators are either uncertain or have mixed feelings about AI's impact on education.

Is AI a challenge or an opportunity?

Faculty sentiment on AI in education, % of respondents

Question: What do you see AI's impact on education as?

35% Challenge

35% of faculty see AI as a challenge
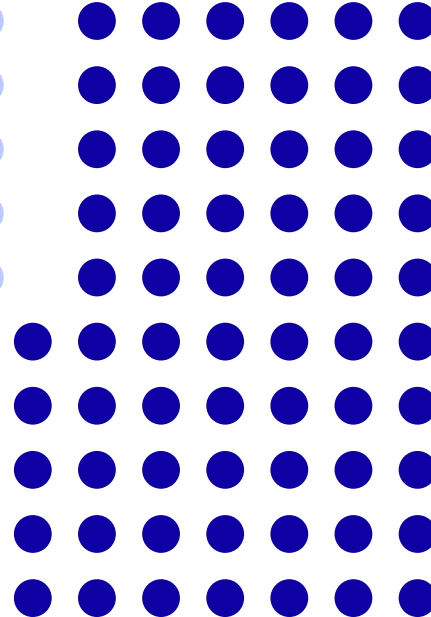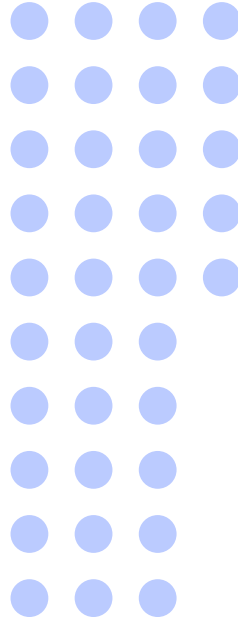
65% Opportunity

65% of faculty see AI as an opportunity

Challenge vs Opportunity : a regional view

Faculty's view on AI's impact on education (by region), % of respondents

Question: What do you see AI's impact on education as?

Challenge   **Opportunity**

Region	Challenge	Opportunity
APAC	30%	70%
EMEA	35%	65%
USA & Canada	43%	57%
LATAM	22%	78%
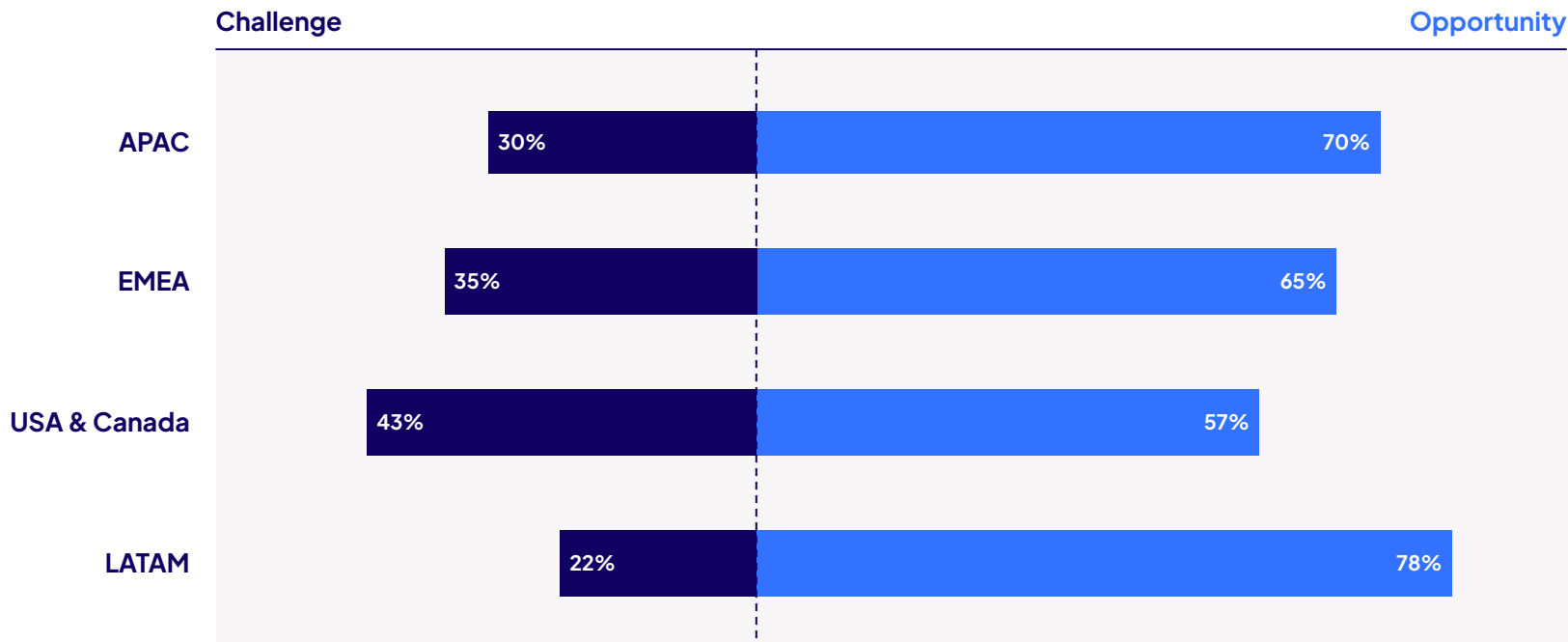
The sample size in each region was: APAC (n=375), EMEA (n=534), USA & Canada (n=608), LATAM (n=126)

Substantial change is coming to teaching

Faculty perceptions of impact of AI on the role of instructors, % of respondents

Question: How much change do you think AI will bring to your role as an instructor?

9%

Only 9% of faculty believe that AI will bring no to minimal change to the roles of instructors

64%

Almost two in three respondents believe that AI will bring significant to transformative change to the roles of instructors.

1	2	3	4	5
1%	8%	27%	46%	18%
No Change	Minimal Change	Moderate Change	Significant Change	Transformative Change

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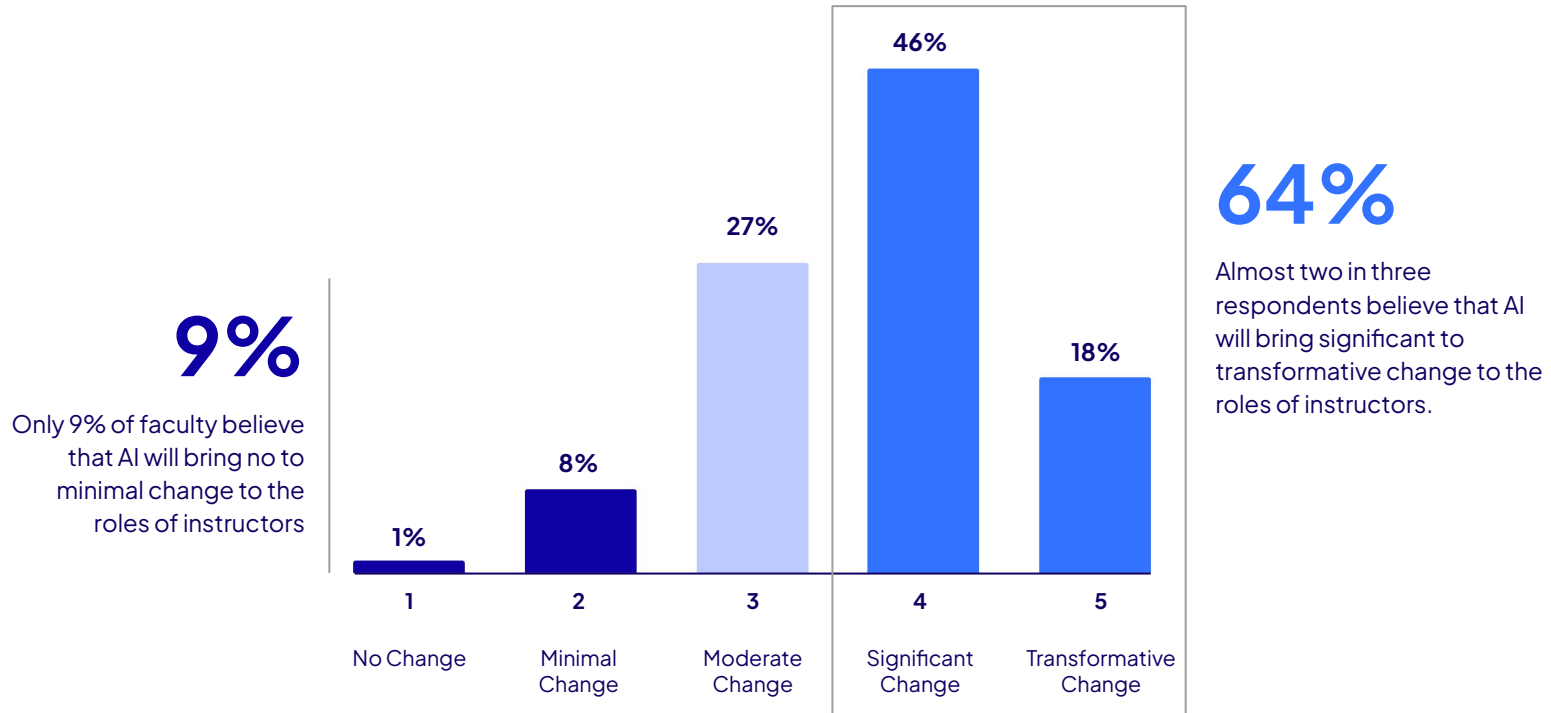
Faculty anticipate change, but the shape is unclear

Faculty's understanding of impact of AI on role of instructors, % of respondents

Question: How aware are you of the changes that AI is introducing to your role?

*Responses only include respondents who indicated '3–5' to 'How much change do you think AI will bring to your role as an instructor?'

2%	14%	40%	37%	7%
1	**2**	**3**	**4**	**5**
I have no idea	I have a basic awareness of some changes	I can anticipate few changes	I have a clear understanding of many changes	I can fully foresee the changes ahead
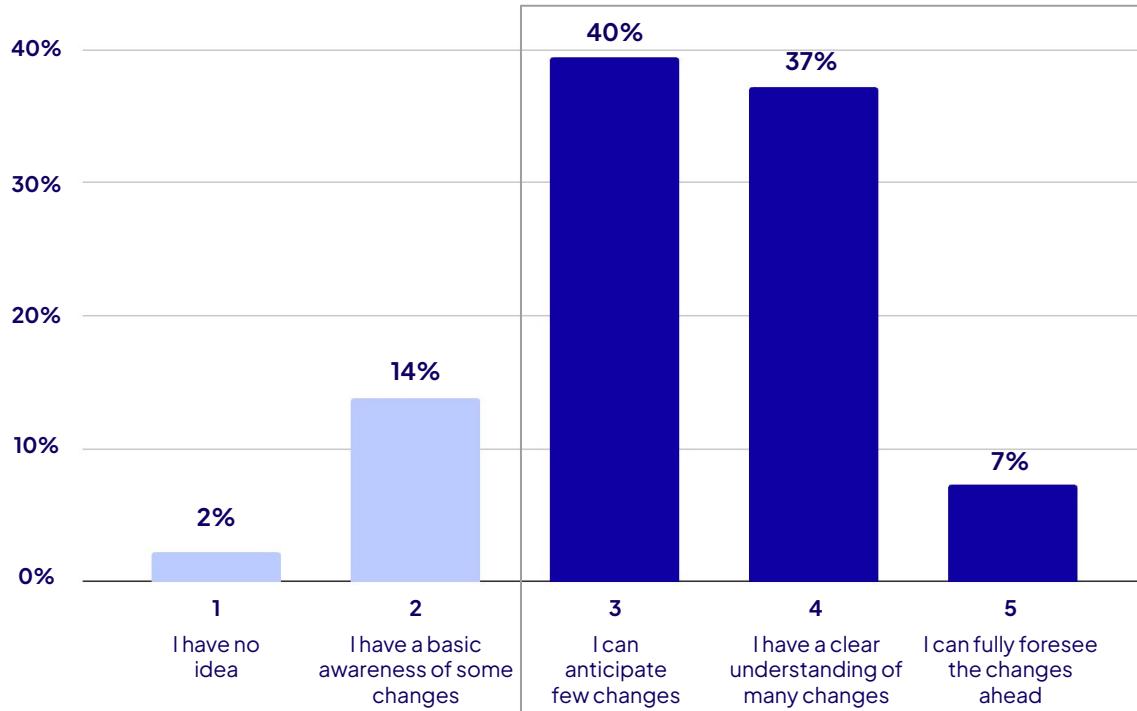
84%

Out of the faculty who felt that AI would bring at least a moderate amount of change to the role of instructors, 84% of them feel that they have at least a clear understanding of many of changes AI could bring.

Impact of AI

16% of faculty feel that AI will bring change to teaching, but are not fully aware of the possible changes. This indicates an information gap that education institutions can rectify through AI literacy and skills training.

AI proficiency is an early-stage story

Faculty's AI proficiency, % of respondents

Question: Where are you in your journey of developing AI literacy and skills?

AI literacy and skills development journey
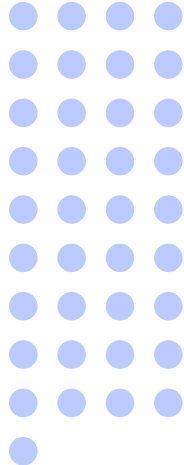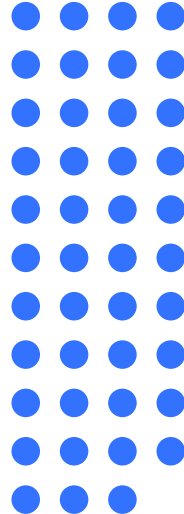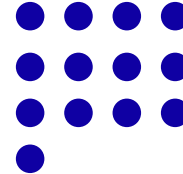
No understanding	Beginner	Intermediate	Advanced	Expert
3%	37%	43%	13%	4%

AI Proficiency

40% of faculty feel that they have no understanding or are beginners in terms of AI literacy and skills. 43% of faculty felt that they have intermediate AI proficiency. Only 4% felt they are experts, 46% of whom were faculty from STEM backgrounds.

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Faculty understanding of AI in teaching varies

Faculty's understanding of AI's application in teaching, % of respondents

Question: How well do you understand the potential applications of AI in teaching?

Level of understanding

Level	%
I am highly knowledgeable about AI in various teaching areas	5%
I have a good understanding of how AI can be used across teaching areas	21%
I know several examples of AI use in teaching	38%
I have basic understanding	30%
I do not know how AI can be used in teaching	6%
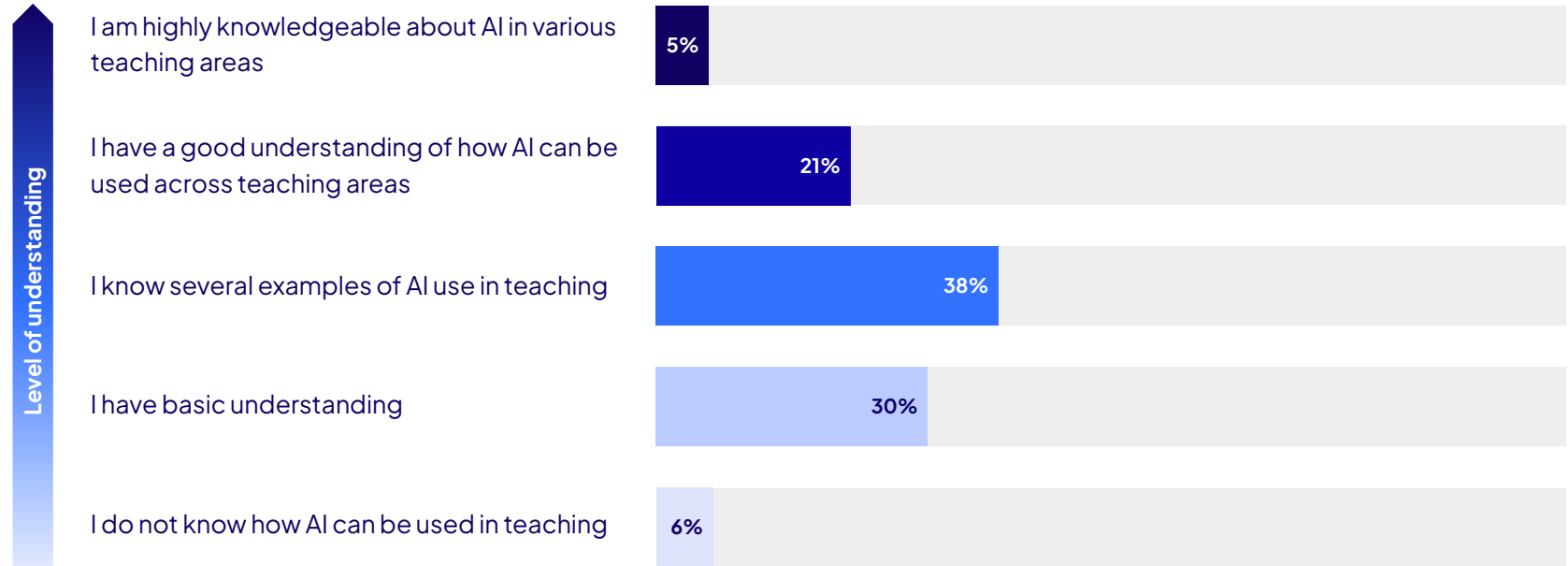
Top 5 skills educators need for the AI era

Faculty ranking of skills that educators need in the age of AI and digital

Question: In your view, what are the top skills that an educator needs in the age of AI and digital?

Skill	Rank	Percentage
Facilitating students' critical thinking and learning	1	81%
AI & digital literacy	2	66%
Adaptability and flexibility	3	55%
Expertise in ethical and responsible AI & tech	4	52%
Innovating pedagogy	5	50%
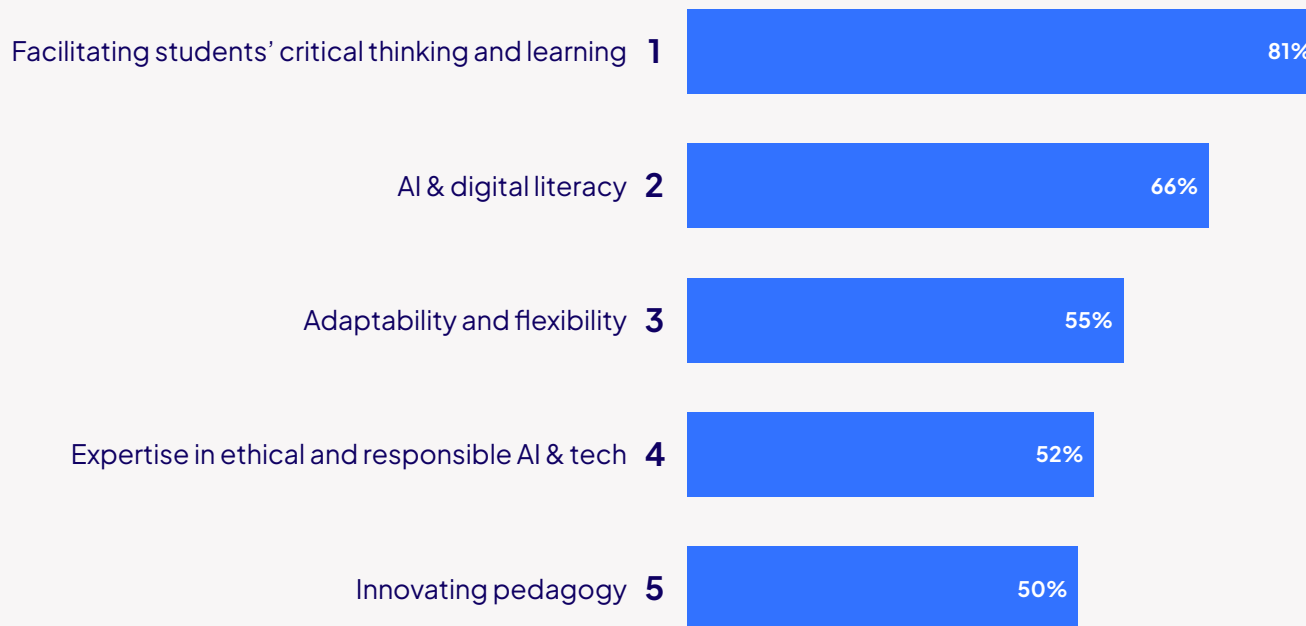
Is AI a threat to faculty jobs?

Faculty's view on AI becoming a threat to their job, % of respondents

Question: I am concerned about the following regarding AI integration into teaching:

- AI becoming a threat to my job

51%

Over half of faculty (51%) do not perceive AI as a threat to their jobs.

27% — 1 Strongly Disagree

24% — 2 Disagree

31% — 3 Neutral

12% — 4 Agree

6% — 5 Strongly Agree
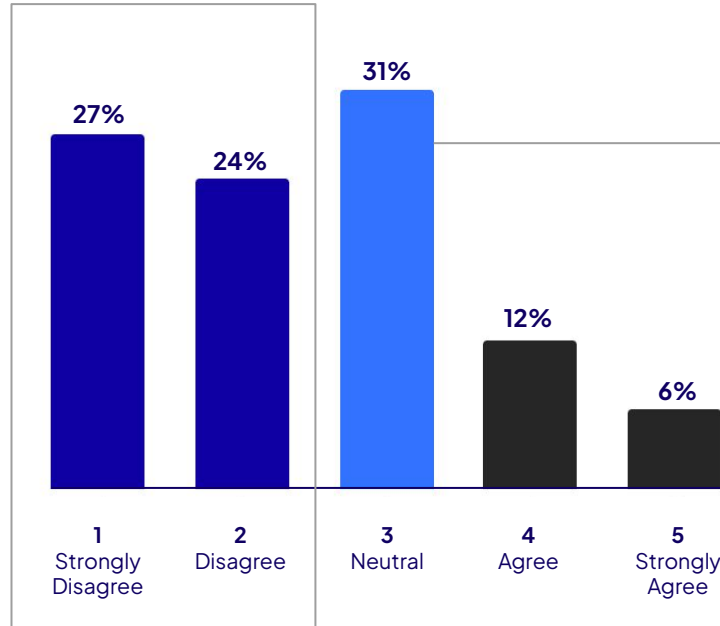
31%

Noticeably, most faculty members (31%) chose a neutral stand on this issue, indicating potential uncertainty about whether AI would impact their job security.

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3. AI in Teaching Looking Forward

86% of faculty see themselves using AI in the future

Faculty view on whether they will use AI in teaching in the future, % of respondents

Question: I see myself using AI in my teaching practices in the future

Global view

86%

of faculty see themselves
using AI in teaching
in the future

Regional view

No   Yes

Region	No	Yes
APAC	9%	91%
EMEA	10%	90%
USA & Canada	24%	76%
LATAM	4%	96%

The sample size in each region was: APAC (n=375), EMEA (n=534), USA & Canada (n=608), LATAM (n=126)

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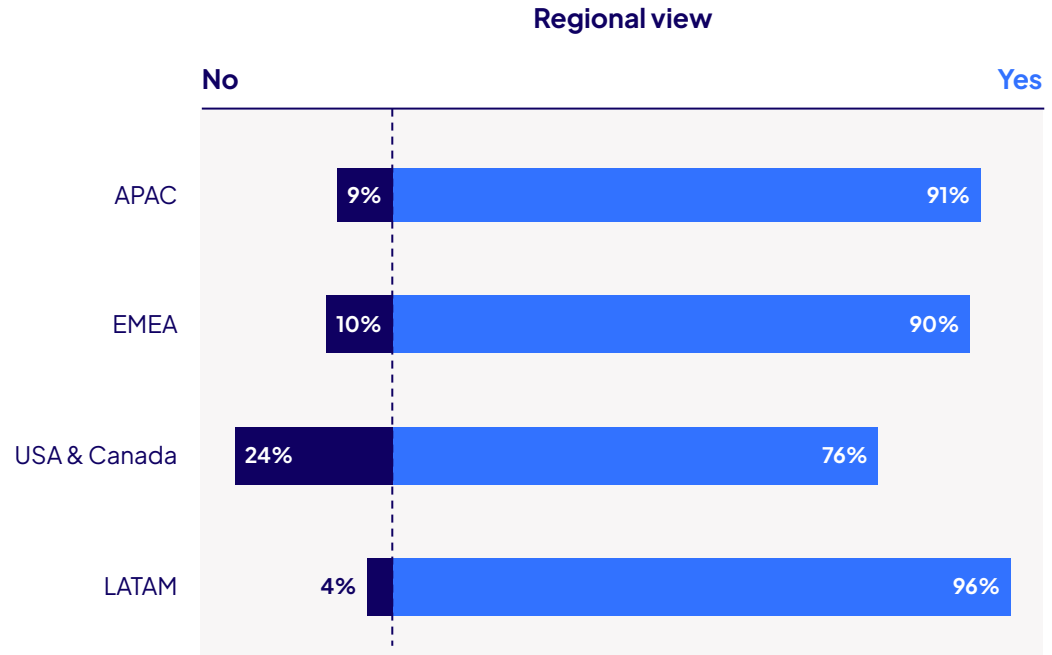
Faculty believe future of work calls for AI in teaching

Faculty sentiment on AI's necessity in preparing students for the workforce, % of respondents

Question: To what extent do you agree or disagree with the statement?
- I think incorporating AI in teaching is necessary in preparing my students for future job markets

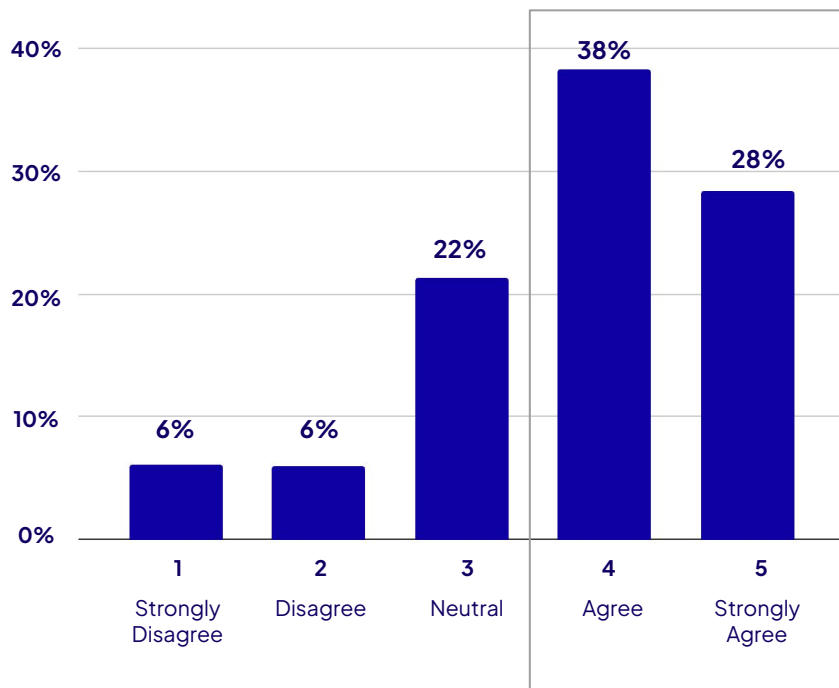|	
1 Strongly Disagree	6%
2 Disagree	6%
3 Neutral	22%
4 Agree	38%
5 Strongly Agree	28%

66%

Two-thirds of faculty agreed that incorporating AI into teaching would be essential in preparing their students for future AI-augmented work environments.
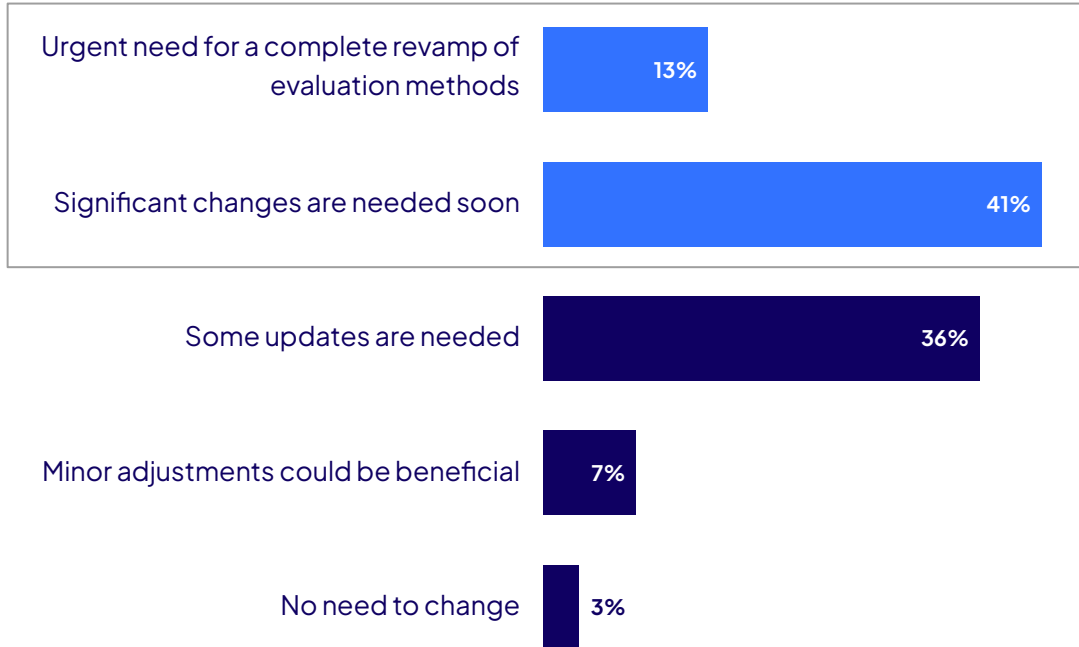
AI in Teaching

According to the Digital Education Council Global AI Student Survey 2024, 52% of students expressed concern that an over-reliance on AI in teaching would decrease the value they receive from education. This highlights the need to balance AI integration in teaching and maintaining quality of teaching and learning.

Faculty call for significant change to student assessments

Faculty view on the need for student evaluation methods update in the age of AI

Question: How do you think student evaluation methods should be updated in response to the impact of AI?

Urgent need for a complete revamp of evaluation methods	13%
Significant changes are needed soon	41%
Some updates are needed	36%
Minor adjustments could be beneficial	7%
No need to change	3%

54%

More than half of faculty believe that current student evaluation methods require significant changes, with 13% even calling for an urgent, complete revamp.

Student Assessment

Institutions and educators need to rethink student assessments, focusing not only on how assignments should be redesigned, but also on what essential knowledge and skills need to be evaluated to prepare students for the future workforce.

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Half of faculty believe assignment redesign is needed

Faculty's view on the need for assignment redesign, % of respondents

Question: To what extent do you agree or disagree with the statement?

- I will need to redesign my current assignments to make them more AI resistant
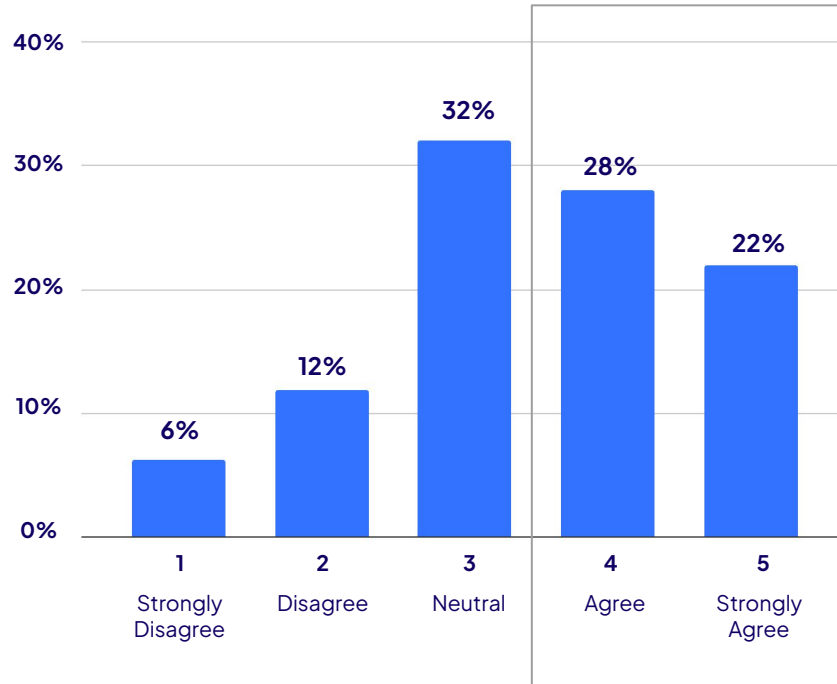
50%

Half of faculty members believe that current assignments need to be redesigned to be more AI resistant. This may indicate concerns about AI affecting academic integrity and learning outcomes.
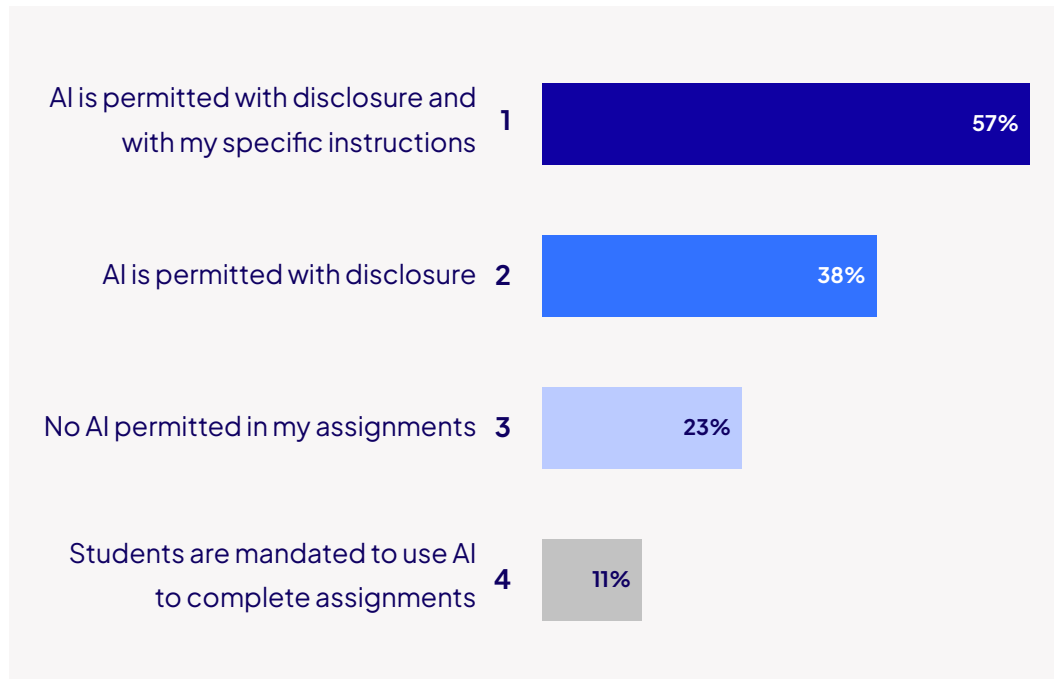
AI in Assignments

The impact of AI on assessments is a key issue tied to AI integration in education. Comprehensive AI governance and guidelines within education institutions on AI use in teaching and learning will be essential in guiding responsible AI integration.

Students are expected to use AI with compliance

Top preferred AI use policies in assignments, % of respondents

Question: Considering your assignments to your students, in which of the following way would you prefer to design your assignments (Choose all that apply)

AI is permitted with disclosure and with my specific instructions — **1** — **57%**

AI is permitted with disclosure — **2** — **38%**

No AI permitted in my assignments — **3** — **23%**

Students are mandated to use AI to complete assignments — **4** — **11%**

AI Governance

Over half of faculty (57%) expect their students to use AI with disclosure, together with specific instructions – an approach defined as 'Use with Compliance' in the DEC AI Governance Framework.

This aligns with our predicted trend that AI usage in education will shift from the less regulated 'Use with Disclosure' phase to the more regulated 'Use with Compliance' phase, as faculty and institutions develop a better understanding of AI's impact and establish more specific guidelines.
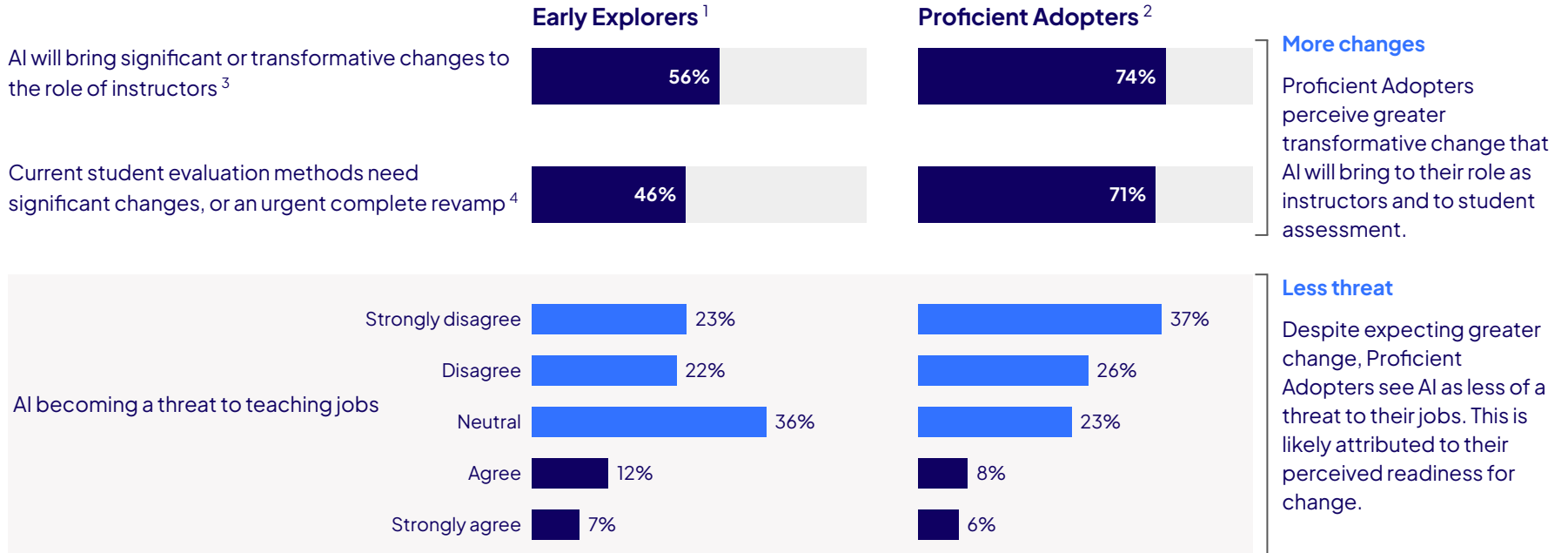
Digital Education Council Members please refer to:
- DEC Executive Briefing #006 – Solving the AI Governance Problem
- DEC Executive Briefing #010 – Classifying AI Use Cases in Higher Education

Two faculty personas, two views of the future

Different view on AI held by faculty at different AI proficiency levels, % of respondents

	Early Explorers [1]	Proficient Adopters [2]
AI will bring significant or transformative changes to the role of instructors [3]	56%	74%
Current student evaluation methods need significant changes, or an urgent complete revamp [4]	46%	71%

More changes

Proficient Adopters perceive greater transformative change that AI will bring to their role as instructors and to student assessment.

AI becoming a threat to teaching jobs

	Early Explorers	Proficient Adopters
Strongly disagree	23%	37%
Disagree	22%	26%
Neutral	36%	23%
Agree	12%	8%
Strongly agree	7%	6%

Less threat

Despite expecting greater change, Proficient Adopters see AI as less of a threat to their jobs. This is likely attributed to their perceived readiness for change.

[1] Early Explorers refers to faculty who responded with 'No Understanding' or 'Beginner' in the question 'Where are you in your journey of developing AI literacy and skills?'. Please refer to page 16.
[2] Proficient Adopters refers to faculty who responded with 'Advanced' or 'Expert' in the question 'Where are you in your journey of developing AI literacy and skills?'. Please refer to page 16.
[3] This refers to faculty who responded with 'Significant change' or 'Transformative change' in the question 'How much change do you think AI will bring to your role as an instructor?' Please refer to page 14.
[4] This refers to faculty who responded with 'Significant changes are needed soon' or 'Urgent need for a complete revamp of evaluation methods' in the question 'How do you think student evaluation methods should be updated in response to the impact of AI?' Please refer to page 23.

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Faculty keen to explore AI, cautious on grading and analytics

Faculty's opinion on incorporating AI in the following teaching areas, % of respondents

Question:What is your opinion on incorporating AI in the following teaching areas?

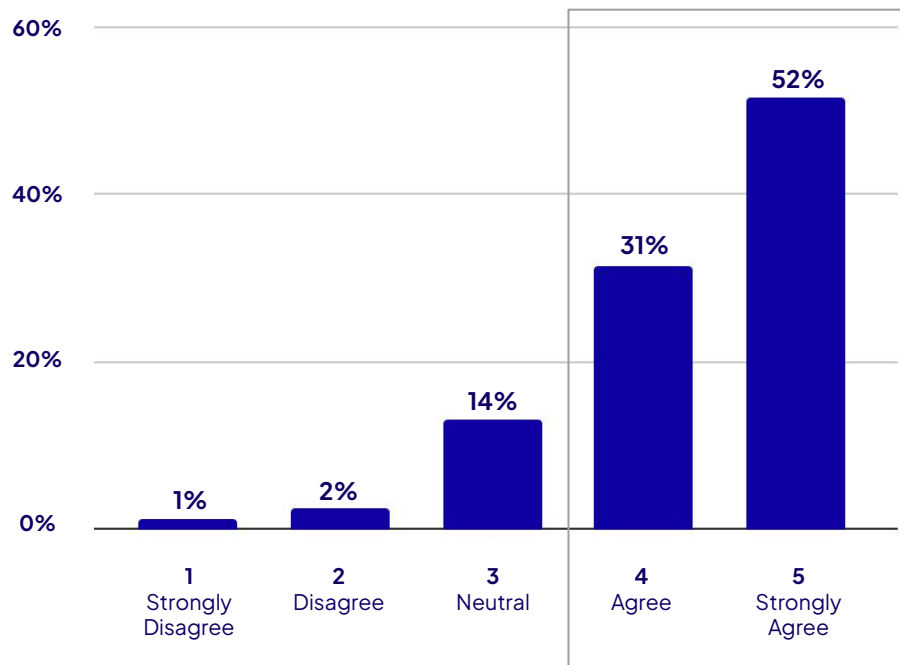| AI use cases	Strongly against	Be cautious	I am not sure	Happy to explore	Strongly support
Designing courses	8%	17%	9%	47%	19%
Creating assignments	7%	14%	9%	47%	23%
Creating teaching materials	8%	14%	8%	46%	24%
Grading and generating feedback for student work	15%	22%	17%	33%	13%
Predictive analytics for early intervention	5%	13%	26%	39%	17%
Analysing student course evaluation	9%	19%	20%	39%	13%
Engaging students in class	7%	11%	14%	49%	19%
Teaching student to use and evaluate AI in class	6%	8%	15%	44%	27%
Tutoring and supporting students outside of class	7%	12%	18%	42%	21%

4. Key Concerns

83% of faculty concerned about student ability to evaluate AI

Concerned about student ability to critically evaluate AI output, % of respondents

Question: I am concerned about the following regarding AI integration into teaching:

- Ability of students to critically evaluate AI-generated output

Chart data:
- 1 Strongly Disagree: 1%
- 2 Disagree: 2%
- 3 Neutral: 14%
- 4 Agree: 31%
- 5 Strongly Agree: 52%

83%

A significant majority (83%) of faculty members expressed concern about student ability to critically evaluate AI-generated output, with more than half of them expressing serious concerns.

Critical Thinking Skills

Critical thinking has emerged as a central topic in discussions about AI's impact on education. Facilitating students' critical thinking and learning is also voted as the most important skill that educator needs in the the age of AI and digital.[1]
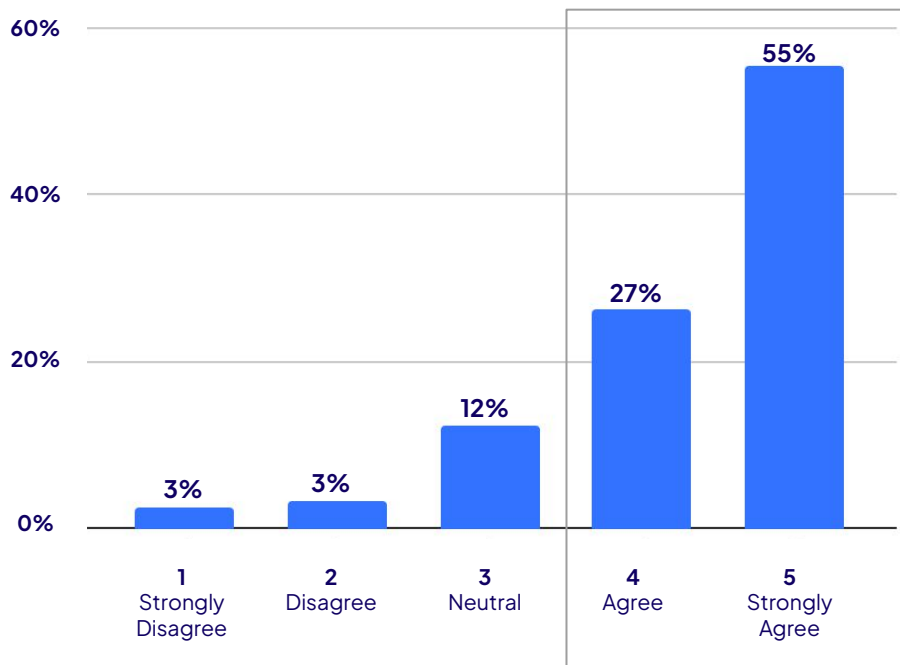
[1] Please refer to page 17 "Top 5 skills educators need for the AI era".

82% of faculty worry that students may become too reliant on AI

Concerned about students becoming too reliant on AI, % of respondents

Question: I am concerned about the following regarding AI integration into teaching:
- Students becoming too reliant on AI

82%

of faculty are worried about students becoming overly dependent on AI tools. More than half of them (55%) identified this issue as a significant concern,

AI Over-reliance

According to the Digital Education Council Global AI Student Survey 2024, 52% of students expressed concern that an over-reliance on AI could negatively impact their academic performance. These shared concerns between students and educators highlight the pressing need to promote appropriate use of AI in education.

5. Guidelines, Communication, and Resources

80% of faculty do not find institutional AI guidelines comprehensive

Faculty perceptions on comprehensiveness of their institutional AI guidelines, % of respondents

Question: To what extent do you agree or disagree with the statement?
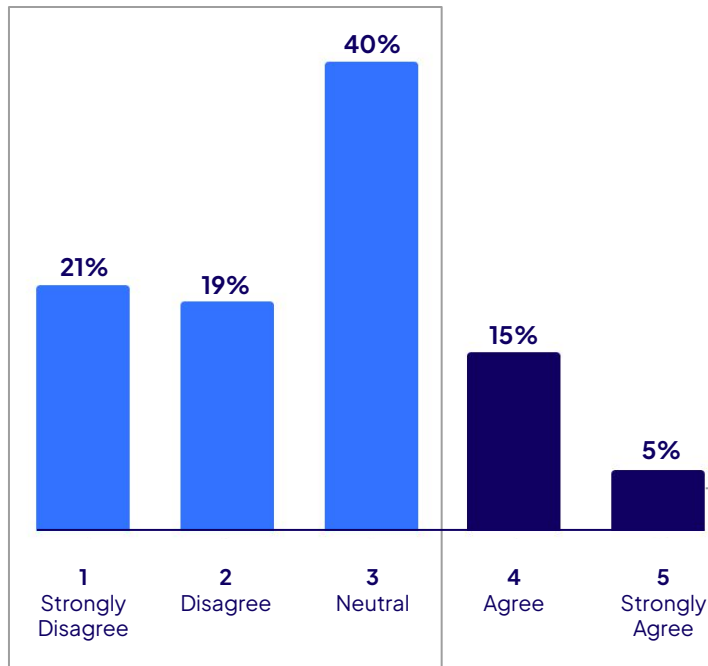- My institution has comprehensive AI guidelines for teaching

80%

of faculty do not find their institutional AI guidelines in teaching comprehensive.

Lack of guidelines on AI in teaching

According to the Digital Education Council Executive Briefing #010 – Classifying AI Use Cases, AI guidelines in teaching are still in a relatively underdeveloped phase. Many areas, such as AI use in the classroom remain unregulated, leaving faculty with insufficient support and clarity.

21%	19%	40%	15%	5%
1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree

5%

Only 5% of faculty perceive fully comprehensive institutional AI guidelines in teaching.

Institutions have not made clear how AI can be used in teaching

Faculty perception on the clarity provided by their institution regarding AI use in teaching, % of respondents

Question: To what extent do you agree or disagree with the statement?
- My institution has made clear how AI can and cannot be used in teaching

80%

of faculty feel there is a lack of clarity on how AI can be applied in teaching within their institutions.

Lack of clarity on AI in teaching

The perceived lack of clarity regarding the use of AI in teaching may stem from insufficiently defined guidelines and communication, as highlighted in the DEC Executive Briefing #010 and #011.
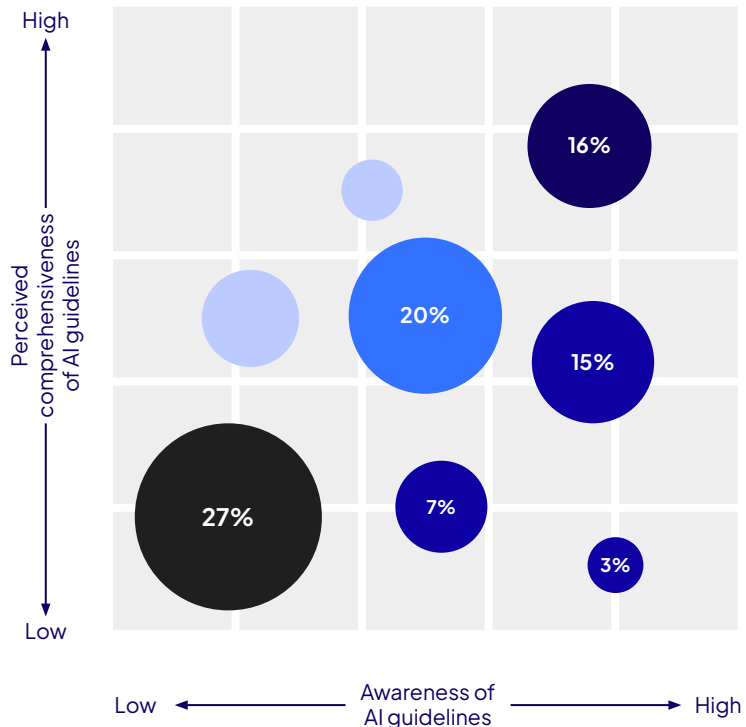
25% **22%** **33%** **14%** **6%**

| 1 Strongly Disagree | 2 Disagree | 3 Neutral | 4 Agree | 5 Strongly Agree |
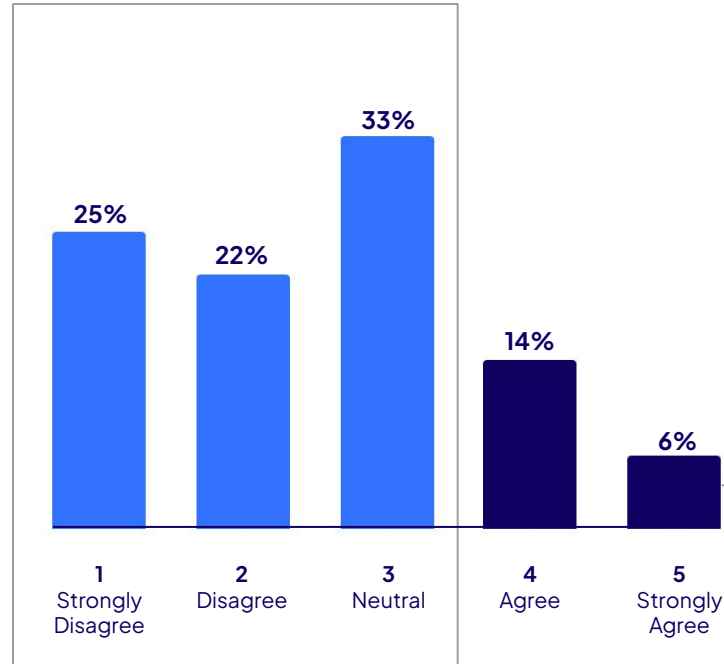
6%

Only 6% of faculty think their institution has clearly outlined how AI can be used in teaching.

Faculty call for improved AI guidelines and communications

Faculty awareness and perception of comprehensiveness of AI guidelines, % of respondents

Question: To what extent do you agree or disagree with the statement? (1–strongly disagree, 3–neutral, 5–strongly agree):
- My institution has comprehensive AI guidelines for teaching.
- I am aware of my institution's AI guidelines for teaching.

4% of faculty are fully aware of their institutional AI guidelines and feel they are fully comprehensive.

The Well–Informed, 16%
Faculty perceive their institution's AI guidelines as comprehensive and are well aware of them.

The "We can do better", 25%
Faculty are aware of their institution's AI guidelines but find them lacking in comprehensiveness.

The Uncertain, 20%
Faculty are unsure about the comprehensiveness of the AI guidelines and they have moderate level of awareness.

The Lost, 27%
Faculty are both unaware of the AI guidelines and believe them to be lacking in comprehensiveness. This is the most populated zone.

Only 6% of faculty are fully satisfied with AI literacy resources

Faculty sentiment on resources provided by institutions to develop faculty AI literacy, % of respondents

Question: To what extent do you agree or disagree with the statement?
- My institution has provided sufficient resources to develop faculty AI literacy

78%

Over three-quarters of faculty do not find that their institutions have provided sufficient resources to developing faculty's AI literacy

Developing AI Literacy

Majority of faculty are not satisfied with resources provided to develop their AI literacy. This could hinder faculty confidence in working with AI, and dissuade them from exploring possible AI integrations and uses in their teaching.
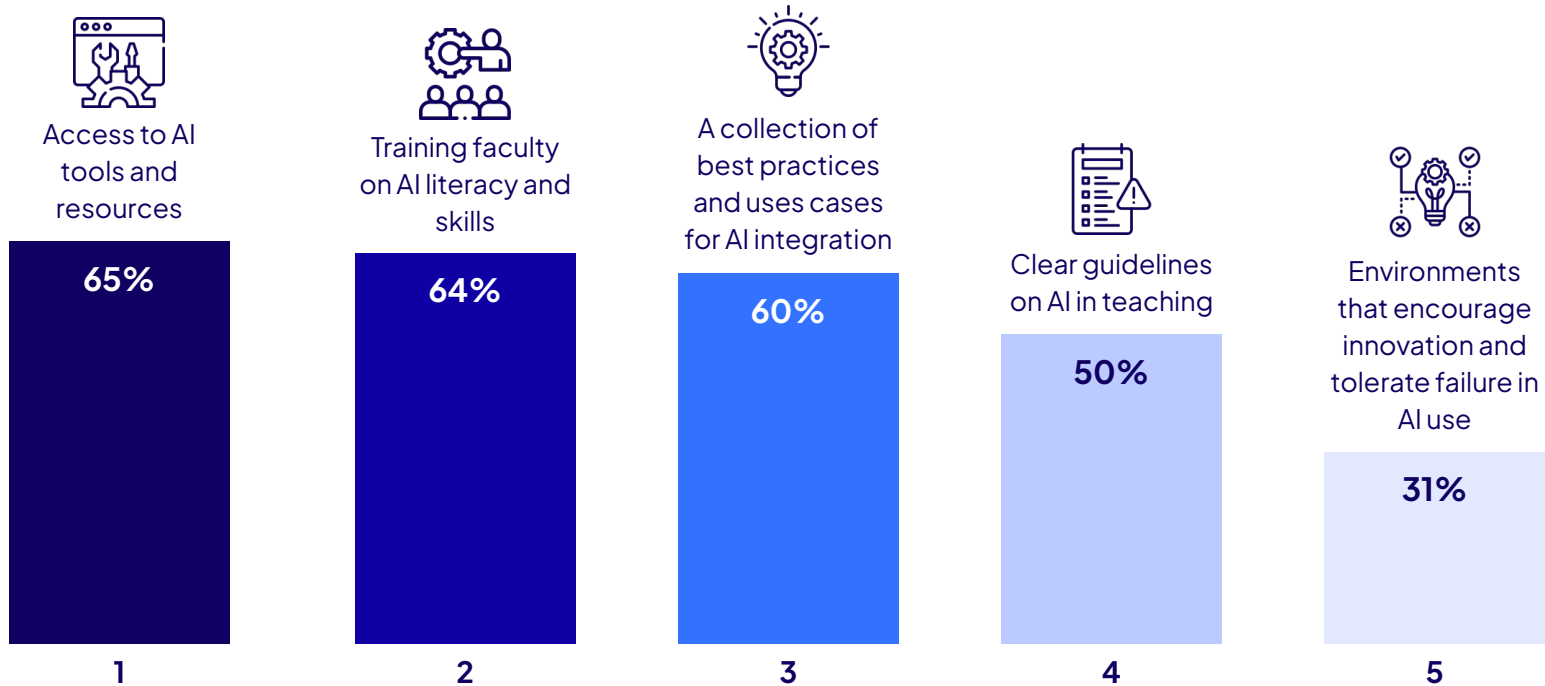
21%	**21%**	**36%**	**16%**	**6%**
1	**2**	**3**	**4**	**5**
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
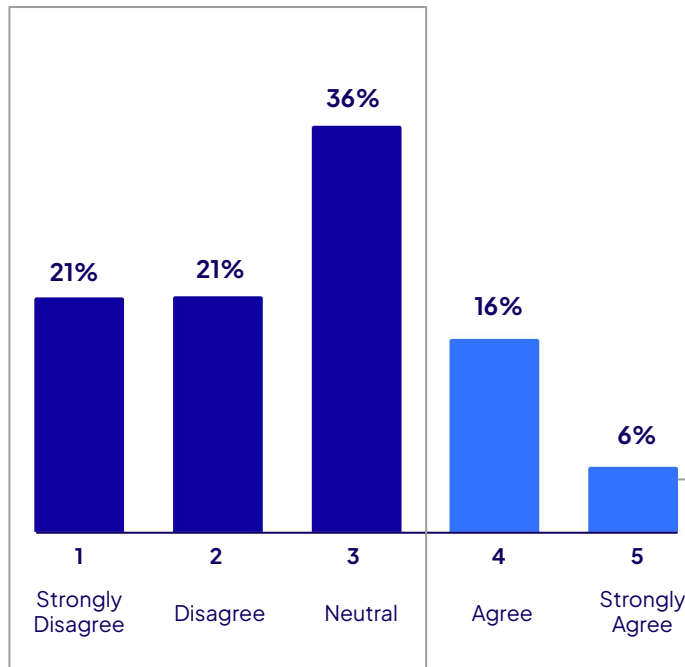
6%

Only 6% of faculty fully agree that their institutions have provided sufficient resources to train faculty's AI literacy

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Resources, training, and best practices can enable AI integration

Top 5 enablers for AI integration into teaching, % of respondents

Question: I believe that the following will enable me to integrate AI into teaching (choose up to 3)

*Responses only include respondents who indicated answered 'Yes' to 'I see myself using AI in my teaching practices in the future'

Access to AI tools and resources

65%

Training faculty on AI literacy and skills

64%

A collection of best practices and uses cases for AI integration

60%

Clear guidelines on AI in teaching

50%

Environments that encourage innovation and tolerate failure in AI use

31%

1　　　2　　　3　　　4　　　5

6.   About DEC and Copyright Details

Digital Education Council Global AI Student Survey 2024

Prior to the Global AI Faculty Report, the Digital Education Council published the DEC Global AI Student Survey in August 2024, offering insights into student perceptions of AI in higher education. The report covers the status of AI usage and readiness, student perceptions of AI use cases, expectations and preferences for institution actions on AI, satisfaction with AI adoption, concerns and key attributes for AI use.

Together, our Faculty and Student Surveys aim to guide decision-making for higher education leadership.

Download here
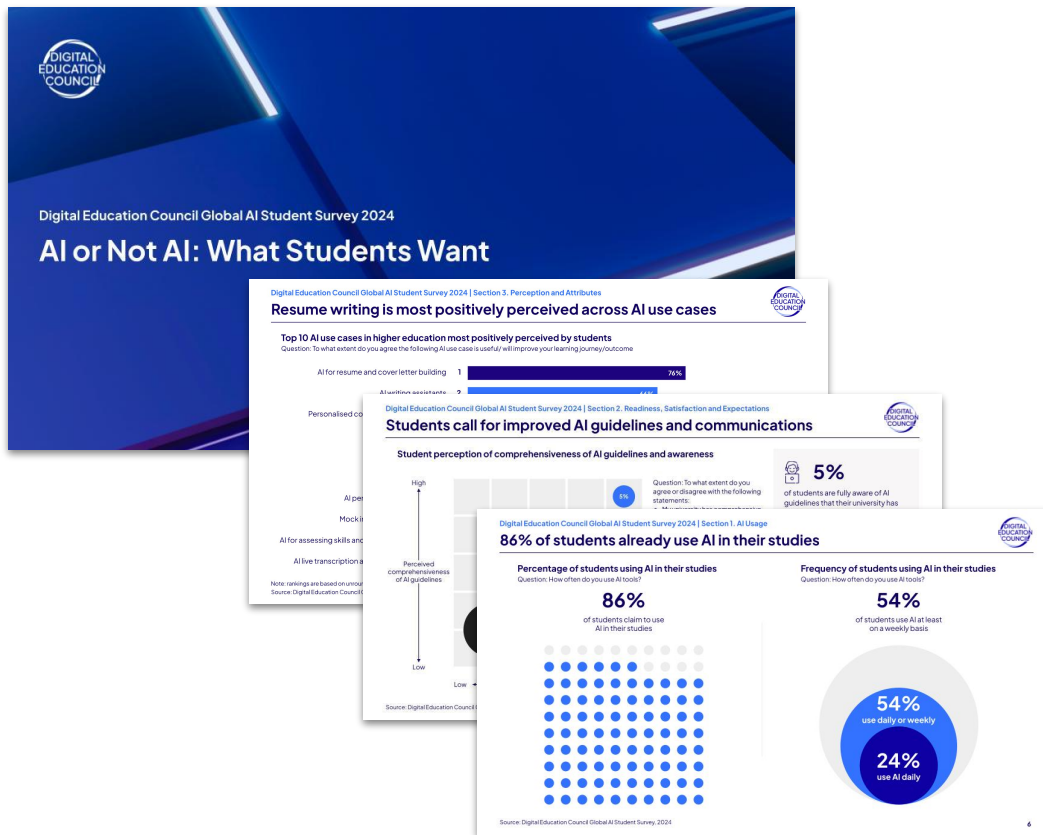
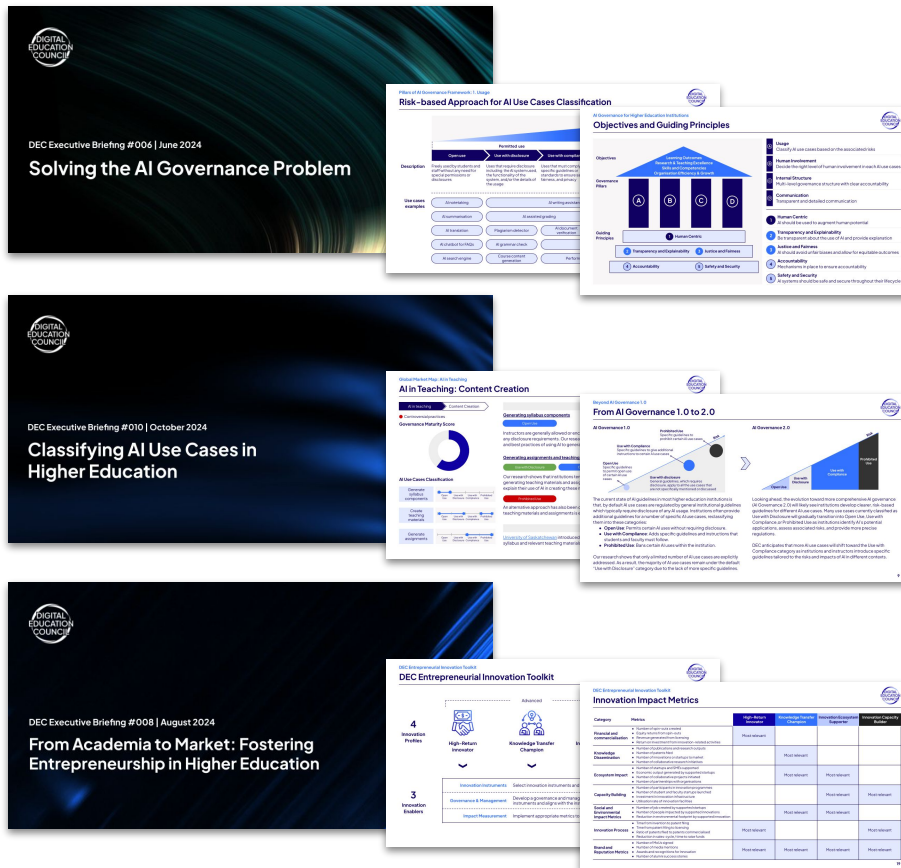# Digital Education Council Executive Briefings

The Digital Education Council delivers monthly Reports and Executive Briefings to its members.

These Reports and Executive Briefings share key insights, practical frameworks and usable tools to support AI adoption, governance, and sustainable innovation in higher education.

Our members use these as key working documents to help them work through the transformation in the world of education and skills.

Explore

Examples of Executive Briefings

DEC Executive Briefing #006 | June 2024

Solving the AI Governance Problem

DEC Executive Briefing #010 | October 2024

Classifying AI Use Cases in Higher Education

DEC Executive Briefing #008 | August 2024

From Academia to Market: Fostering Entrepreneurship in Higher Education

Digital Education Council Meetings

Thematic Working Groups
DEC Thematic Working Groups serve as a global platform for collaborative discussions for DEC members, fostering knowledge sharing and establishing best practices to drive innovation. The Thematic Working Groups are focussed on practical outcomes and run on a one-year cycle.
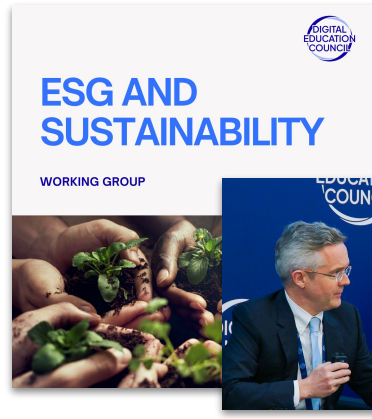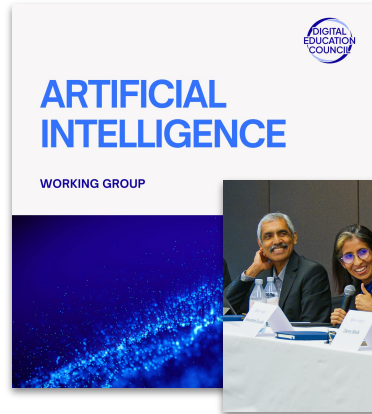
DEC Global Summit
The DEC Global Summit is an in-person and outcome-focussed event exclusively for DEC members. The Global Summit is a key opportunity to address global challenges and explore actionable strategies for positive integration of digital and artificial intelligence technologies.

Become a Member

Examples of Meetings

Copyright and Contact Details

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