QUT

Centre for Decent Work and Industry

Apostles, Agnostics and Atheists:

Engagement with Generative AI by Australian University Staff

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Paula McDonald, Stephen Hay, Abby Cathcart and Alicia Feldman

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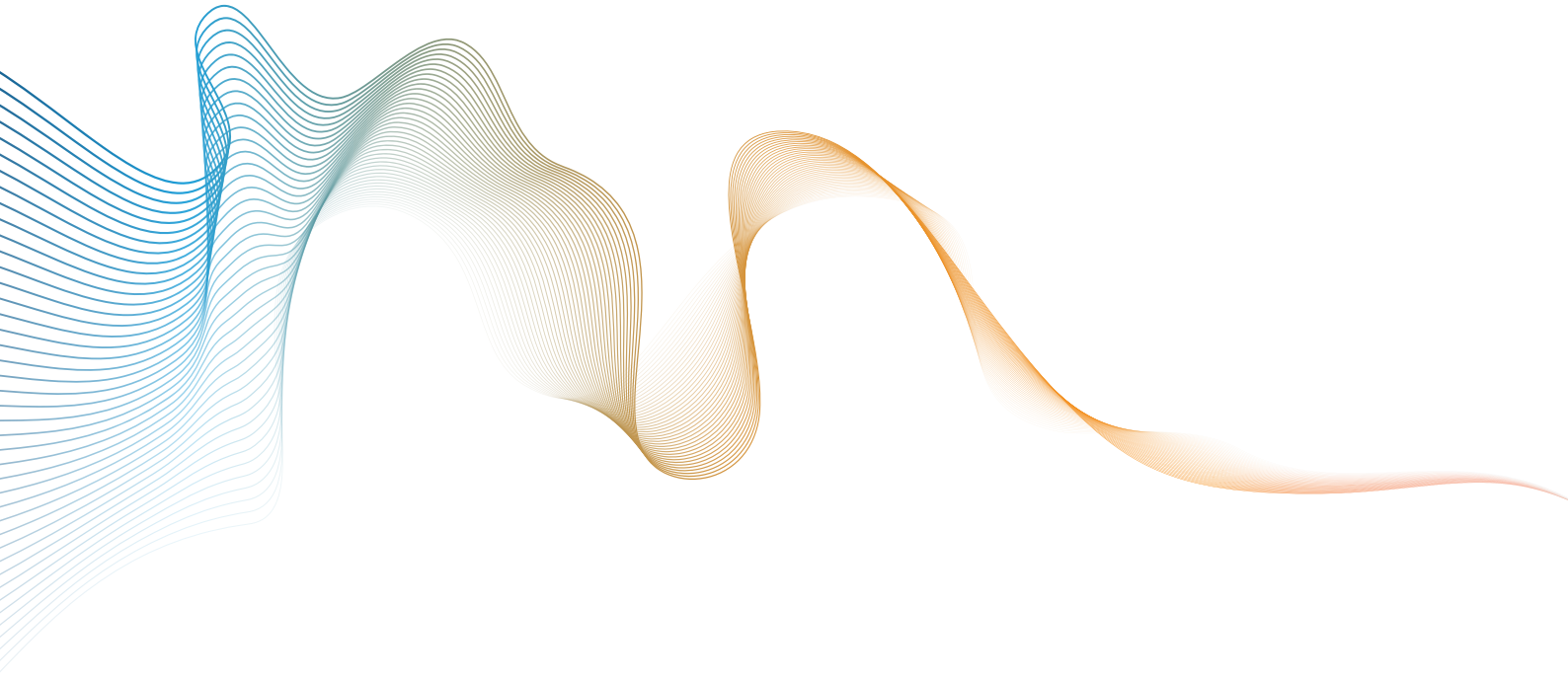
Publication enquiries:

Email: p.mcdonald@qut.edu.au or abby.cathcart@qut.edu.au



QUT Centre for Decent Work and Industry

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Executive Summary

The rapid evolution of generative artificial intelligence (GenAI) technologies presents significant opportunities and challenges for higher education institutions. This report, prepared by researchers from Queensland University of Technology and Griffith University, investigates the current adoption and impact of GenAI tools among university staff across Australia. The study provides comprehensive baseline data on the prevalence, purposes, and effects of AI usage across staff groupings. These findings may help inform strategic, operational and investment decisions in the future.

The population for the study was continuing, contract and casual academic, professional, and senior staff who work at any of Australia's 42 universities. The findings in this report are derived primarily from respondents employed by or affiliated with 17 universities, with a small number of respondents who indicated they were employed by or affiliated with 11 other universities. The national sample comprised 3,421 respondents in total.

The survey was developed in Qualtrics and administered online. It provided a detailed definition of Generative AI, prior to questions measuring demographic information, whether the respondent used GenAI for work and non-work purposes, types of AI-enabled tools used, the resources used to learn about AI, the frequency of AI use for specific tasks, perspectives on the use of AI, and views on current AI policies and guidelines extant in the university sector. The survey also included several open-ended questions including reasons for not using AI, the perceived efficiency impacts of AI use, respondents' intended future use of AI, and suggestions for university future policy and actions in relation to AI. This report presents both quantitative and qualitative findings from the survey.

The **tools** being adopted by Australian university staff are many and varied. Unsurprisingly, free to use and highly promoted tools such as ChatGPT3.5 and Microsoft Copilot are used by many staff. However, it is clear that staff are also exploring and experimenting with many other AI tools and software for their work.

The **frequency of use** of AI by staff for specific tasks suggests AI uptake is at an early stage with nearly 30 per cent of staff not using AI at all for work. The survey listed multiple AI use cases, asking AI-user respondents to indicate how frequently they used AI for each specific task. Mean frequency scores for many individual tasks were low. This was predictable given staff have varying roles that may not offer opportunities

to use AI for a range of different tasks. However, the frequency of AI use was higher when considering task groupings overall (e.g., data analysis; teaching, pedagogy and assessment; university administration). Many staff report using AI for at least one task within each grouping.

It also seems likely that the current level of AI use for research, teaching and university administration will increase dramatically in the near future with the high number of AI tools reported in the survey, and as awareness of the capability of these tools increases.

Participants were asked a range of questions that explored their **perspectives of AI** broadly, and within the context of the university and their role. Exploratory factor analysis revealed four underlying dimensions of AI perspectives: AI affordances; AI integrity risks; transparent use of AI; and self-efficacy in using AI. Respondents scored lowest (least positive) on AI affordances and highest (most positive) on transparent use of AI.

Around three-quarters of staff were aware of **AI policies** in their institutions. This may be a concern for some institutions where a higher level of awareness might be expected. Familiarity with policies and the perceived usefulness of policies in guiding AI practice was much lower.

The results highlight the polarisation of views on AI's opportunities and challenges. The reference to "Apostles," "Agnostics," and "Atheists" reflects three broad groups at different stages of adoption. Apostles actively use multiple tools, seek out new AI information, and have positive perceptions of AI that they want others to share. Agnostics are wary, lack capacity or skills, or don't see the relevance of AI. Atheists actively oppose AI, believing it is inferior to human intelligence and poses significant risks to integrity, transparency and equity. These mixed views necessitate a balanced policy approach that addresses both benefits and apprehensions.

The report provides Australian universities and higher education peak bodies with new and detailed insights about the current state of staff engagement with AI on a number of dimensions. The findings may inform future policy development, investment and resourcing decisions, and training and support functions as AI continues to impact the sector in profound ways.

1 Background

Rationale

A search of published and grey literature in four academic databases (SCOPUS, ERIC ProQuest, Education ProQuest, Science Direct) indicates there is **no systematic, large-scale evidence** for the extent to which, or how, Australian university staff currently use AI tools in their work. This is also the case internationally. Empirical studies that have been undertaken in higher education have tended to focus on undergraduate students rather than staff[1, 2], and teaching and assessment rather than research and administration[3]. Studies are often limited by very small sample sizes[4] and/or a very narrow focus on a single technology.

The rapid advancement of AI technologies holds the potential to revolutionise and optimise research, teaching and administration in universities. In research, tools can streamline data analysis and identify research trends, while in teaching, AI can help develop students' critical digital literacies and enable personalised learning experiences and tailored pedagogy.

At the same time, AI has cast a transformative shadow, presenting challenges and threats that demand immediate attention. Large language models are the most high-profile, controversial, and disruptive form of AI to enter the higher education sphere so far[5], raising concerns regarding academic integrity, plagiarism detection, and the potential impact on critical thinking skills[6]. Moreover, AI tools are improving at a rapid pace, making mitigation strategies quickly obsolete[7]. There is also considerable apprehension about the potential redundancy of some administrative and academic staff roles[8].

1 Perkins, M. (2023). Academic integrity considerations of AI large language models in the post-pandemic era: ChatGPT and beyond. *Journal of University Teaching & Learning Practice*, 20(2). https://doi.org/10.53761/1.20.02.07
2 Farrelly, T., & Baker, N. (2023). Generative artificial intelligence: Implications and considerations for higher education practice. *Education Sciences*, 13, 1109. https://doi.org/10.3390/educsci13111109
3 Crompton, H., & Burke, D. (2023). Artificial intelligence in higher education: The state of the field. *International Journal of Educational Technology in Higher Education*, 20, 22. https://doi.org/10.1186/s41239-023-00392-8
4 Titko, J., Alts, H., & Smith, M. (2023). Artificial intelligence for education and research: Pilot study on perception of academic staff. *Virtual Economics*, 6(3), 7-19. https://doi.org/10.34021/ve.2023.06.03(1)
5 Williamson, B., Macgilchrist, F., & Potter, J. (2023). Re-examining AI, automation and datafication in education. *Learning, Media and Technology*, 48(1), 1-5. https://doi.org/10.1080/17439884.2023.2167830
6 Michel-Villarreal, R., Davison, G., & Brown, S. (2023). Challenges and opportunities of generative AI for higher education as explained by ChatGPT. *Education Sciences*, 13(9), 856-874. https://doi.org/10.3390/educsci13090856
7 Grassini, S. (2023). Shaping the future of education: Exploring the potential and consequences of AI and ChatGPT in educational settings. *Education Sciences*, 13(7), 692. https://doi.org/10.3390/educsci13070692
8 George, B., & Ontario, W. (2023). Managing the strategic transformation of higher education through artificial intelligence. *Administrative Sciences*, 13(9), 196. https://doi.org/10.3390/admsci13090196

Early and limited empirical research on the topic indicates that, from the perspectives of academics, positive aspects of AI implementation in higher education are related to gains in the learning-teaching process, improvements in students' skills and competencies, and better inclusion and greater efficiency, while negative aspects are linked to psychosocial effects, data security, ethics, integrity, and unemployment threats[9]. Studies also suggest that the performance of AI seems to vary across disciplinary domains, ranging from outstanding in fields such as economics, to unsatisfactory in fields such as mathematics[10]. A study of higher education staff in Hong Kong reported relatively optimistic views about the positive impacts of integrating AI technologies into their work, and an openness to integrating AI into their teaching and learning practices[11]. However, they also reported relatively low experience of using generative AI technologies and strongly agreed that institutions should have plans in place to support their workplace integration.

University executives are grappling with formulating policies that address the governance of AI, including data privacy, transparency, accountability, and security, as well as attributing AI technologies, identifying and preventing academic misconduct and ethical dilemmas, and ensuring equity in access[12]. Indeed, universities and other educational institutions appear to be facing considerable challenges in retrospectively implementing policies that govern the safe and effective use of AI tools. Given the speed with which AI is developing in terms of its capacity and reach, the governance of AI is not an issue of distant futures but is well underway[13]. National grant bodies are also considering the implications for funding processes and have developed early policies addressing academic integrity. The potential workload and staffing implications of AI are also on the agenda. Rigorous research on current trends can inform these responses.

Project aims

The project examined how AI tools are currently being used by staff in Australian universities. It aimed to:

a. Address a **current and substantial knowledge deficit** by providing baseline evidence of the extent and nature of AI adoption by Australian university staff.
b. Estimate the **impact of AI** on research, teaching and administration productivity across distinct groups of university staff.
c. Identify **AI-driven practices in specific domains**, including assessment methods and feedback, learning analytics, course design, student support, literature reviews, data analysis and visualisation, research design, text summarisation, citation management, administration, collaboration and networking.
d. Inform **higher education policy and practice** that balances the efficiency potential of AI, with core principles of integrity, innovation and excellence. This includes the creation of robust guidelines on academic integrity, data security, and intellectual property rights.

9 Piscia, A., Edu, T., Zaharia, R., & Zaharia, R. (2023). Implementing artificial intelligence in higher education: Pros and cons from the perspectives of academics. *Societies*, 13(5), 118-131. https://doi.org/10.3390/soc13050118
10 Lo, C. (2023). What is the impact of ChatGPT on education? A rapid review of the literature. *Education Sciences*, 13(4), 410-425. https://doi.org/10.3390/educsci13040410
11 Chan, C. (2023). A comprehensive AI policy education framework for university teaching and learning. *International Journal of Educational Technology in Higher Education*, 20, 38. https://doi.org/10.1186/s41239-023-00408-3
12 Chan, C. (2023). A comprehensive AI policy education framework for university teaching and learning. *International Journal of Educational Technology in Higher Education*, 20, 38. https://doi.org/10.1186/s41239-023-00408-3
13 Büthe, T., Djeffal, C., Lütge, C., Maasen, S., & Ingersleben-Seip, N. von. (2022). Governing AI – attempting to herd cats? Introduction to the special issue on the Governance of Artificial Intelligence. *Journal of European Public Policy*, 29(11), 1721–1752. https://doi.org/10.1080/13501763.2022.2126515

2 Survey Methodology

Sample

The population for the study was continuing, contract and casual academic, professional and senior staff who worked at any of Australia's 42 universities. The findings in this report are primarily derived from respondents employed by or affiliated with 17 Australian universities, with a small number of respondents who indicated they were employed by or affiliated with 11 other universities (n=3,421). The survey was not targeted at students. However, a question about higher degree research (HDR) student status was included in the survey so that staff who would not ordinarily undertake research as part of their role, but who were engaging in research as an HDR candidate, would be able to answer the questions related to AI for research tasks (see Appendix A)[14]. 7.5% of staff respondents indicated they were also an HDR student. After removing duplicate and highly incomplete[15] responses, the final sample was 3,421. The following sections outline key characteristics of the sample.

Respondent Employment Categories

Table 1 outlines the employment category of respondents. A wide variety of staff in different roles responded to the survey, with the highest proportion being professional staff (57.1%). However, when comparing the sample size at each participating university to total numbers of staff, response rates were low.

14 Many Higher Degree Research students in Australia are also employees of the university where they undertake their degree. Typical roles include lecturing, tutoring and research assistance.
15 Those who completed less than 8% of the survey

Table 1: Respondent employment category

	Frequency	Proportion %
Academic staff	1057	30.9
Professional staff	1955	57.1
Senior staff appointment	130	3.8
Sessional academic staff	222	6.5
Adjunct or honorary appointment	36	1.1
Other	21	.6
Total	3421	100.0

Academic Staff Characteristics

Figure 1 outlines the disciplines of academic respondents represented in the sample. Together, academics from Health (27%) and Society and culture (22.2%) made up around half of respondents overall. The disciplines Education, Natural and physical sciences, and Management and Commerce each comprised around 10% of the sample.

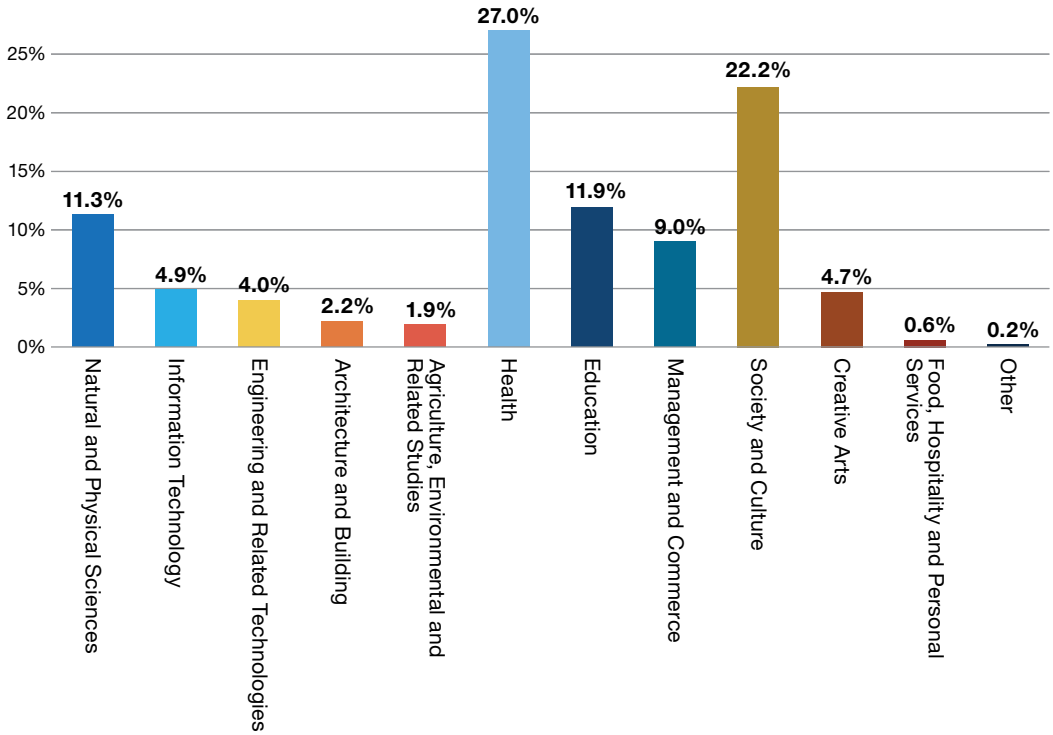


Figure 1: Academic staff disciplines (n=1043)

Academic staff from each of the bands A to E were represented (Figure 2). Together, over half of academic respondents were employed at levels B and C (57.8%).

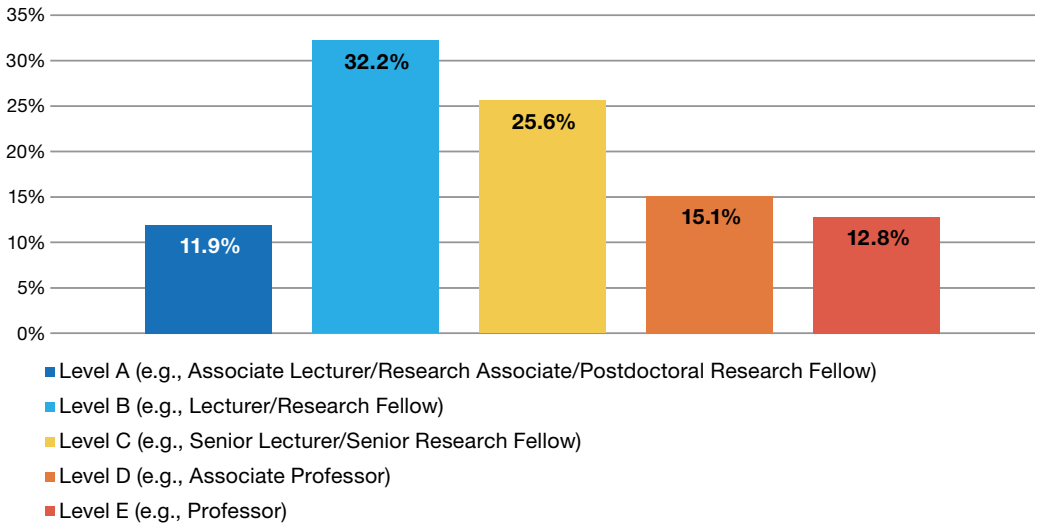


Figure 2: Academic Staff Levels (n=1050)

Around two-thirds of academic staff respondents (66.8%) indicated they performed both research and teaching duties (Figure 3).

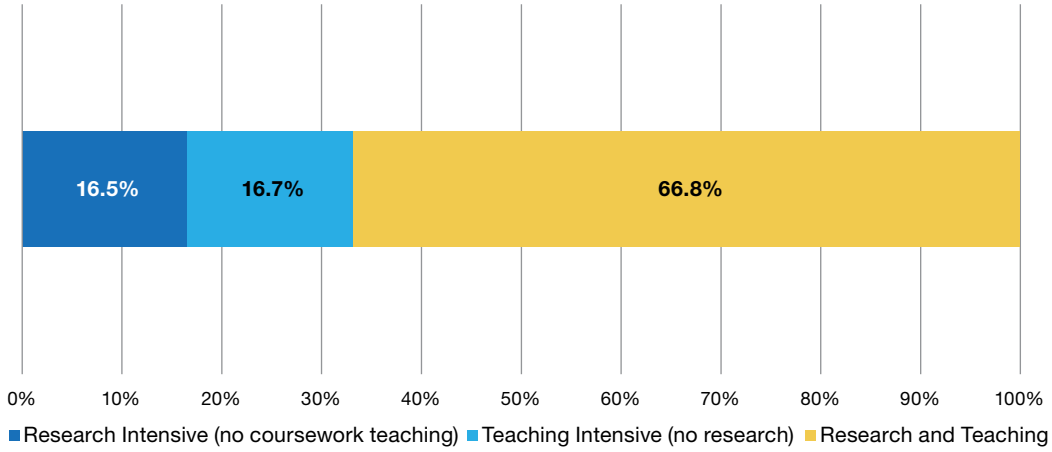


Figure 3: Academic staff responsibilities (n=1039)

Professional Staff Characteristics

Professional staff across each of the role categories presented in the survey were represented. The roles in which professional staff were most commonly employed included Administration and governance (25.1%) and Student services and support (14.6%) (Figure 4). The role categories Communications and outreach, Library and information services, and IT and technical support each represented around 10% of the professional staff sample.

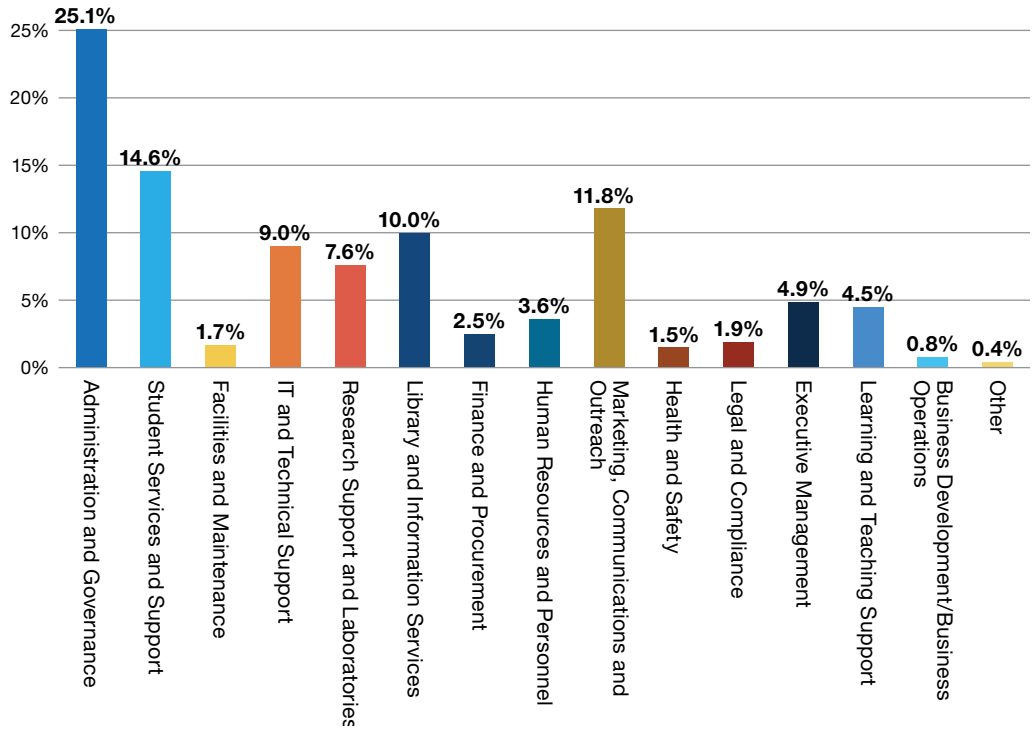


Figure 4: Professional staff roles (n=1965)

Professional staff from all Higher Education Worker (HEW) levels were represented. The most common HEW levels were HEW 5-7 (57.5%) and 8-10 (31.9%), with fewer respondents from HEW levels 1-4 (5.9%, Figure 5). Nearly 5% of professional staff respondents indicated they did not know their HEW level.

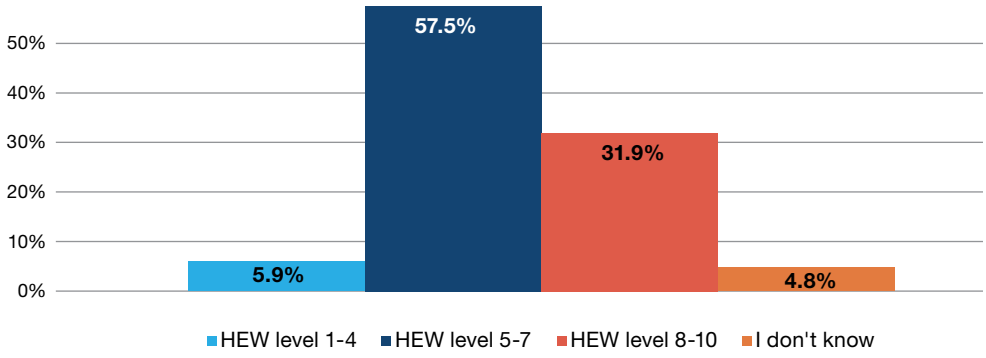


Figure 5: Professional staff higher education worker levels (n=1865)

Senior Staff Characteristics

Nearly half (46.3%) of the 80 senior staff respondents who responded to the survey indicated they are research active (Figure 6).

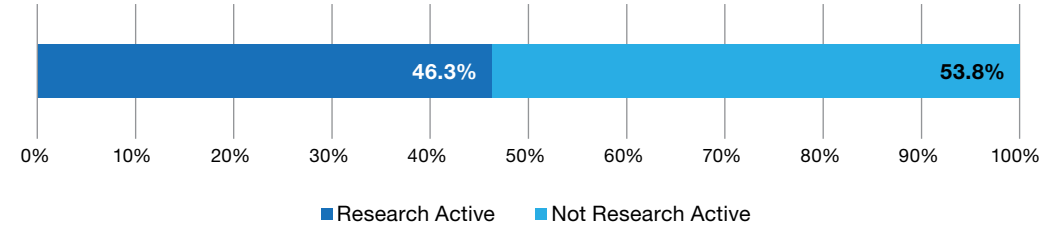


Figure 6: Senior staff research status (n=80)

The majority of senior staff indicated they came from Education, Health, and Society and culture disciplines (Figure 7).

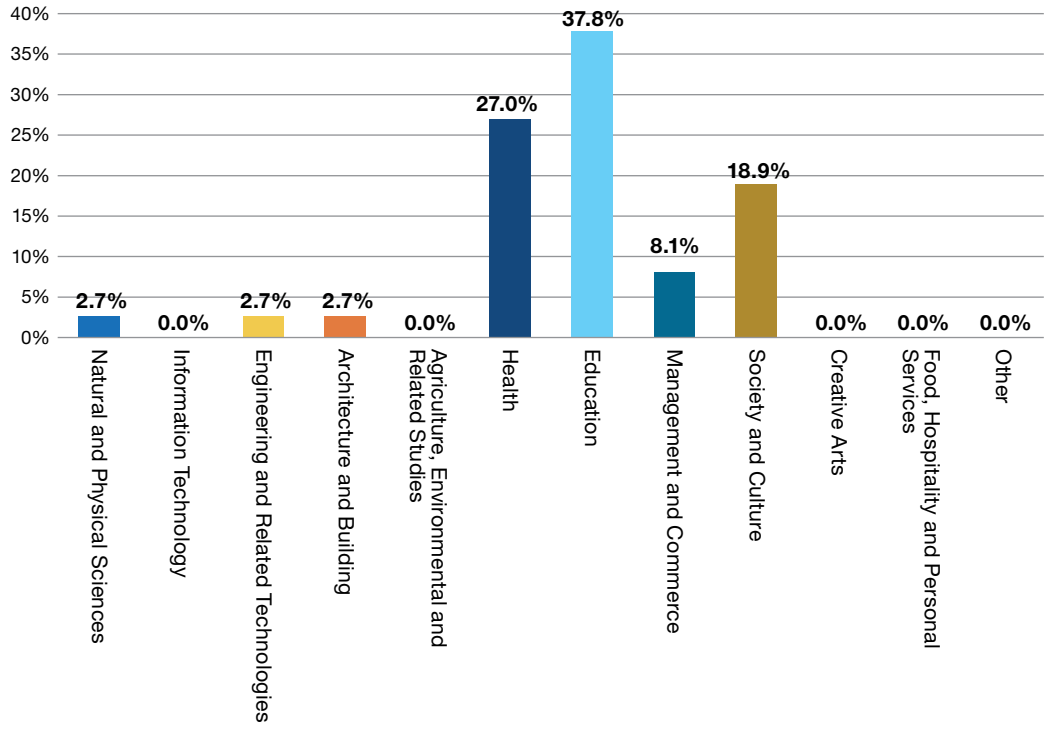


Figure 7: Senior staff research disciplines (n=37)

Respondent gender and age

The sample was predominately women (60.5%), with 34.0% men, and 1.6% non-binary/ intersex/ indeterminate (Figure 8). Less than 5% (3.7%) of respondents chose not to disclose their gender and a very small proportion (0.2%) indicated 'other'.

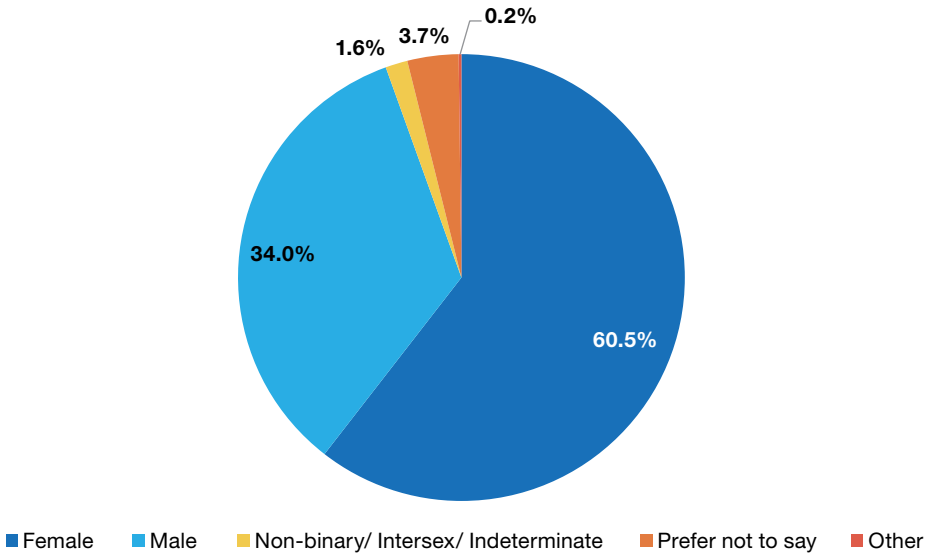


Figure 8: Respondent gender (n=3396)

Respondents were asked to provide their birth year rather than directly asking for their age. To maximise responses to this variable, the survey included the following explanatory statement: *There are many stereotypes related to age and technology use. We are interested in the generational impacts of using Gen AI.* Age was approximated by subtracting year of birth from the current year. Age ranged from 19 to 85, with a mean age of 44.83 (SD=11.49) and a median of 45.

Survey administration and procedures

Participating universities each nominated a senior representative to liaise with the research team and facilitate distribution of the survey link. They were provided with an email template inviting and encouraging staff to participate, and a link to the online survey, which they distributed to staff in ways that best suited that particular institutional context. Avenues of dissemination of the survey included via all-staff email, emails sent out directly by Executive Deans / Heads of School, a QR code displayed on a PowerPoint slide at staff seminars or workshops, intranet community sites, and digital newsletters or updates sent to staff by university/school/department/faculty/divisional areas. In each case, the invitation included ethics approval number, information about confidentiality, and a statement that responses from staff who did not use AI were equally valued.

The survey was open for approximately eight weeks. The research team suggested that two reminder emails be sent to staff while the survey was open, preferably by senior university leaders.

Survey instrument

The online survey was iteratively developed and tested in Qualtrics. Following the participant information and consent page (which could be downloaded by the respondent), the survey provided a detailed definition of Generative AI for the purposes of the study, as well as a description of technologies that were out of scope. These definitional parameters were as follows.

Generative AI is:

> *the simulation of human intelligence in machines that are programmed to think like humans and mimic their actions, including learning and problem-solving. Commonly recognised examples include ChatGPT (for text generation) and DALL-E (for image creation) but there are many others.*

In contrast, generative AI does not include:

> *algorithms that perform complex, rule-based tasks but lack the ability to adapt to new information or situations beyond their programming. This includes software with functions such as: bibliometrics (e.g., Scopus, Overton); project management (e.g., Slack); reference management (e.g., Endnote, Zotero); data visualisation (e.g., Tableau); or statistical analysis (e.g., Stata, SPSS).*

The initial survey questions comprised demographic information, including institutional affiliation, type of staff employment contract (academic, professional, sessional, senior staff, or adjunct/visiting), gender, and year of birth. Academic, sessional and adjunct staff, and research-active senior staff, were subsequently asked to indicate their discipline of practice (e.g., Natural and physical sciences, Health, Commerce and management). Professional staff were asked to indicate the organisational area in which they worked (e.g., Research support and laboratories, Finance and procurement). The final question in the demographic section asked whether respondents had ever used GenAI in a) their personal life for a non-work purpose and b) in their university work.

AI-related survey questions explored:

i. the AI-enabled tools staff currently use in their work (e.g., ChatGPT, MS Copilot, Midjourney). In addition to a list of commonly used AI tools, respondents could indicate other tools they used. These tools were manually coded.
ii. the resources staff had used to learn about AI tools, or AI more generally (e.g., YouTube, specialist courses, peers or colleagues);
iii. how frequently staff use AI tools in relation to specific tasks in their academic or professional work (e.g., generating research questions, literature searches, editing written work, creating images or meeting agendas/minutes);
iv. perspectives on the use of AI in a university context (e.g., confidence in using AI tools, culture of transparency, perceived impacts on work quality and efficiency); and
v. views on current policies and guidelines.

Survey logics were created so that respondents in different demographic groups received different sets of questions related to research, teaching and administration tasks. For example, research task-related questions were answered by research intensive and teaching/research academic staff, as well as senior staff who indicated they were research active, and all staff who indicated they were also an HDR student. Teaching task-related questions were answered by teaching intensive and teaching/research academic staff, as well as professional staff who indicated their organisational area was student services and support, or library services. The conditional logic for demographic groups and sets of questions are provided in Appendix A.

In addition to checkbox and Likert-style questions, a number of open format items were included in the survey. Three key questions are reported:

- Please elaborate on your reasons for not yet using generative AI in your work (non-users only);
- What, if any, are your future intentions for using generative AI in teaching, research or administration? (all respondents);
- What actions do you think your university should take in relation to the use of generative AI in higher education? (all respondents).

The time required to complete the survey depended on the familiarity and extent of use of AI by the individual respondent (normally between 5 and 15 minutes).

The survey was extensively piloted on professional, academic, and sessional staff in various roles and academic disciplines to refine question wording, logic pathways and suitability for different categories of staff.

Analysis

Quantitative data were analysed using SPSS version 29. Descriptive statistics are used to report survey questions in items (i) to (v) above. All qualitative responses to open-ended questions were first manually coded by the research team in the software package NVivo (version 14). Anonymised quotations assigned to specific codes were then iteratively imported into ChatGPT-4o with a prompt to organise them thematically and provide short summaries of these themes. These thematic summaries were sense-checked and later, reworded or reorganised through progressive editing of the report. Quotations aligning with these themes were manually selected from those in the original NVivo file. Sex and role category of the respondent are noted against each quotation.

3 Use of Generative AI

Prevalence of AI use

The majority of respondents had used AI for personal or work purposes, or both. Overall, staff were approximately equally as likely to have used AI for personal (73.4%) and work reasons (70.8%) (Figure 9).

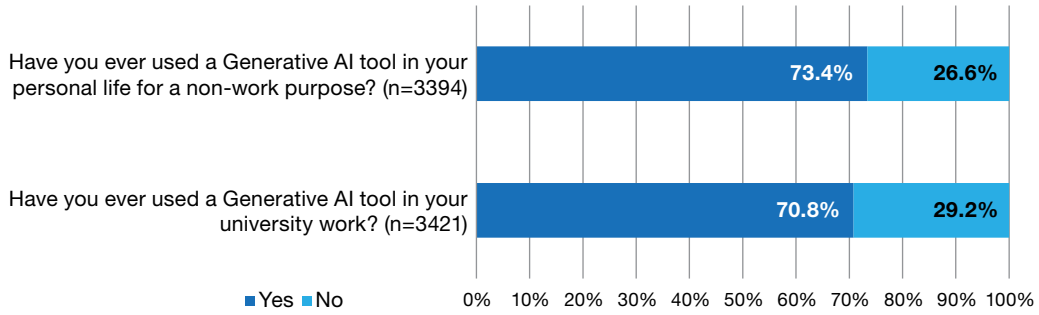


Figure 9: Proportion of staff AI use for personal and work reasons

Both academic and senior staff were more likely to have used AI for work purposes compared to non-work purposes. Professional staff, sessional staff and adjunct staff were less likely to have used AI for work purposes compared to non-work purposes (Figure 10). In all staff categories however, more than half had used AI for both work and non-work purposes.

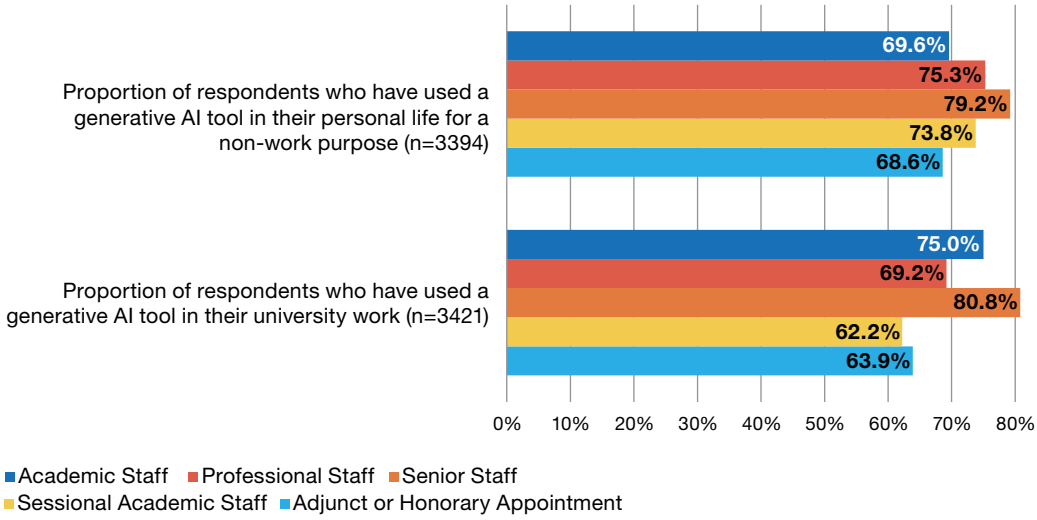


Figure 10: Use of AI for work and personal tasks by staff category

The following two figures present the proportions of academic and sessional academic staff respondents (Figure 11) and professional staff respondents (Figure 12) who reported using AI in their work. The staff groups are reported separately to account for the different proportions of these staff groups who responded to the survey at each university which is likely to impact the overall percentage of AI use.

Academic and sessional academic AI users represented between 51.1% and 100% of the overall sample in each university, with the national average being 72.8%.

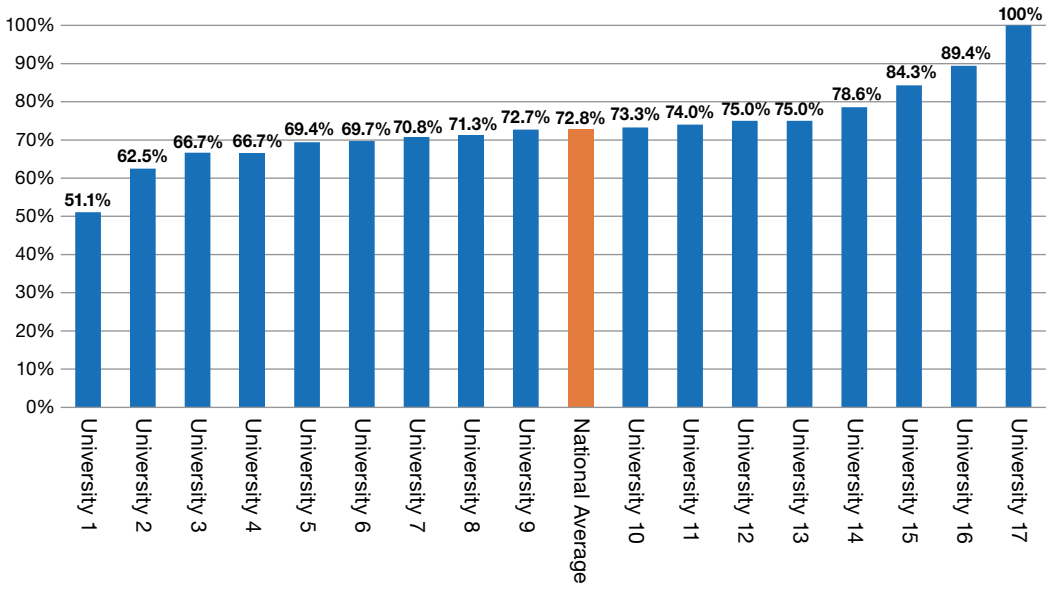


Figure 11: Proportion of academic and sessional academic staff using AI for work by university

The proportion of professional staff who used AI in their work ranged from 58.9% to 100%, with the national average being 69.2%.

Comparing Figures 11 and 12, there were marked differences in some cases in AI use by academic/sessional academic staff and professional staff at the same university. For example, University 10 was above the national average for academic/sessional academic staff and below the national average for professional staff.

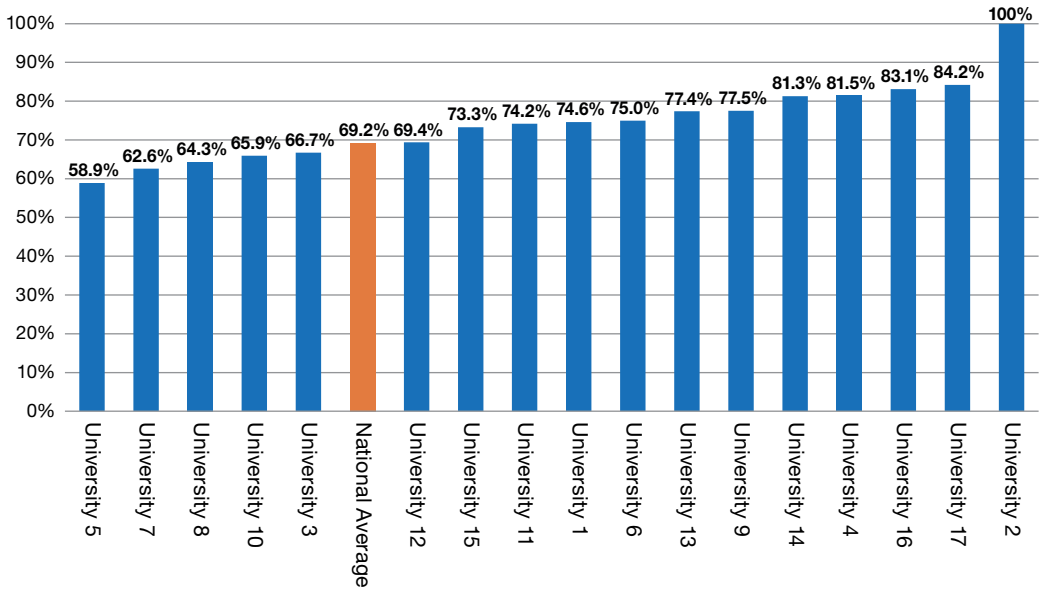


Figure 12: Proportion of professional staff using AI for work by university

Among academic staff, those from Information technology, Engineering, Management and commerce, and Food, hospitality and personal services, were most likely to use AI for work purposes. In contrast, those from Agriculture, environmental & related studies and Natural and physical sciences were least likely to use AI in their work (Figure 13). Across academic levels, those employed at Level D (67.3%, Figure 14) were least likely to use AI. Type of academic role—teaching intensive, research intensive and teaching and research—were about equally likely to use AI for their work (Figure 15).

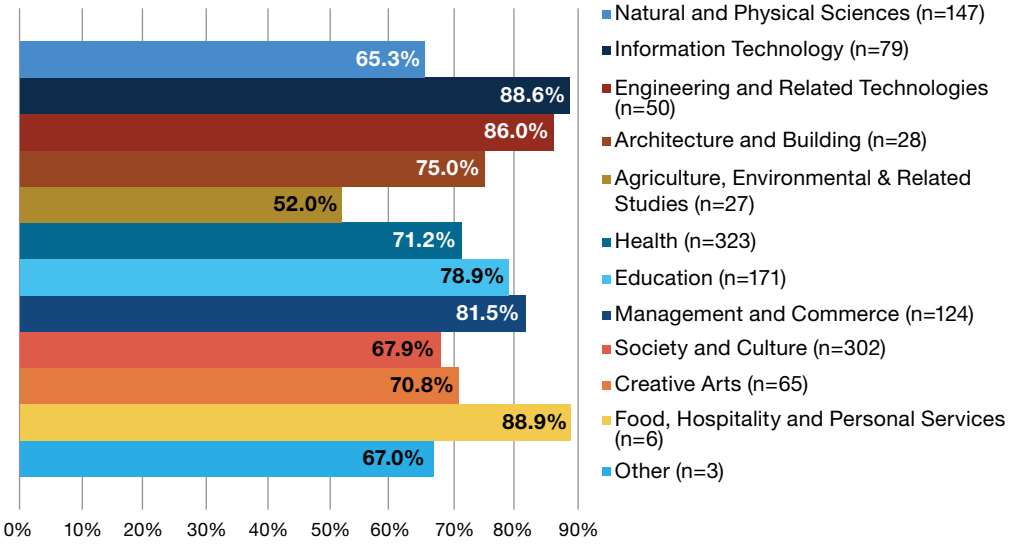


Figure 13: Use of AI for work by discipline, academic staff

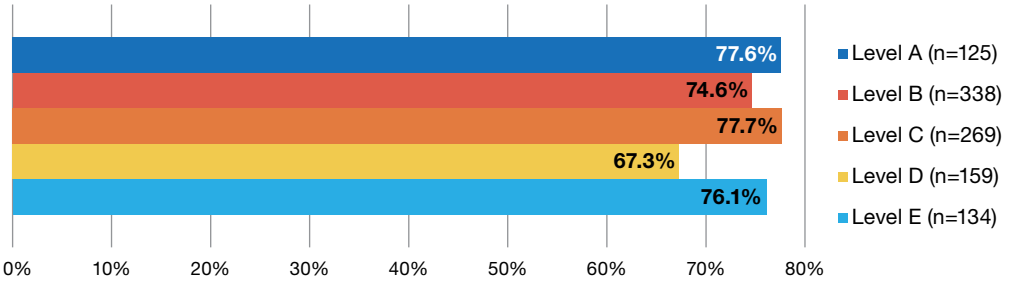


Figure 14: Use of AI for work by academic level

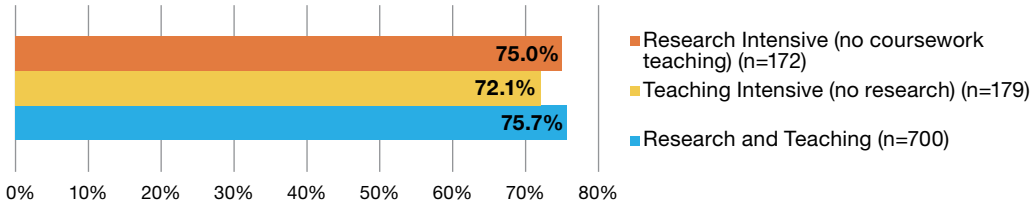


Figure 15: Use of AI for work by academic responsibilities

Professional staff in Finance and procurement, and Legal and compliance, were least likely to use AI for their work, whereas those in Business development and operations, and Learning and teaching support were most likely to use AI for work purposes (Figure 16). The likelihood of using AI increased for those at higher HEW levels (Figure 17).

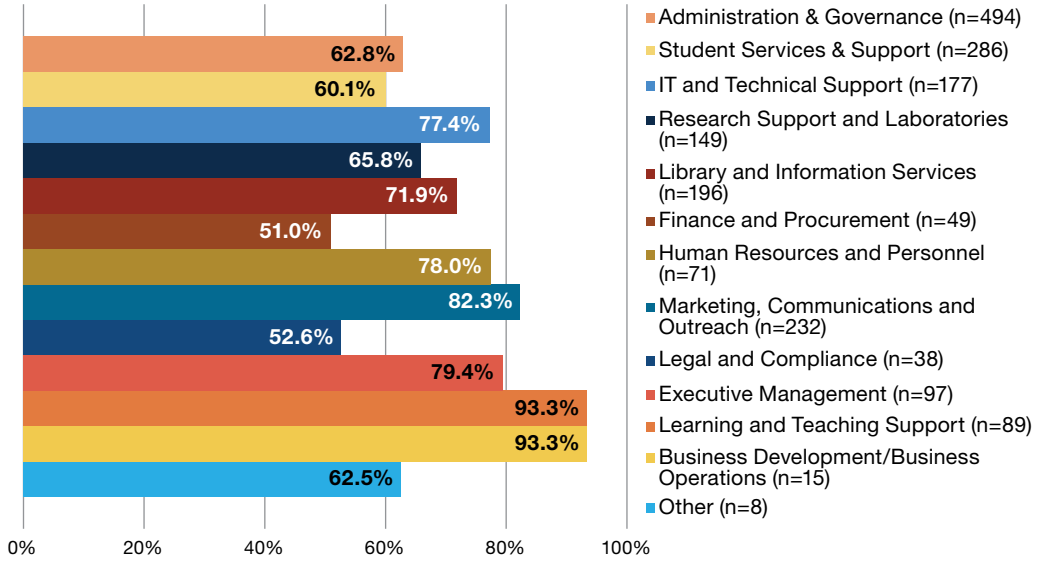


Figure 16: Use of AI for work by professional role

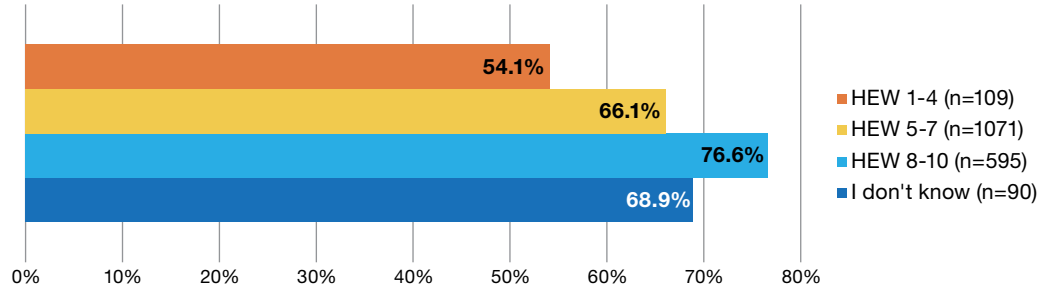


Figure 17: Use of AI for work by higher education worker level

The likelihood of using AI for work was slightly greater among research-active than non-research-active senior staff (81.08% and 74.42% respectively). The likelihood was also slightly greater among staff who were also HDR students than those who were not HDR students (73.9% and 69.0% respectively).

Figure 18 illustrates AI use by sex of respondent. Males were significantly more likely to use AI for work than females, χ^2=(1, n=3209) = 10.567, *p*= .001. However, age was not a predictor of those who have used AI (*M*= 44.79, SD= 11.291) and those who have not used AI (*M*= 44.92, SD= 11.959), *t*(3199) = -.277, p= .782.

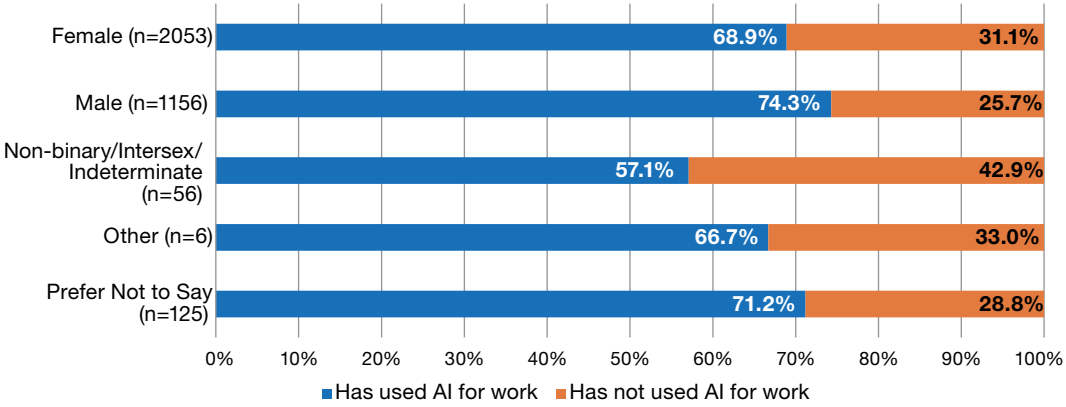


Figure 18: Use of AI for work by respondent sex

Reasons for not using AI

Participants who initially indicated that they had not used AI for work were asked: *Please elaborate on your reasons for not yet using Generative AI in your work.* In total, 913 participants provided a response, representing around 91.5% of survey responses from non-users.

AI not seen as relevant to discipline or role (325 responses)

The most frequently cited reason for not using generative AI was that it was **not useful or relevant** to the staff member's work context. Some respondents suggested they had experimented with AI but believed it did not add value or produce efficiency dividends.

> *Not required in my position.* **[F, Professional]**

> *My current role wouldn't benefit by the use of AI. As someone in the discipline of Computing, I have no apprehension in using AI if I believe it will prove a useful tool to the task/s I perform, I just happen to be in a unique position where it isn't of great benefit.* **[M, Professional]**

> *While I have explored a couple of chat tools (Chat GPT and CoPilot) with work related questions, I've not needed to really apply these tools to my work yet. I haven't seen a use case in my role where they would add sufficient value to justify the time invested in making them work effectively for the task.* **[F, Professional]**

Unfamiliar, uncertain or lack time to engage with AI (161 responses)

A significant number of responses indicated that a lack of familiarity with the technology, uncertainty about its use, or a lack of time to engage, contributed to their reluctance to use AI tools for their work. These responses captured various dimensions of uncertainty, including a lack of understanding of AI's capabilities, insufficient training in AI use, and, for some respondents, apprehension toward adopting new technologies.

Respondents indicated that they didn't really know how AI might help them, including that they were not clear where to access AI tools.

> *Do not know how or where to find it.* **[F, Academic]**

> *I wouldn't know where to start and I haven't had the need to do so and therefore haven't investigated further.* **[F, Professional]**

Others reported that their non-use related to a lack of confidence in AI or uncertainty about how AI worked.

> *I don't feel confident enough yet to be able to deploy its many uses effectively or for any particular purpose.* **[F, Academic]**

> *I do not understand how to use it as part of my work, I do not understand what I am/ am not allowed to use in relation to my work, I am wary of the technology as I do not understand it so to some extent am avoiding it.* **[F, Professional]**

A significant number of respondents indicated that they lacked the time to engage with AI, with some pointing to competing demands and heavy workloads.

> *Haven't had time or opportunity to see how it works so that I can apply it in my work. It has been on the list.* **[F, Professional]**

> *It seems too daunting to start, but also just haven't had the time to sit down and learn how to do it.* **[F, Professional]**

> *My teaching workload is heavy and I have not been able to put aside the time to practice and experiment with GAI so as to be sure that I am using it effectively for teaching purposes.* **[F, Academic]**

Finally, a small number of respondents acknowledged that their non-use related to a sense of apprehension about the technology.

> *The fear of the unknown. I feel intimidated by Generative AI.* **[M, Academic]**

> *Feel apprehensive so haven't engaged.* **[F, Academic]**

> *Find it scary and don't know where to start - info overload without any professional guidance.* **[F, Professional]**

GenAI not ethical, trustworthy, or reliable (227 responses)

Many non-AI users raised ethical objections or viewed the technology as untrustworthy and unreliable. While these respondents represent a small but significant minority (around 10%) of survey participants, their views reflect deeply held convictions. Their reservations about AI centred around three key themes: the ethics of AI development, environmental sustainability, and concerns about professional ethics relating to AI use.

Non-AI users citing ethical issues pointed to the perception that corporations developing AI had used, and continue to use, the copyrighted material of others (artists, writers, content generators) for the training of large language models (LLMs; e.g., ChatGPT, Claude, Gemini) and image generation models (Midjourney, Dall-E) without consent or compensation to these content creators.

> *GenAI is based, predominantly, on the unrecognised and unacknowledged work of the holders of Intellectual Property. It is hard to see how GenAI is ethical.* **[M, Senior]**

> *GenAI… takes the work of scholars and writers and uses it to generate the lowest common denominator output without compensation to those it is literally stealing from.* **[F, Academic]**

> *I consider generative AI to be a tool of plagiarism. The uses to date, especially in the creative industries (art, writing etc.) have involved machine learning that uses the creative works of others without permission.* **[F, Academic]**

Other respondents reported that their non-use of AI related to their objections to the environmental impact of the technology.

> *… the ecological cost, which falls unfairly on underprivileged people, works against the purpose of my research (which is to enhance health equity).* **[F, Academic]**

> *These systems are dependent on Big Data stolen without permission, processed at scales that require unsustainable amounts of energy are all owned and operated by corporations seeking profit.* **[M, Academic]**

A third concern was the professional ethics challenges posed by AI, particularly the importance of personal responsibility for work tasks. Several respondents expressed the view that AI undermines the authenticity of work outputs and conflicts with the enduring principles that underpin university work. For some, AI was seen as diminishing the integrity and originality essential to academic and professional responsibilities.

> *I don't consider it my work if it is artificially generated.* **[F, Academic]**

> *I feel strongly that my intellectual ability is my tool and purpose for employment as an academic. I enjoy the process of developing thought, and then writing about it organically. I personally feel as though the use of AI in the workspace for academia is a form of laziness, deception and dishonesty.* **[F, Academic]**

> *Using AI to complete any facet of research is academically and intellectually bankrupt.* **[M, Academic]**

Other non-AI users raised concerns about the trustworthiness and reliability of AI, citing poor-quality outputs and data security risks. Some viewed AI as producing unoriginal or unreliable work, with others highlighting its reliance on disinformation and unethical practices. These respondents questioned whether AI could genuinely improve upon existing technologies, with some staff expressing doubts about its ability to produce credible or meaningful results in their specific fields.

> *There has been no activity in which Generative AI would have led to a better outcome than current other technologies or approaches.* **[F, Sessional]**

> *AI is unreliable and it's simply a tool for plagiarism and cheats.* **[M, Academic]**

> *AI draws on the internet - a chaotic mix of well informed, evidence-based material and a much larger quantity of disinformation and misinformation - why would I want to use that in my work?* **[F, Academic]**

Human intelligence is superior (143 responses)

Many staff expressed concerns that the use of AI could undermine fundamental human capabilities, particularly in areas such as writing, critical thinking, and creativity, which they viewed as central to their academic and professional identities. They emphasised the importance of relying on their own intelligence and creativity rather than outsourcing these processes to AI, with some highlighting the value of writing and thinking as integral to deeper understanding and innovation. This sentiment reflects a belief that AI, while useful in certain tasks, cannot replicate the intellectual rigour and creative authenticity that defines higher education professionals. These concerns point to a strong preference for maintaining personal responsibility and engagement in their work, with AI seen as potentially diminishing these essential skills.

> *I believe that writing and thinking is fundamental to the work we do. If we're not doing that, then... why do we need to exist as academics?* **[F, Academic]**

> *Because I want to think things through myself rather than trying to have a computer think for me. I also believe thinking things through produces better results than generative AI.* **[F, Sessional]**

> *It's also (frankly) simply not as good as human-made outputs.* **[F, Sessional]**

> *I still think it is important to avoid de-skilling, and still believe that writing is a worthwhile skill. I believe that if we don't train people to do it, then the literary tradition will come to an end and for what? To save a bit of time? To save it for what? Tik-tok videos?* **[F, Academic]**

University policy context as a barrier to use (102 responses)

Several non-users cited the lack of clear policy guidance as a key reason for their reluctance to engage with AI. Uncertainty surrounding university policies, particularly regarding the availability of sanctioned AI tools and clarity on appropriate use, emerged as a common theme. Staff expressed concerns about privacy, data security, and whether AI use in professional settings is ethically aligned with institutional standards. Many highlighted the absence of clear guidelines on whether AI should be used in their work and how to acknowledge its use. This ambiguity has contributed to hesitancy among some staff towards adopting AI, underscoring the critical role that well-defined policies and guidance play in fostering AI adoption within academic environments.

> *To my knowledge, there are no university sanctioned or supported generative AI tools available for staff use on university-based computing resources.* **[M, Academic]**

> *It is not clear if we can/should use it for our work.* **[F, Academic]**

> *Workplace is still developing policy and protocols around use of GenAI. Waiting for guidance to be published so that I don't use it inappropriately.* **[F, Professional]**

> *Management have not indicated if we can use AI tools at work.* **[F, Professional]**

4 AI Tools and Resources

Range and frequency of AI Tools used by staff

The survey provided a list of 42 AI tools and asked respondents to indicate which ones they had used. A subsequent open-ended question asked respondents to indicate any additional AI tools they used that were not on this list. A total of 216 different tools were selected or indicated. AI-user respondents indicated they used between one and 48 different tools in the past year (Table 2), however, almost one-third (30.4%) had only used one AI tool for work purposes.

ChatGPT 3.5 was used for work purposes by 88.3% of AI users in the past twelve months, and Microsoft Copilot was used by 37.3%. Other commonly used individual tools included Grammarly (26.4%), ChatGPT 4 Plus (20.9%), Dall-E (18.7%), Gemini/ Bard (13.3%), Otter (10.4%), Midjourney (10.3%), Claude (7.4%), Open AI Custom GPTs (7.7%), Perplexity (6.2%), Elicit (5.1%), Research Rabbit (4.3%), and Quillbot (4.3%). Many additional tools were only listed by one respondent.

Around 30% of respondents indicated they had used only one tool and a further 24.7% indicated two tools (Table 2). However, a sizeable portion of the sample had used more than two AI tools, and several indicated they had used many—up to 48 different tools—for work-related purposes.

Table 2: Number of AI tools used for work in the past twelve months

Number of AI Tools used	Frequency	Proportion % (n=2316)
1	704	30.40
2	572	24.70
3	349	15.07
4	227	9.80
5	135	5.83
6	101	4.36
7	57	2.46
8	49	2.12
9	36	1.55
10	20	0.86
11	11	0.47
12	18	0.78
13	10	0.43
14	7	0.30
15	4	0.17
16	1	0.04
17	1	0.04
18	7	0.30
19	3	0.13
22	1	0.04
26	1	0.04
27	1	0.04
48	1	0.04

Figure 19 shows the proportions of respondents in different staff categories who use different numbers of AI tools. In most staff categories, a third or more had used 2-3 tools. A sizeable minority of staff in all categories reported using 6 or more AI tools for their work.

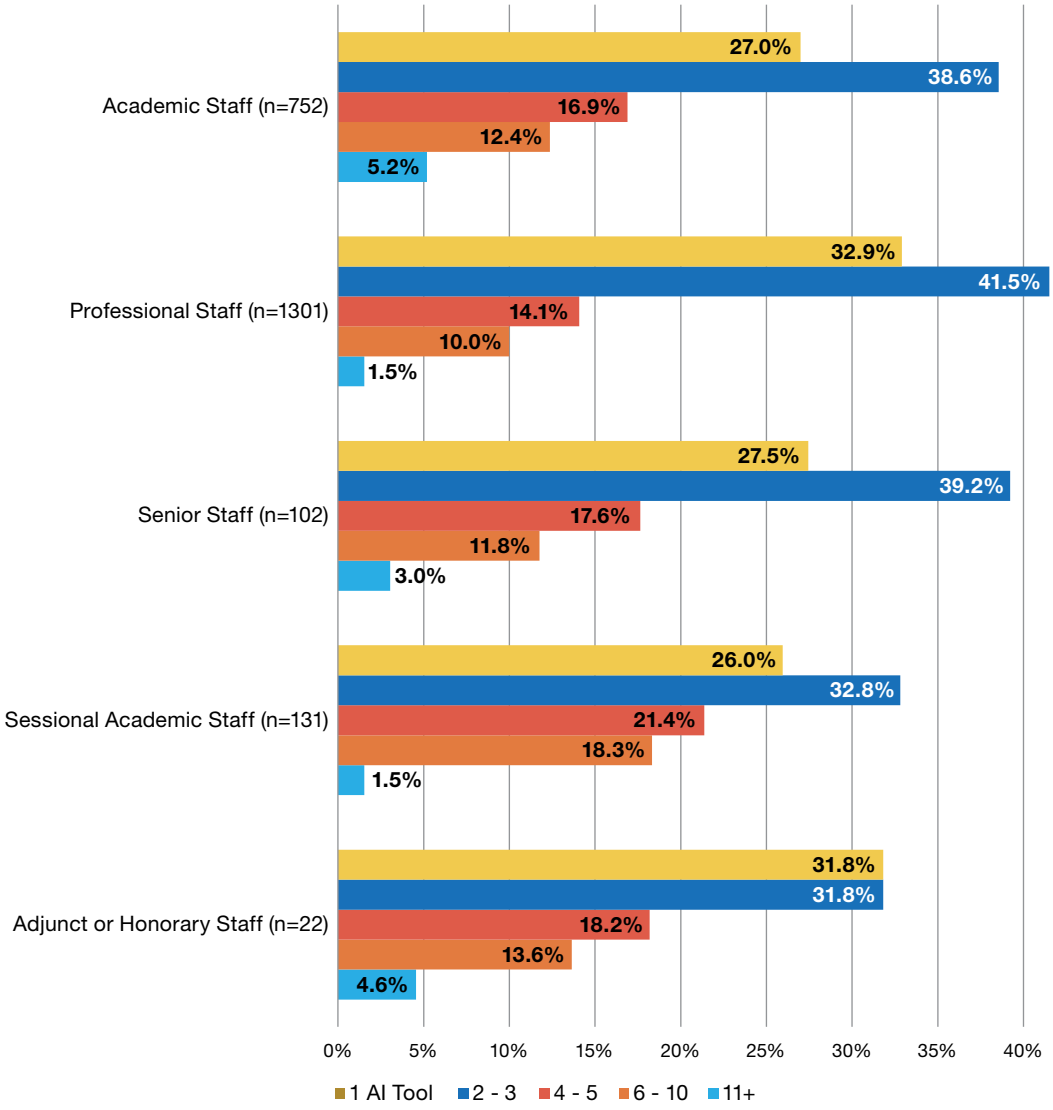


Figure 19: Number of AI tools used for work in the past twelve months by staff category

The following two figures report the number of AI tools used by academic/sessional (Figure 20), and professional (Figure 21) staff respectively for each university compared to the national average.

Academic/sessional staff reported using, on average, between 1.69 and 3.64 AI tools, with a national average of 2.5 tools.

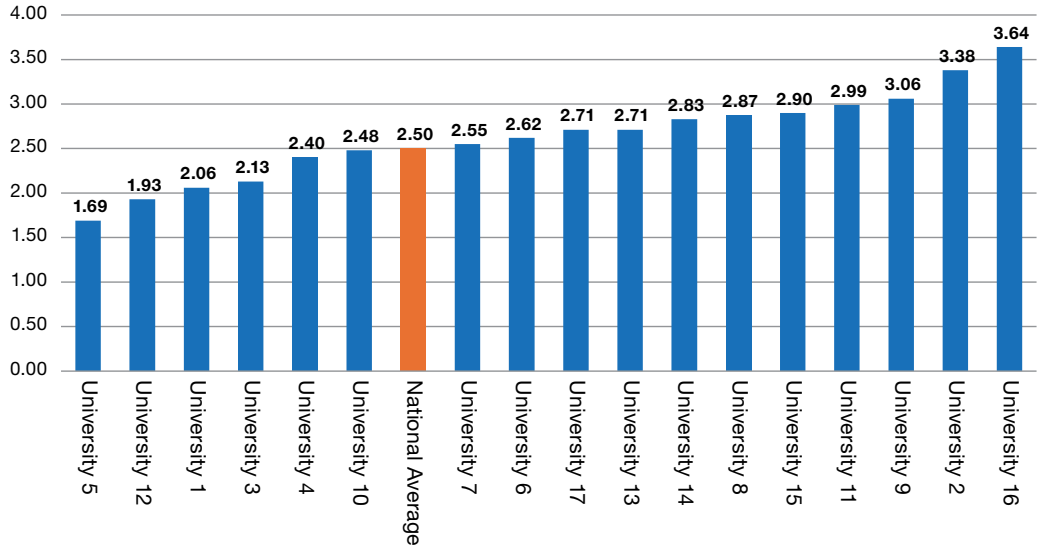


Figure 20: Number of AI tools used by academic and sessional staff, by university

Professional staff reported using between 1.28 and 3.87 AI tools, with a national average of 1.9 tools.

Comparing the national average in figures 20 and 21, academic/sessional staff reported using more tools than professional staff. The average number of tools reported by different staff in the same university did not necessarily follow the same trend. For example, University 4 was below the national average for academic/sessional staff but well above the national average for professional staff.

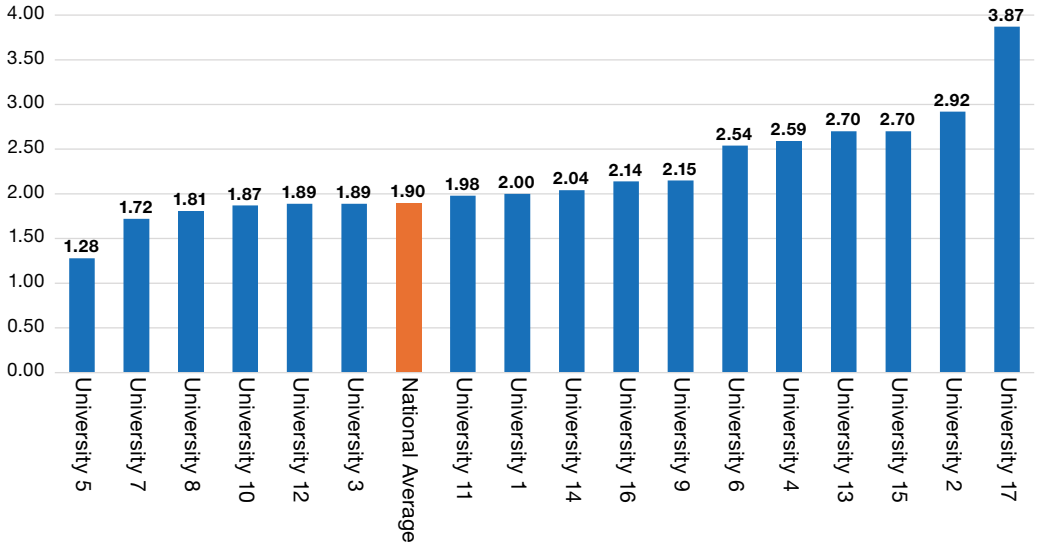


Figure 21: Number of AI tools used by professional staff, by university

AI tools used by staff were grouped into 15 categories based on their primary purpose. Table 3 identifies and describes these categories and provides examples of each. Appendix B contains lists of all AI tools in each category.

General AI tools were by far the most frequently reported, with around two-thirds of staff reporting use of one or more of these tools. More than one in ten respondents reported using at least one tool in the categories 'Image creation and image editing'; 'Literature search'; and 'Writing and editing'.

Table 3: AI tool category frequencies

AI Tool Category	Category Description	Examples	Frequency	Proportion % (n=2316)
General AI Tools	Designed for broad applications across various fields; offer a range of functionalities from natural language processing to machine learning.	ChatGPT; MS Copilot; Gemini Claude.ai; Grok; DeepAI	2251	65.80
Image creation and image editing	Process, analyse and generate images, including image recognition, enhancement, and creation technologies.	Midjourney; Runway; Davinci; Craiyon	601	17.57
Video and Game creation	Create, edit and enhance videos and video games, including visual effects, gameplay mechanics, and interactive elements.	Murf; Synthesia Ripl; Adobe Premiere Pro; Lumen5	59	1.72
Literature search	Search, summarise and explain published academic literature and/or bibliometrics, often with multiple use cases	Petal; Elicit; Research Rabbit; TLDR This; Evidence Hunt	391	11.43
Writing and Editing	Assist with creating, refining, and polishing written content, from grammar and style checks to content generation and plagiarism detection.	Grammarly; Trinka; Writeful; Rytr; Smodin; Jenni AI; EditGPT	682	19.94
Presentation Creation	Create effective and visually appealing presentations, including slide design, content organisation, and visual enhancement.	Beautiful.AI; Gamma; Prezi AI; Plus AI	7	0.20
Coding and Software Development	Assist with software development tasks, such as code generation, debugging, and optimisation, as well as coding for data analysis applications	GitHub Copilot; Code Whisperer; Deepnote; Phind	152	4.44
Data Analysis	Analyse datasets to uncover insights, trends, and patterns	Julius; PaperSurvey; ThoughtSpot	6	0.18

AI Tool Category	Category Description	Examples	Frequency	Proportion % (n=2316)
Education	Support educational activities, including personalised learning, tutoring, and educational content creation.	Cogniti; ID Assist; Padlet; Nolej; Riff. ai; Open Learning	14	0.41
Business Development	Aid business growth and strategy, including market analysis, customer insights, and process automation.	HunterAI; Fireflies; First Ignite; Mistral AI	18	0.53
Audio creation	Handle audio processing tasks such as transcription, translation, and speech recognition, or generate audio from written text	Otter.AI; Rev; Notta Ai; Whisper	268	7.83
Project Management and Collaboration	Enhance project management and team collaboration, task management, scheduling, and/or communication.	Asana AI; Notion AI; Taskade; Harvey.ai; Miro	108	3.16
AI Detection	Detect and analyse AI-generated content or activities, including authenticity verification and bias detection.	Humanize. ai; Bypass AI; ChatGPT AI Checker; Undetectable AI	2	0.06
Music generation	Create, analyse and enhance music, including composition, performance, and audio effects.	Suno; Udio	17	0.50
Personal Assistant	Assist with daily tasks and personal management, including scheduling, reminders, and information retrieval.	Sider; GoblinTools; Chatter; Poe.ai; Chatsonic	19	0.56
Other	Tools indicated by respondents that could not be identified or were listed as ‘various’.		13	0.38

Figure 22 illustrates by staff category, the frequency of use in the most common categories of AI tools.

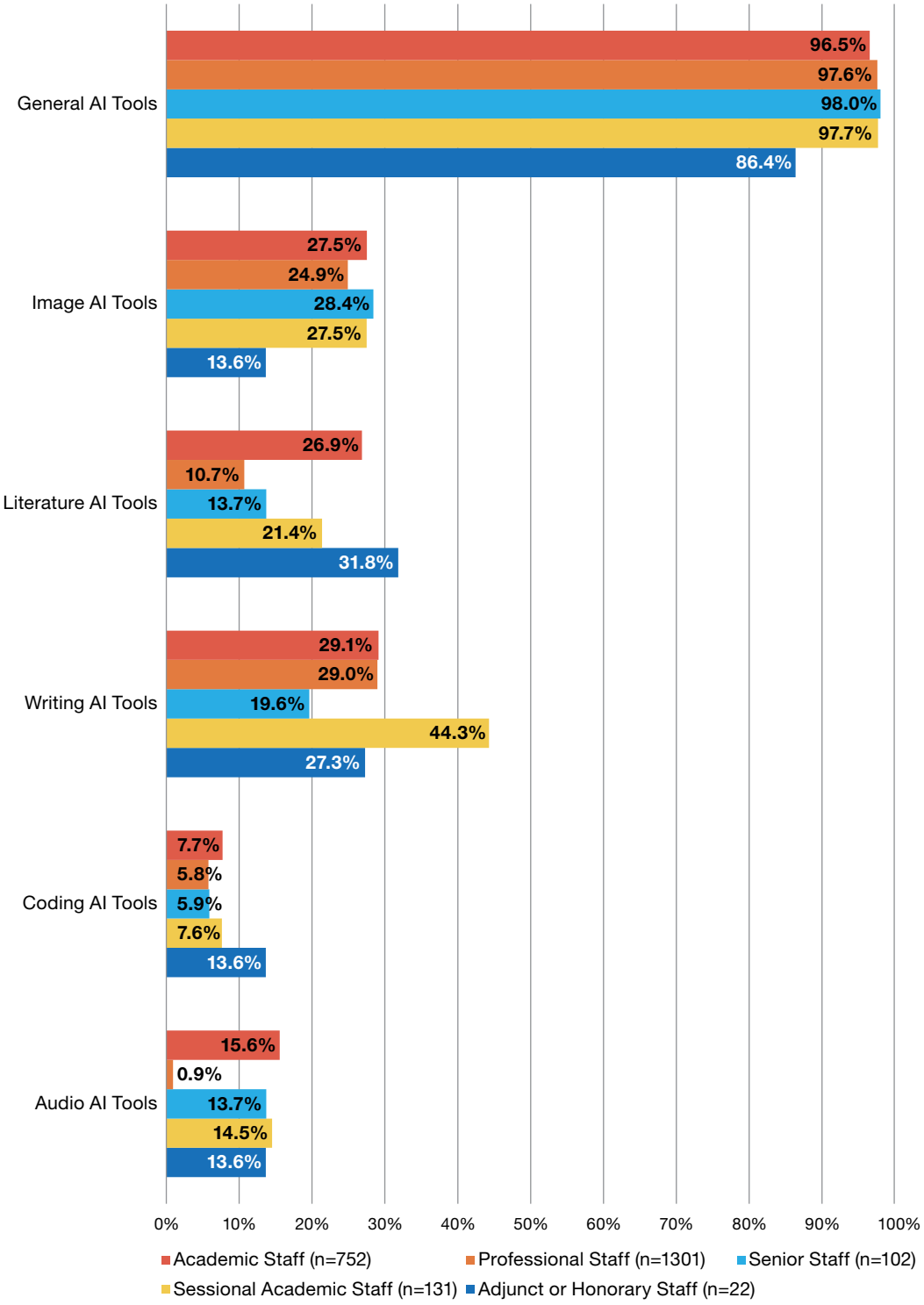


Figure 22: Common AI tool categories by staff group

Resources used by staff to learn about AI

AI-user respondents were asked what resources they used to learn about AI tools, or AI more generally. Multiple items could be selected or added in free-text which were manually coded into either existing categories or additional resource categories. A wide variety of resources were reported (Table 4), the most common of which were informal sources including Peers, colleagues, family or friends (61.3%), Google searching (46.6%), YouTube (32.1%) and Platform websites (32.1%). More formal resources such as Workshops provided by the respondent's own or other universities, Academic publications, and Conferences or seminars, were also reported.

Table 4: Resources used to learn about AI

Resource	Frequency	Proportion % (n=2315)
Peers, colleagues, family or friends	1420	61.3
Direct Google Search	1079	46.6
YouTube	743	32.1
AI provider or platform websites	743	32.1
Online forums or communities (e.g., Reddit, Slack, LinkedIn)	649	28.0
Workshops or resources provided by my university	609	26.3
Academic publications	523	22.6
Conferences or seminars	391	16.9
Workshops or resources provided by other universities	306	13.2
Blogs	290	12.5
Digital or print media or specialist magazines	288	12.4
Workshops or resources provided by university sector agencies or funding bodies (e.g., ASCILITE, TEQSA, AdvanceHE, NHMRC, ARC)	238	10.3
Workshops or resources provided by private sector agencies	192	8.3
Students	161	7.0
I haven't used any resources to learn about AI	189	8.2
Other	4	.2
Podcasts and/or radio	37	1.6
Workshops or resources provided by public sector agencies or funding bodies	6	.3
Curriculum in degree or qualification	8	.4
Books	6	.3

5 AI Tasks

Survey respondents were asked to indicate how frequently in the past 12 months they used AI for a range of tasks on a scale ranging from never (1) to very frequently (5). The survey defined each of these frequencies: 'never' referred to never used, 'rarely' referred to once or twice in the previous year, 'occasionally' referred to about once or twice per month, 'frequently' referred to about once per week, and 'very frequently' referred to more than once per week.

As indicated in the Methods section above, the survey logic ensured that tasks specific to teaching (curriculum, pedagogy and assessment tasks) and research (e.g., idea generation; literature searching, writing and summary; data analysis) were presented only to staff in particular demographic categories who were likely to undertake those tasks as part of their university role.

Given the survey listed multiple, very specific tasks, mean frequency scores across multiple items in each AI task grouping were predicably low (less than 2 out of a possible 5 in each group) indicating that cumulatively, AI users were unlikely to use AI frequently for multiple tasks in each grouping (Table 5). A clearer illustration of AI use is reflected in the results reported subsequently for the grouping overall. In each grouping, there were some tasks for which AI was used more frequently than others.

Table 5: Frequency of AI use across all task categories

Task Group	n	Mean frequency score (1=never 5= very frequently)	Minimum	Maximum	Standard Deviation
University administration	2215	1.59	1	5	.721
Editing text	2250	1.62	1	5	.655
Converting language from one form to another	2206	1.42	1	5	.641
Creating or editing images or visual materials	2234	1.43	1	5	.640
Coding	1674	1.40	1	5	.855
Curriculum, pedagogy and assessment tasks	1001	1.64	1	5	.726

Task Group	n	Mean frequency score (1=never 5= very frequently)	Minimum	Maximum	Standard Deviation
Generating ideas	1676	1.48	1	5	.783
Literature searching, writing and summary	1675	1.74	1	5	.875
Data analysis	1667	1.36	1	5	.694

The following sections present firstly, the frequency of AI use reported for each specific task in the grouping; secondly, the frequency of AI use for the task grouping overall; and thirdly, differences between staff categories.

Use of AI for university administration

For most specific tasks in relation to **university administration**, the majority of AI-users indicated they have never used AI. The exception was Drafting emails, where more than half of respondents had used AI rarely or occasionally, or frequently or very frequently (Figure 23). Using AI for Drafting or editing reports, policies or strategies was also quite common, with nearly half of respondents indicating they do this at least rarely.

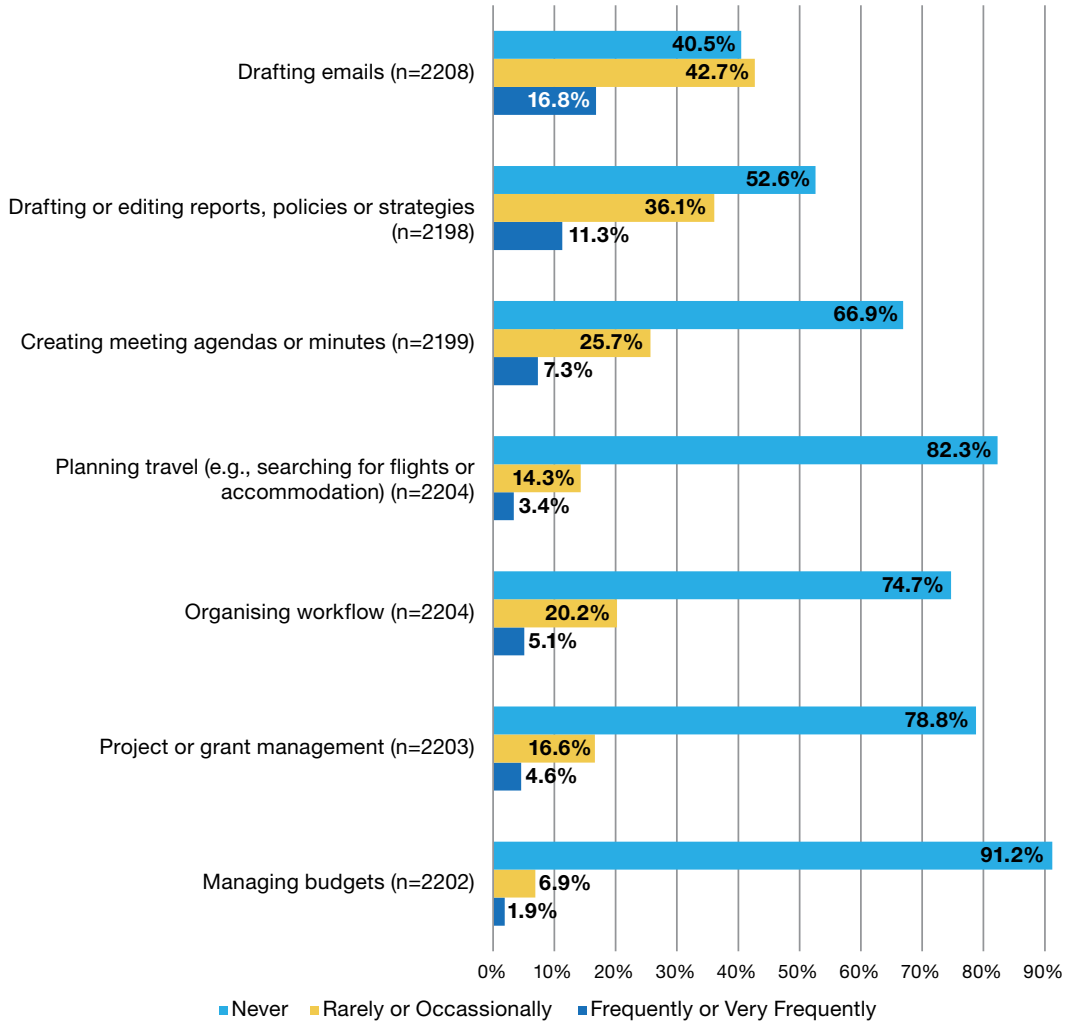


Figure 23: Frequency of use of AI for university administration tasks

Over two-thirds of staff indicated they had used AI for at least one **university administration** task rarely or occasionally and over one in five frequently or very frequently (Figure 24). Note that totals equal more than 100% because the data points are not mutually exclusive. That is, respondents may have reported they frequently use AI for some tasks, and rarely or occasionally, or not at all, for other tasks within the grouping.

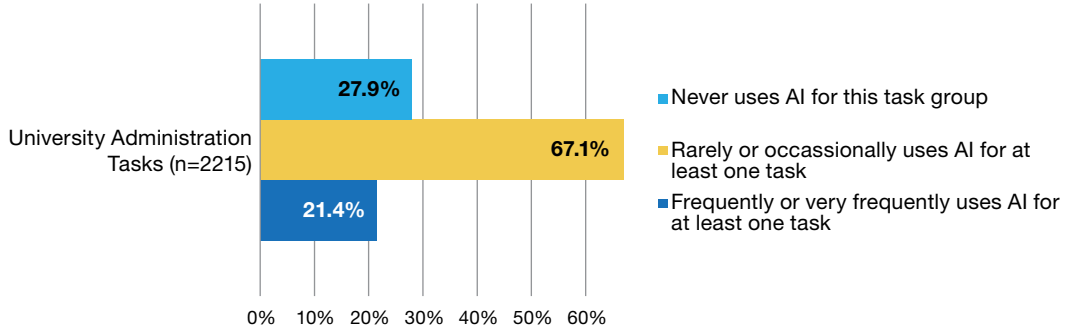


Figure 24: Frequency of AI use for university administration tasks across task grouping

Across staff categories, senior staff were the most likely to indicate they use AI for **university administration** (Figure 25). Only 12.5% of senior staff reported that they never used AI for at least one task. In contrast, academic and sessional staff were much less likely to indicate they used AI for university administration.

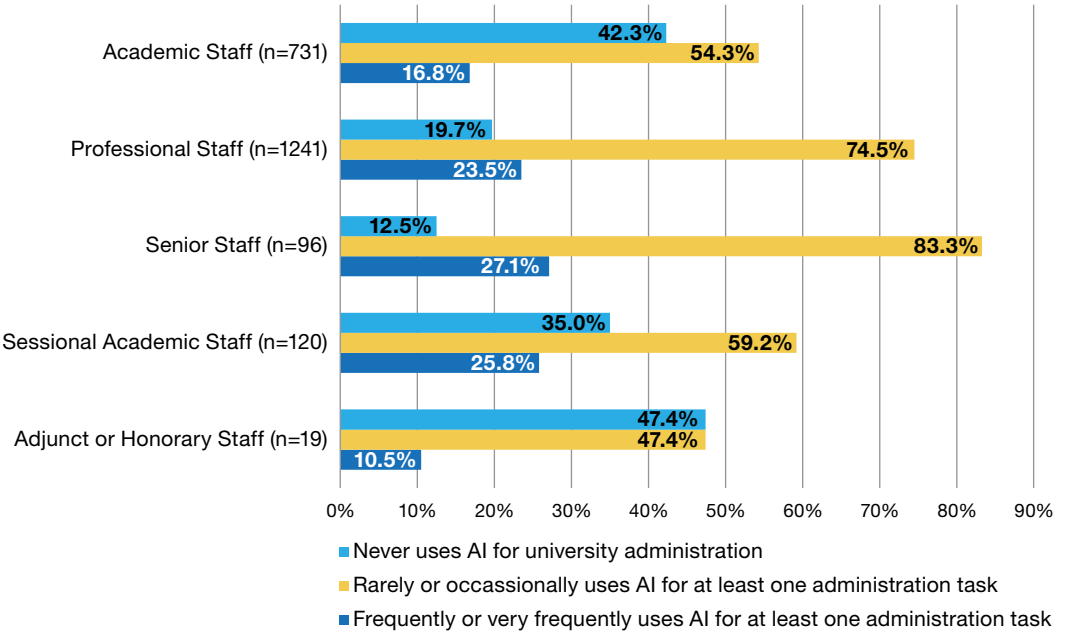


Figure 25: Frequency of use of AI for university administration tasks across task grouping, by staff category

Use of AI for editing text

While only 3.9% of (research-involved) staff had used AI to assist with thesis examination in the past twelve months, 71.6% had used AI to edit or receive feedback on their own written work (Figure 26).

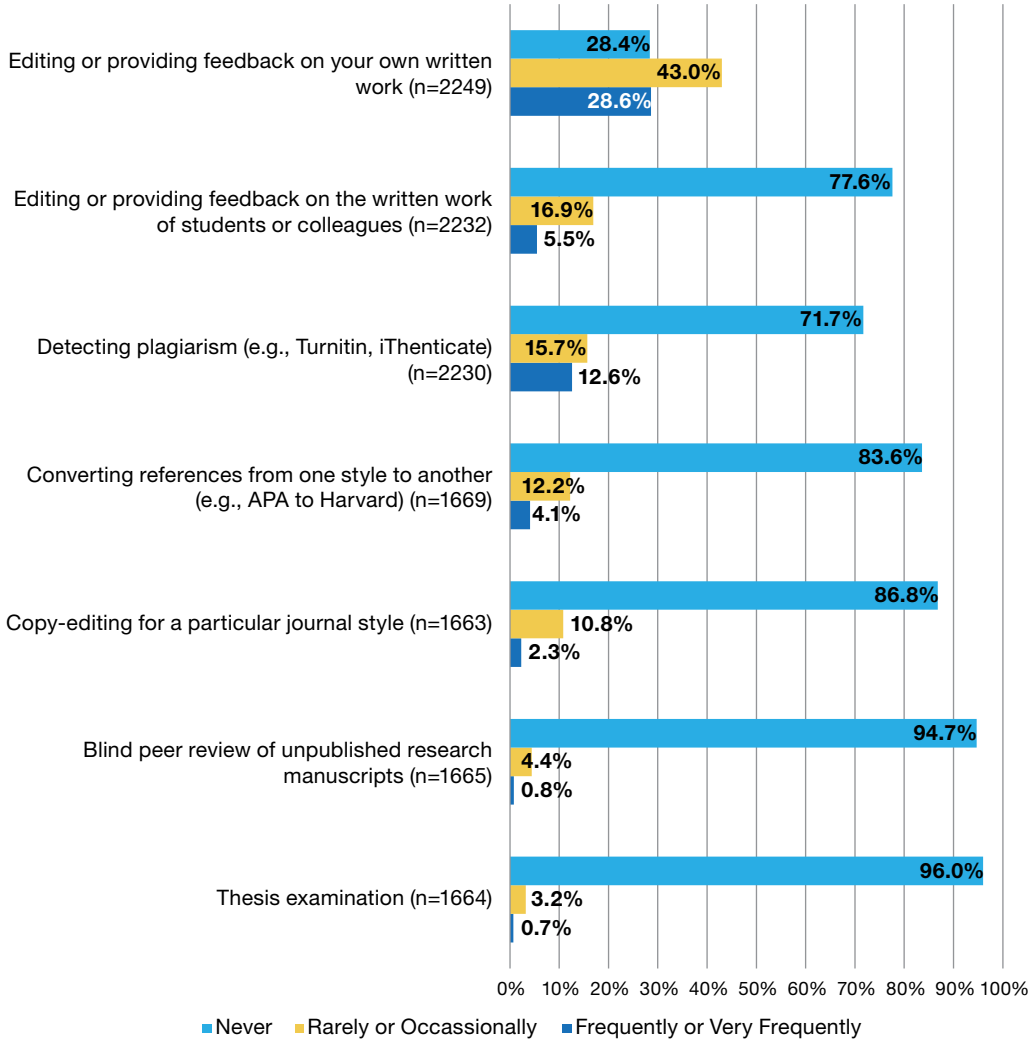


Figure 26: Frequency of AI use for editing text

Across all **editing text** tasks, 60.9% of respondents reported they had used AI for at least one text-editing task rarely or occasionally, and 37.7% reported they used AI for at least one editing text task frequently or very frequently (Figure 27).

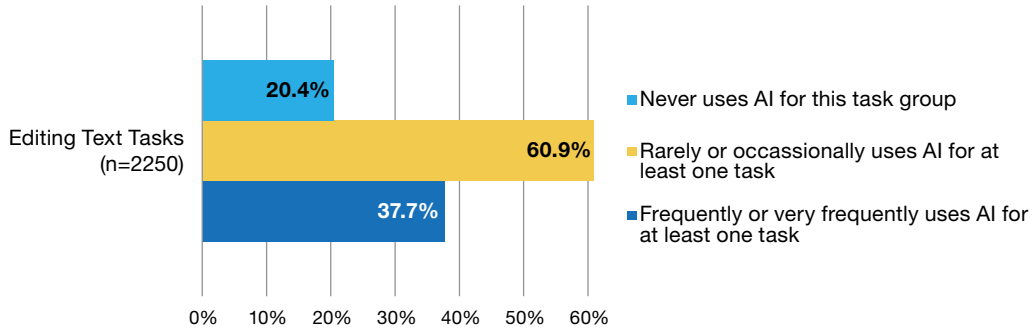


Figure 27: Frequency of AI use for editing text across task grouping

Academic staff and sessional staff reported using AI for **editing text** more frequently than professional, senior or adjunct staff (Figure 28).

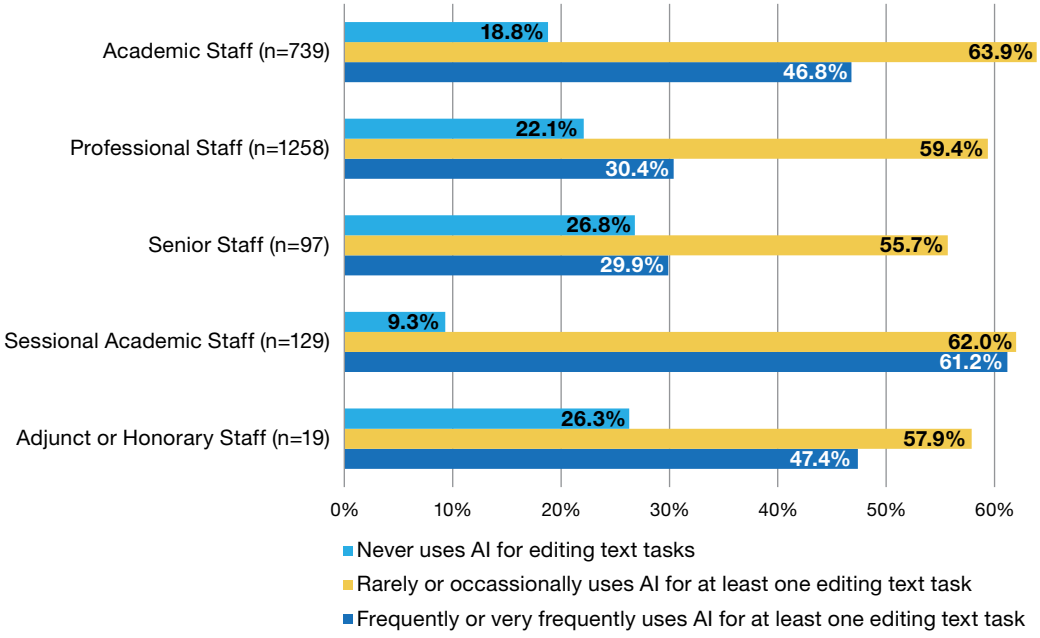


Figure 28: Frequency of AI use for editing text across task grouping by staff category

Use of AI for converting language from one form to another

In a similar pattern to other task groupings, for each specific task related to **converting language** from one form to another, the majority of AI-users indicated they never used AI. The most commonly AI-enabled task in this grouping was translating voice to text, where 29.8% reported doing this at least rarely (Figure 29).

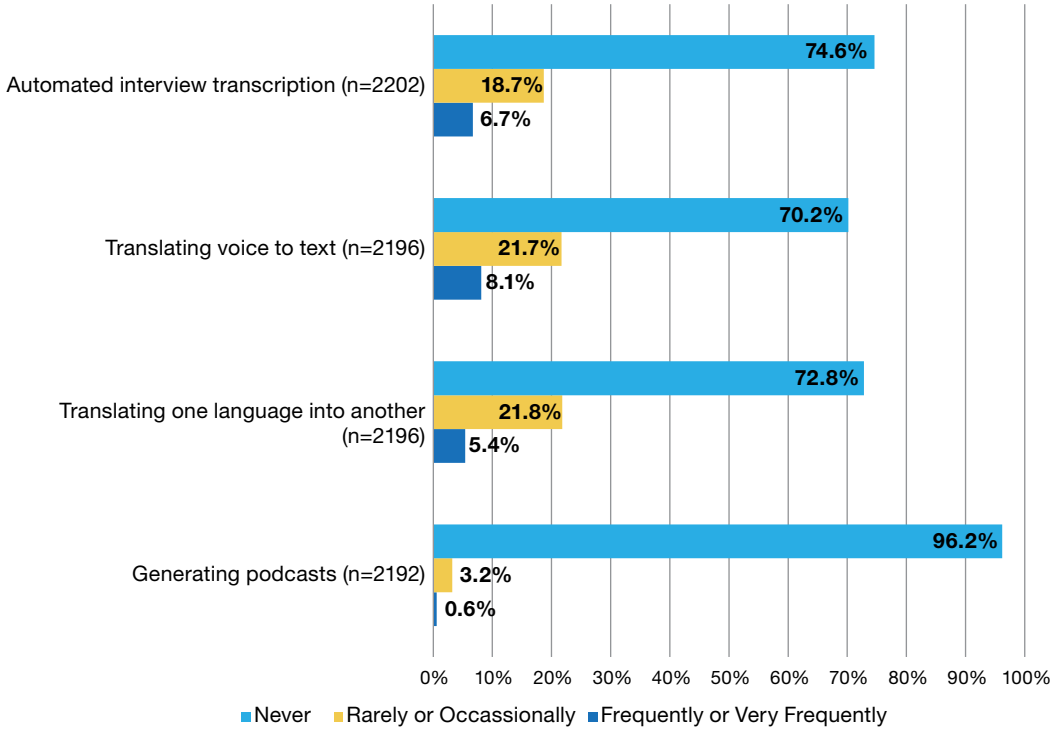


Figure 29: Frequency of use of AI for converting language from one form to another

Across all **converting language** tasks, nearly 40% of respondents reported they used AI for at least one task rarely or occasionally, and nearly one in seven reported they used AI frequently or very frequently (Figure 30).

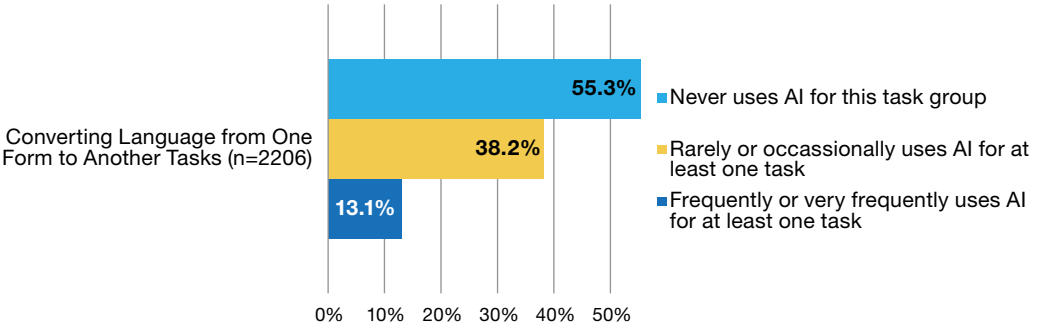


Figure 30: Frequency of use of AI for converting language from one form to another across task grouping

Senior staff were the most likely to report using AI for **converting language** from one form to another (Figure 31) although in all staff categories except adjuncts around half or more respondents reported using AI either rarely or occasionally, or frequently or very frequently.

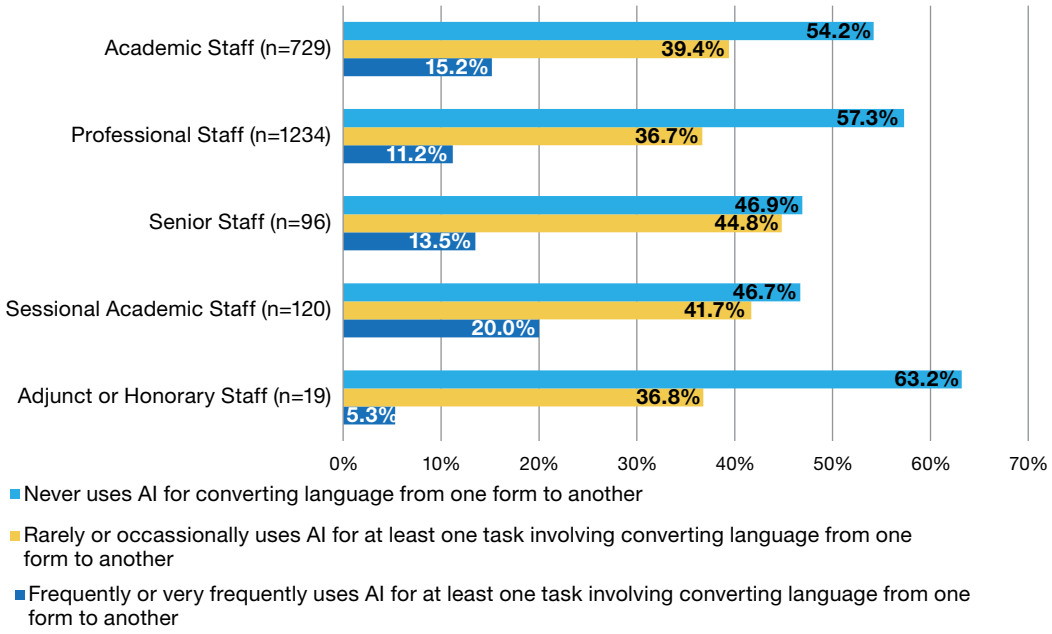


Figure 31: Frequency of use of AI for converting language from one form to another across task grouping, by staff category

Use of AI for creating images or visual materials

In a similar pattern to converting language, the majority of staff indicated, in relation to each specific task in the **creating images** grouping, that they never used AI. However, 41.7% the sample reported that they created original images using AI at least rarely (Figure 32).

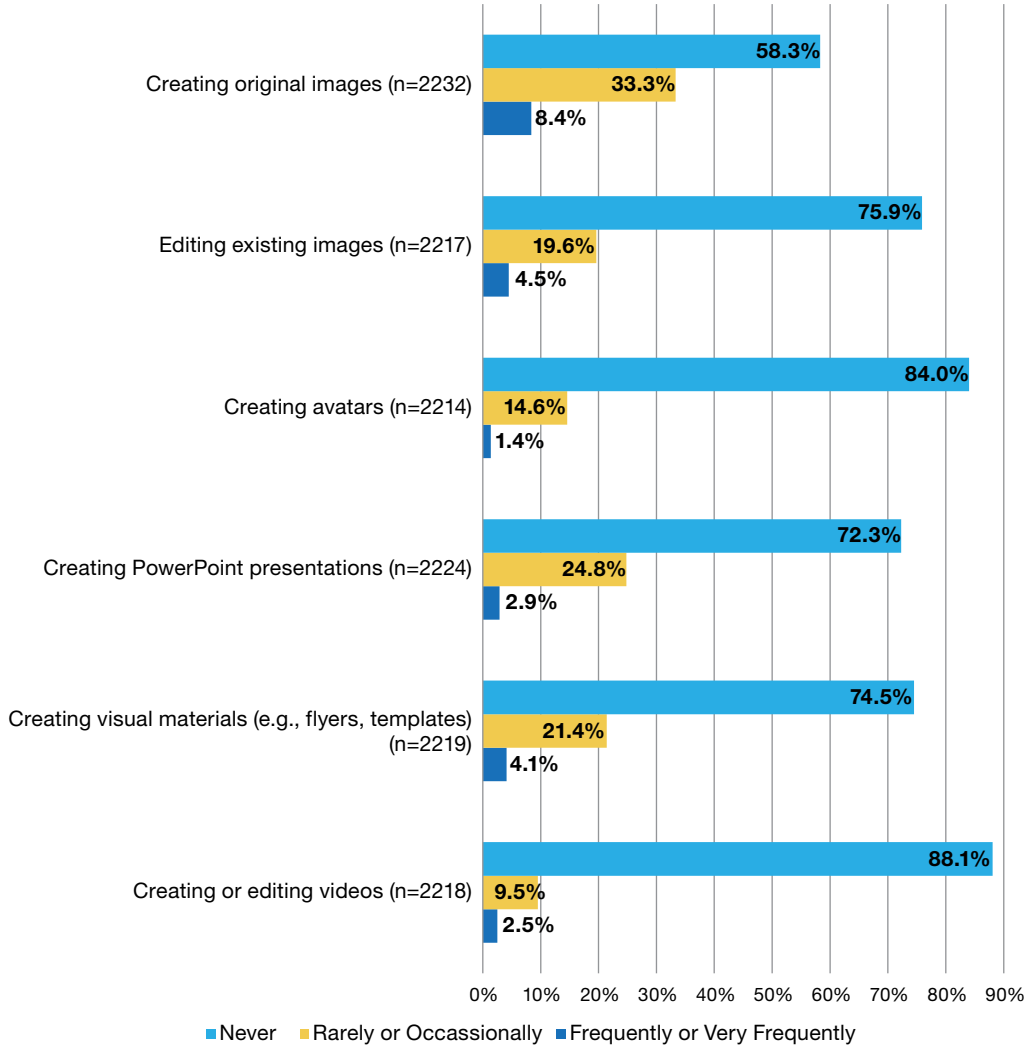


Figure 32: Frequency of use of AI for creating or editing images or visual media

Across all **creating images** tasks, more than half of respondents reported they used AI for at least one image creation task rarely or occasionally, and 12% reported they used AI for at least one image creation task frequently or very frequently (Figure 33).

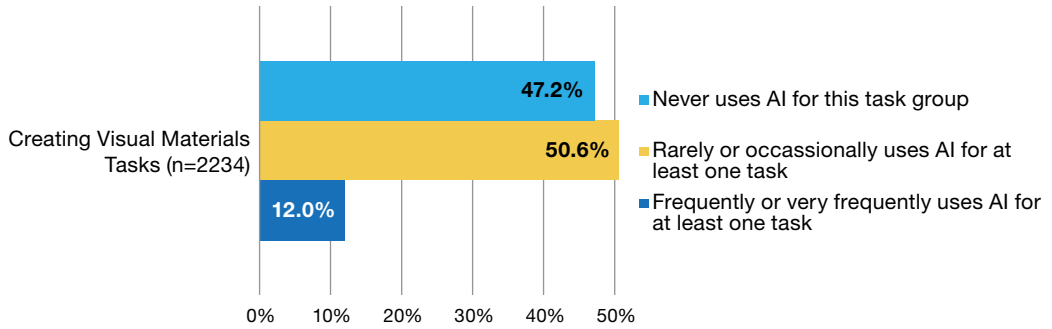


Figure 33: Frequency of use of AI for creating or editing images or visual media across task grouping

Staff across most categories were about equally likely as other staff categories to use AI for **creating images** either rarely or occasionally, or frequently or very frequently (Figure 34).

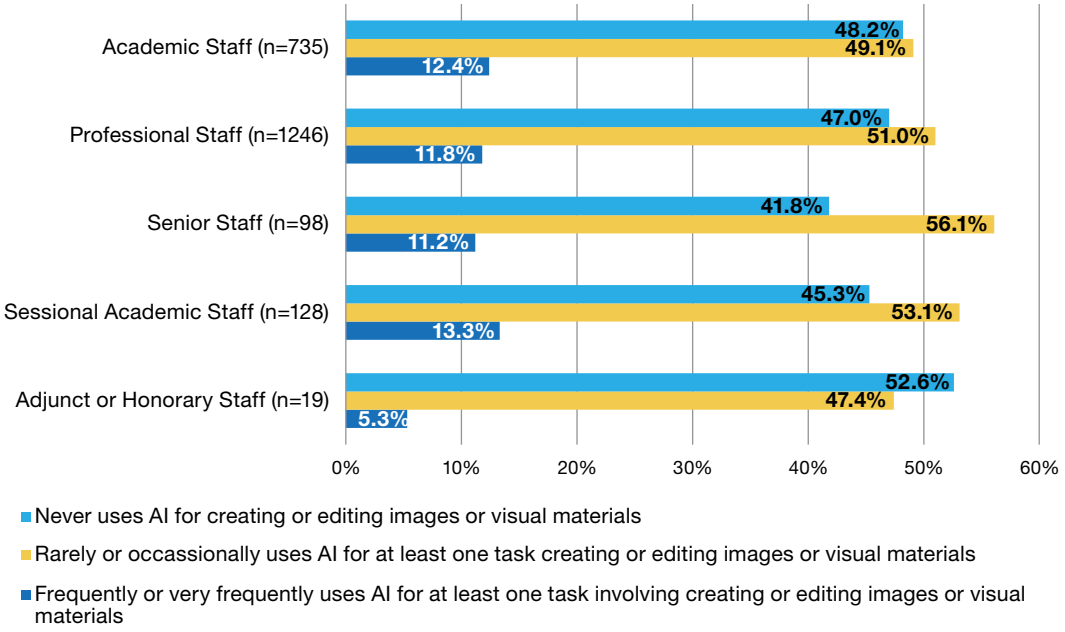


Figure 34: Frequency of use of AI for creating or editing images or visual material across task grouping, by staff category

Use of AI for coding

For each specific task in relation to **coding** (staff with research roles only), the majority indicated they have never used AI. Across task groupings, coding was the least likely to be associated with AI (Figure 35).

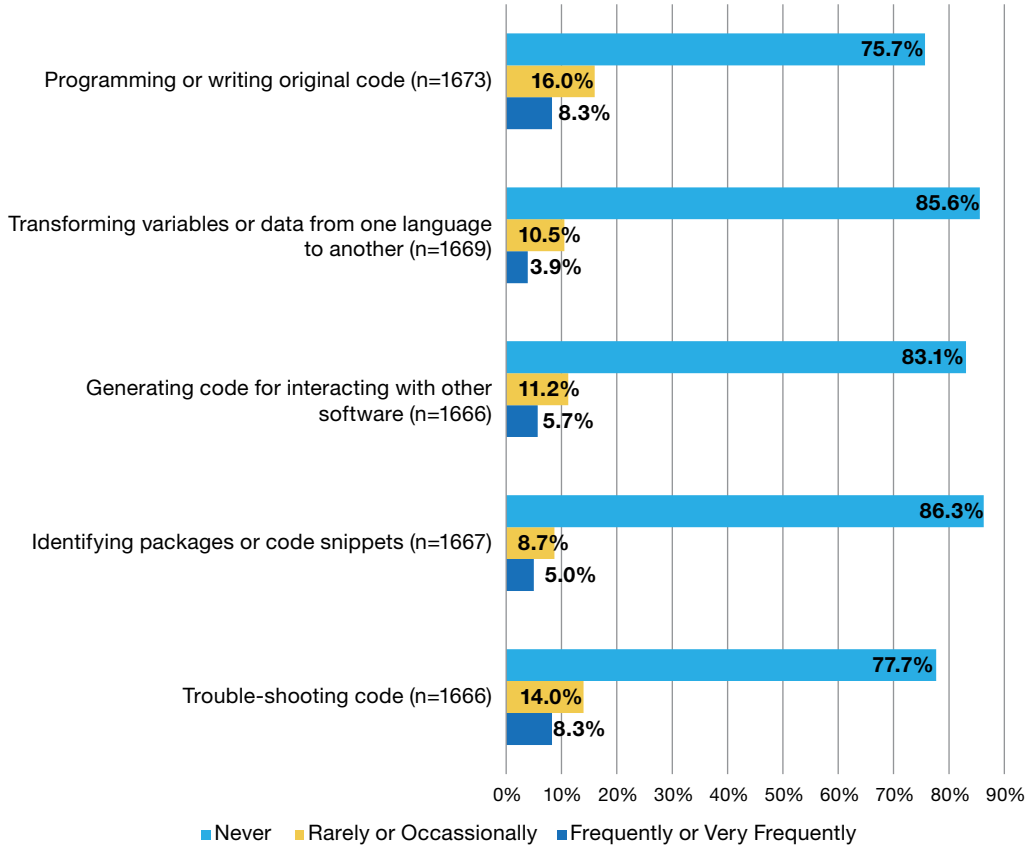


Figure 35: Frequency of AI use for coding

Only one quarter of respondents reported using AI for at least one **coding** task rarely or occasionally and just 10.7% frequently or very frequently (Figure 36).

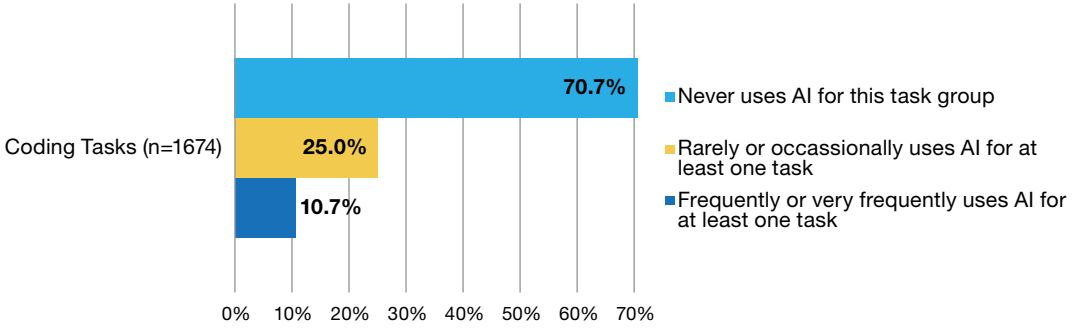


Figure 36: Frequency of AI use for coding across task grouping

Comparing frequency responses across staff categories, academic, sessional and adjunct staff reported using AI for **coding** more frequently than professional or senior staff (Figure 37).

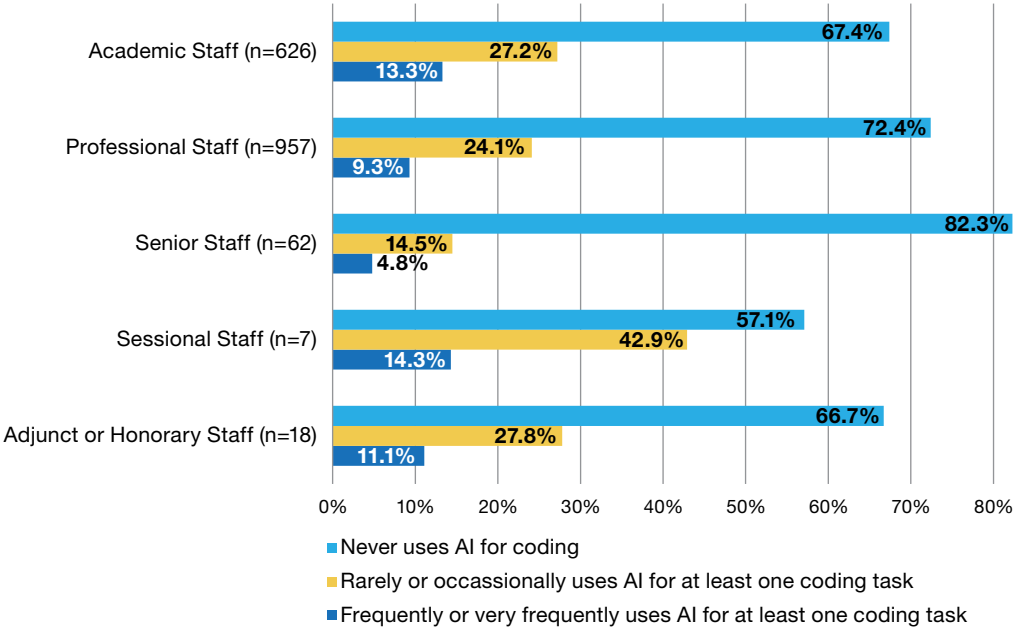


Figure 37: Frequency of AI use for coding tasks across task grouping, by staff category

Use of AI in curriculum, pedagogy and assessment

More than half of AI-users who were likely to undertake teaching as part of their role indicated for each specific **curriculum, pedagogy and assessment** task listed in the survey that they had never used AI. The exception to this was General discussions with students about AI developments where over half indicated they had done this. Other tasks in this grouping where AI was more commonly used were Teaching students how to use writing tools effectively, Integrating AI in the classroom, Generating course/unit/session designs, and Creating engaging in-class activities (Figure 38). These questions were not presented to research-intensive academic staff, or adjunct or senior staff (see Appendix A).

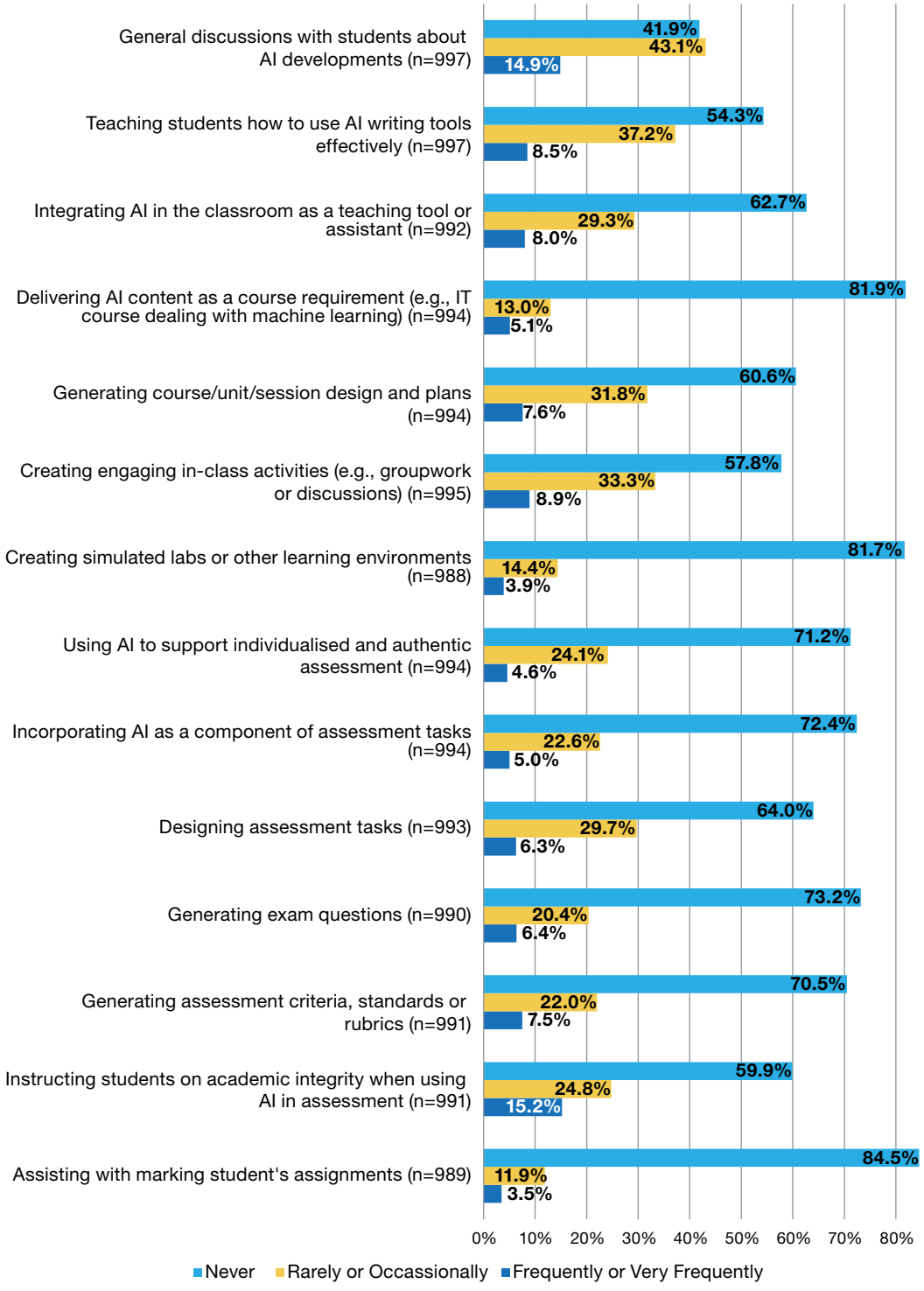


Figure 38: Frequency of use of AI in curriculum, pedagogy or assessment

Across all **curriculum, pedagogy and assessment** tasks, nearly three-quarters of respondents reported they used AI for at least one task rarely or occasionally, and nearly one-third reported they used AI for at least one task frequently or very frequently (Figure 39).

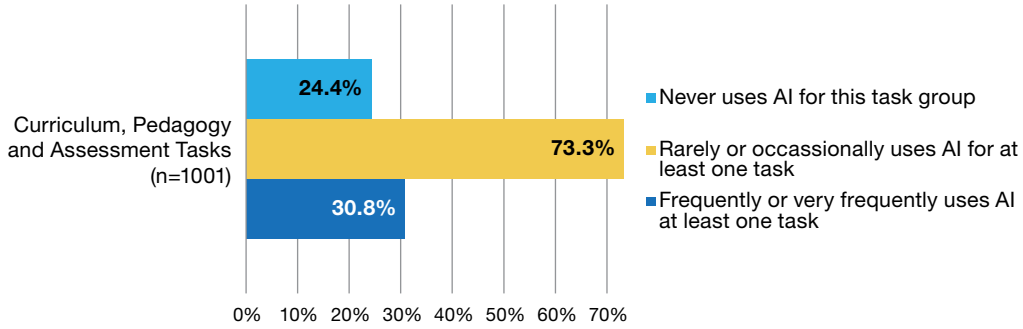


Figure 39: Frequency of using AI for curriculum, pedagogy and assessment across task grouping

Academic and sessional staff were about twice as likely than professional staff to report using AI for at least one **curriculum, pedagogy and assessment** task rarely or occasionally (over 80%) or frequently or very frequently (around 40%) (Figure 40). Note that teaching questions were presented to professional staff only if their roles were in Library services or Student services and support.

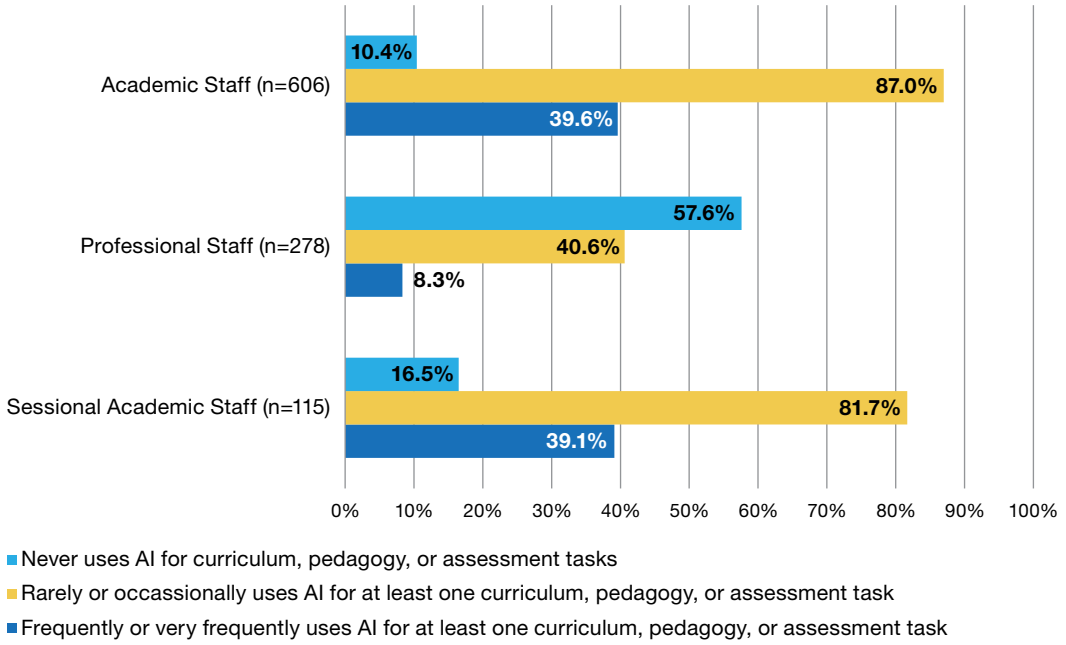


Figure 40: Frequency of use of AI for curriculum, pedagogy and assessment tasks across task grouping, by staff category

Use of AI for generating ideas

In a similar pattern to some previous task groupings, for each specific task associated with **generating ideas,** the majority of staff indicated they had never used AI (Figure 41).

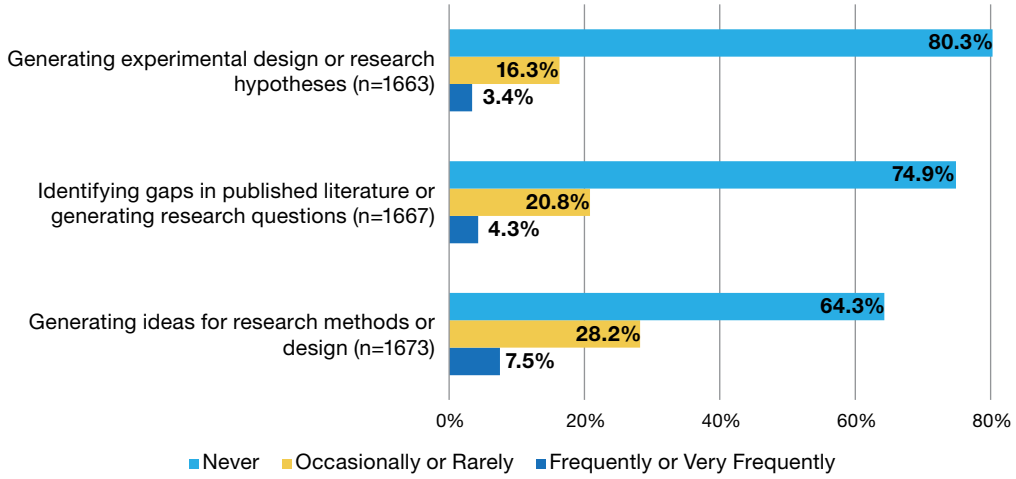


Figure 41: Frequency of AI use for generating ideas

More than one-third of staff reported using AI rarely or occasionally for at least one task related to **generating ideas** and only 9.5% reported they use AI frequently or very frequently for at least one task (Figure 42).

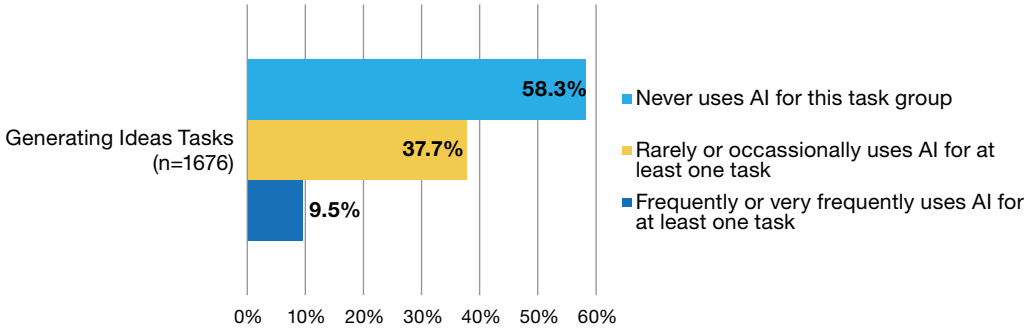


Figure 42: Frequency of AI use for generating ideas across task grouping

Across staff categories, academic, adjunct and sessional staff were most likely to report using AI at least rarely for at least one task associated with **generating ideas** (Figure 43). However, the small sample of sessional and adjunct staff respondents means findings should be interpreted with caution.

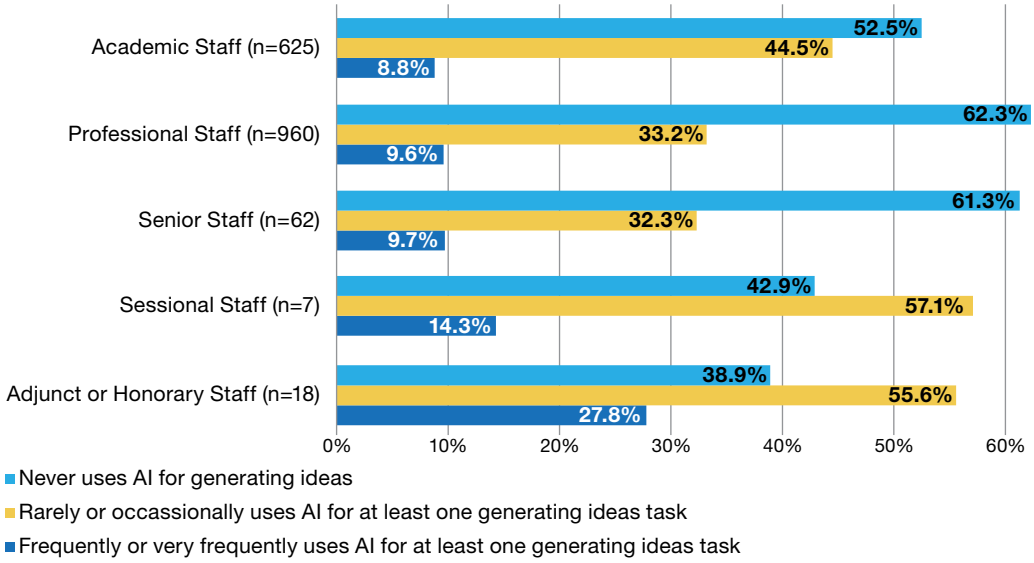


Figure 43: Frequency of AI use for generating ideas across task grouping, by staff category

Use of AI for literature searching, writing and summary

For each specific task in relation to **literature searching, writing and summary**, more than half of AI-users indicated they have never used AI. However, 40% or more of respondents had used AI rarely, occasionally, frequently or very frequently to Conduct an initial literature search, Summarise research articles, and Create short summaries of their own research, at least rarely (Figure 44).

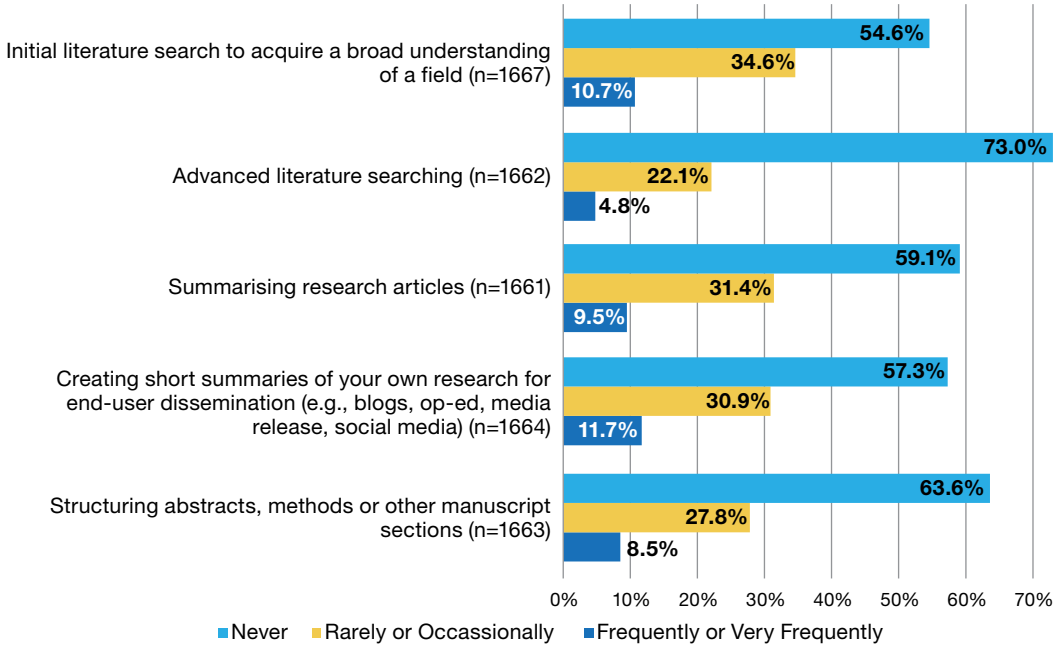


Figure 44: Frequency of AI use for literature searching, writing and summary

Around 60% of staff reported using AI for at least one task in relation to **literature searching, writing or summary** rarely or occasionally, and one in five reported doing this frequently or very frequently (Figure 45).

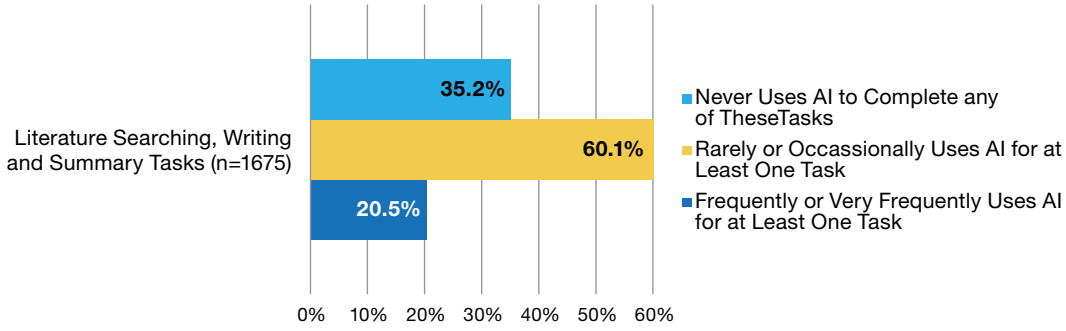


Figure 45: Frequency of AI use for literature searching, writing and summary across task grouping

Professional staff were less likely than academic, sessional, senior and adjunct staff to use AI for **literature searching, writing and summary** (Figure 46). The small number of sessional and adjunct staff respondents should be noted when interpreting findings.

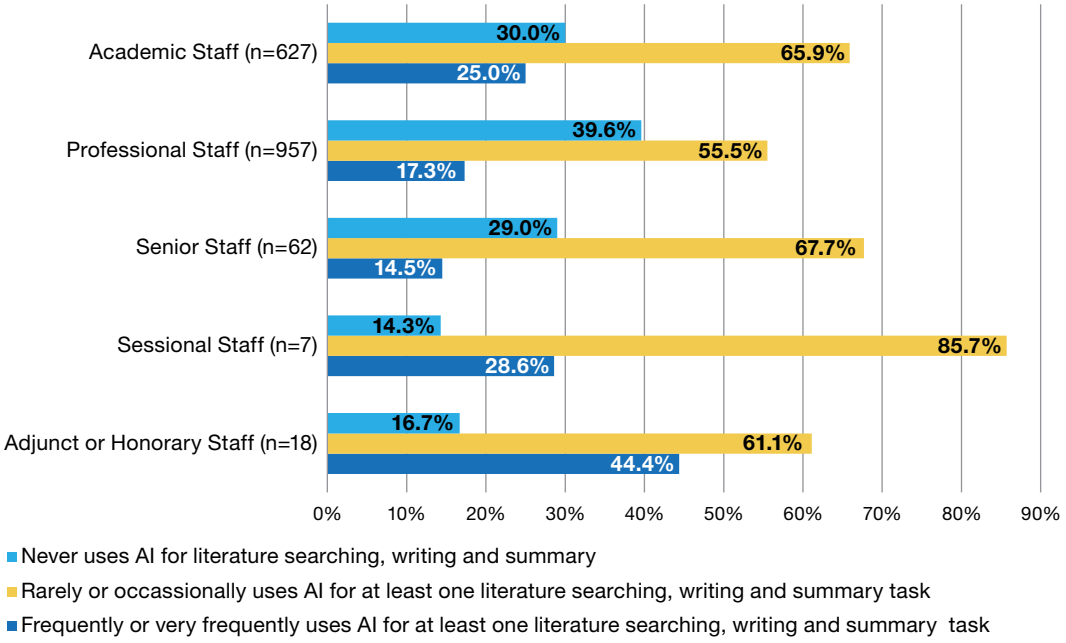


Figure 46: Frequency of AI use for literature searching, writing and summary across task grouping, by staff category

Use of AI for data analysis

For each specific task in relation to **data analysis**, the majority indicated they have never used AI. The analysis task that most commonly deployed AI was generating commands for Excel, R, or other applications. One-quarter of respondents reported using AI to generate commands rarely, occasionally, frequently or very frequently (Figure 47).

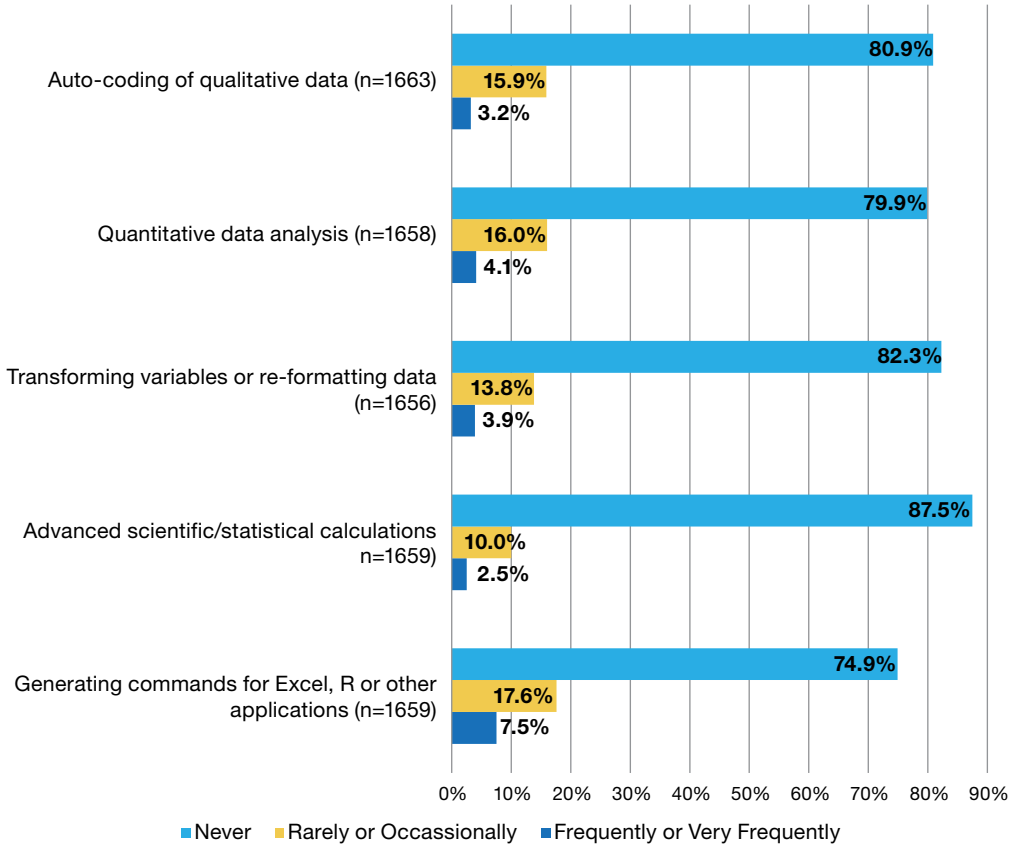


Figure 47: Frequency of AI use for data analysis

One-third of respondents reported using AI for at least one **data analysis** task rarely or occasionally, and just over 10% reported doing this either frequently or very frequently (Figure 48).

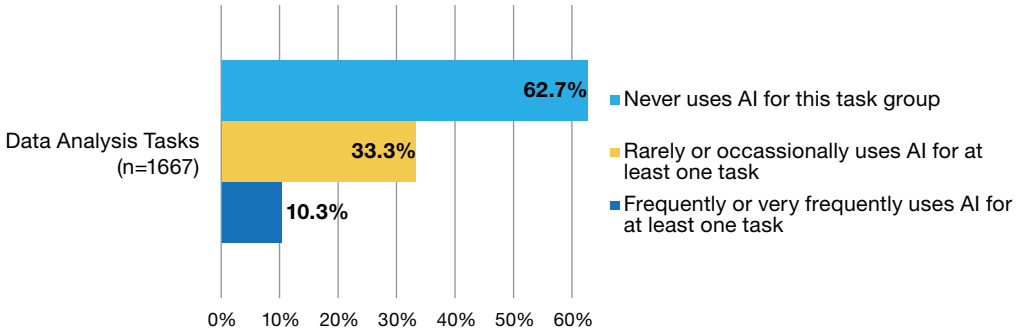


Figure 48: Frequency of AI use for data analysis by task grouping

Staff across categories were about equally likely to report that they used AI for at least one **data analysis** task at least rarely (Figure 49).

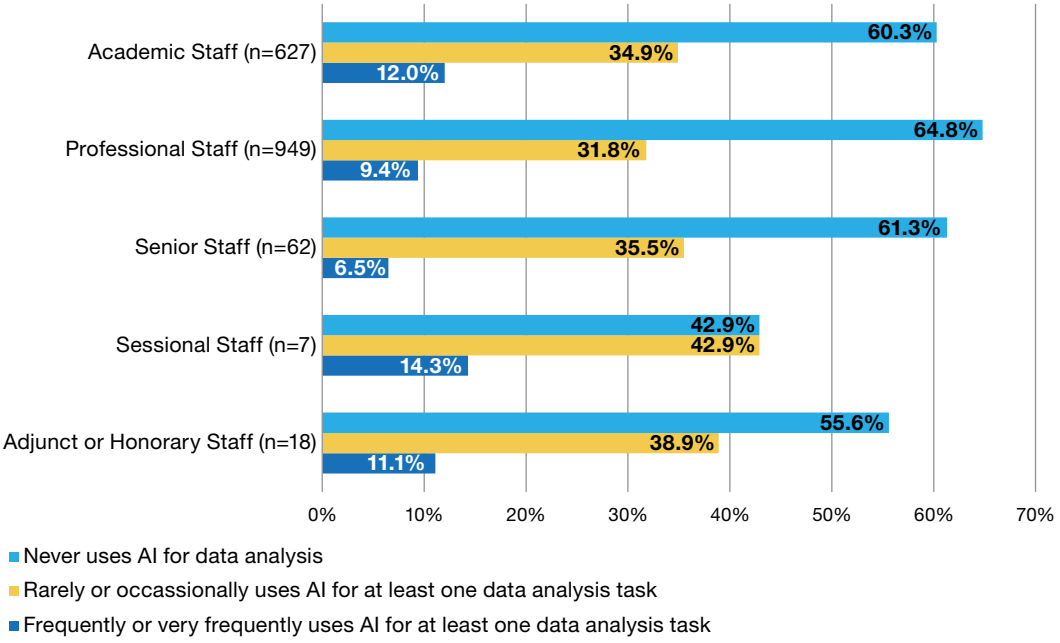


Figure 49: Frequency of AI use for data analysis across task grouping, by staff category

6 Productivity Benefits

Impact of AI on productivity

Two in five AI users (40.4%) indicated that AI had a moderate or substantial impact on their productivity (Figure 50). There was a moderate correlation between the number of AI tools used by staff and the reported impact on productivity at work $r(344) = .385$, $p < .001$.

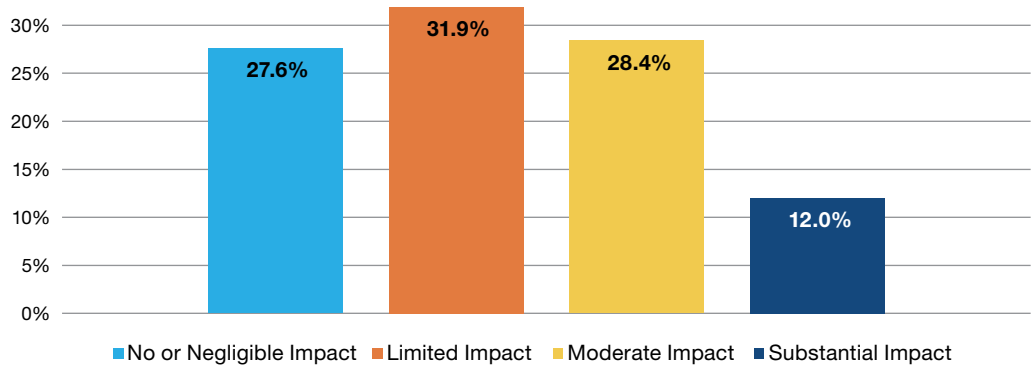


Figure 50: Self-Perceived impact of using generative AI on productivity (n=2315)

Figure 51 provides more detail of the impact of AI on productivity by staff category. Academic, professional and senior staff reported similar levels of impact. Sessional and adjunct staff reported the highest impact, with around half indicating AI had had a moderate or substantial impact on productivity.

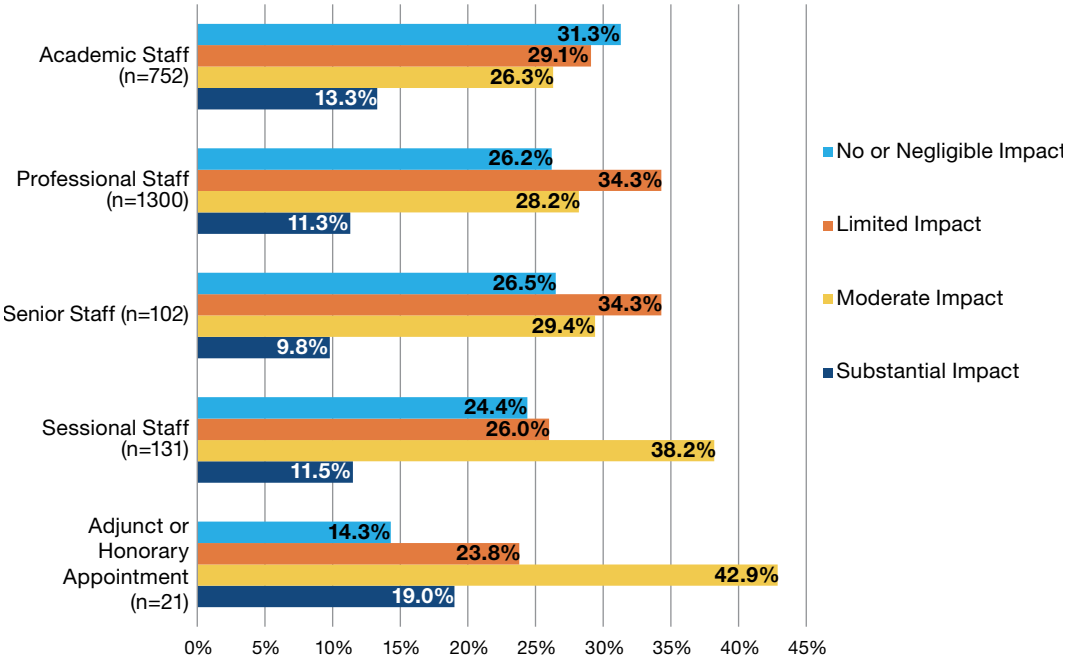


Figure 51: Self-Perceived impact of using generative AI on productivity by staff category

7 Future Intentions

Both AI users and non-users were asked: *What, if any, are your future intentions for using Generative AI in teaching, research or administration?* This question was intended to forecast AI adoption trends among staff, thereby potentially informing future planning with respect to training, policy frameworks, and investments in AI technology.

Don't know or not sure (54 responses)

A relatively small number of staff indicated they were unsure about their intentions for engaging with AI for work tasks in the future with some respondents linking their uncertainty to lack of clarity around their universities position regarding the use of AI.

> *Depends on what use comes up. Not sure at the moment.* **[M, Academic]**

> *It really depends on how it evolves, I'm uncertain, as I need to make time to learn more about the tools.* **[F, Academic]**

> *Not sure. I was waiting for the university to give some advice if we should try to teach students to use it correctly, or try to stamp it out. So far I haven't heard anything.* **[M, Academic]**

> *I would like to use it more, I just feel we are currently in a period where what is appropriate or inappropriate use is still a little unclear.* **[F, Academic]**

No or limited intentions to use AI (155 responses)

Some responses indicated either no or limited intentions to adopt AI technology for work tasks in future. The pattern of responses in this category reflected the general concerns expressed by non-users of AI regarding the ethics and trustworthiness of the technology. Although only a minority of respondents expressed these views, they were often passionately stated, providing further evidence of an undercurrent of divisiveness that characterises AI use in university contexts. Responses ranged from vehement resistance to AI to those who were reluctant but nevertheless retained an open mind.

Vehement resisters often cited **moral or ethical concerns** as the primary reasons for avoidance. These staff tended to view AI as harmful to society, lacking human qualities, or a thief of intellectual property.

> *I won't use it because it's for braindead dipshits.* **[M, Academic]**

> *AI is an affront to what it means to be a human being.* **[M, Academic]**

> *I am morally opposed to generative AI for creating bodies of text or images as all existing models are trained on stolen works.* **[M, Sessional]**

In contrast, other respondents expressed **ethical concerns** about transparency, environmental issues, and the exploitation of labour.

> *Generative AI models are opaque and built on stolen data that generate problematic, unoriginal outputs.* **[F, Academic]**

> *AI uses an unbelievable amount of power and water to generate answers, making it unsustainable.* **[F, Professional]**

> *OpenAI has used underpaid labour from the Global South. Most of the models reinforce biased views from the Global North through their datasets, use a lot of natural resources (water, carbon emissions), and arguably steal the IP of artists and writers.* **[F, Professional]**

Another group of respondents acknowledged the potential of AI but expressed **caution about its accuracy and reliability**, particularly in academic or creative settings. They often emphasised the need for more trustworthy, reliable technology.

> *It requires too much double-checking and correcting to be dependable, especially in analysis and code optimisation.* **[M, Professional]**

> *I avoid it now as it made my work of a poorer quality when I relied on it too much.* **[M, Professional]**

A further group of respondents indicated **minimal interest** in AI, indicating that they do not see a need or relevance for AI in their current roles.

> *Nil unless it becomes part of systems introduced by the University.* **[F, Professional]**

> *I see my role as managing a team of people and projects rather than using GenAI to produce outputs. Am honestly not that interested to tinker much.* **[M, Academic]**

The final group of respondents had no current plans to use AI but were **open to reconsidering** their stance if AI became more relevant, reliable, or integrated into their work processes.

> *I do not currently intend to use AI in my research or teaching. The basis of my field is close reading and textual analysis. I aim to teach students how to do this independently.* **[F, Academic]**

> *I have no current plans to use it. I'd like to attend some workshops to see if there are ways I could.* **[F, Academic]**

> *If AI can make my work simpler and easy to follow, I would use AI. Process mapping and improving the tracking of all the steps involved within my role would make life simpler.* **[F, Professional]**

The distinctive objections to AI in university work provides insight into why university staff resist, or at least are sceptical about AI, ranging from outright rejection based on moral concerns, to more pragmatic caution about AI's limitations and inaccuracy.

General intentions to use AI (257 responses)

The most frequent comments regarding future AI use reflected a general intention to engage with the technology.

> *I plan to keep using it as needed. I'm not sure how it's going to adapt or what my needs will be, but I will see how it goes and use it as needed and as appropriate.* **[F, Adjunct]**

> *Will continue to use. It's very helpful and time saving.* **[F, Senior]**

> *I intend to use it more for everything.* **[M, Academic]**

Many participants expressed a desire to upskill in AI, recognising its growing importance and potential for automating and streamlining routine repetitive and administrative tasks.

> *Where a task would take me 60 minutes, and AI 60 seconds, I will always choose AI. Life is too short to toil on mundane tasks.* **[F, Professional]**

> *Where GenAI can be used to develop support resources for staff or students, create collateral for events or even support the creation of artefacts for learning & teaching that would not otherwise be feasible, I believe we should consider it as an option.* **[M, Professional]**

> *I would greatly like to understand how I can use GenAI to effectively cut my administration burden down, as this is an absolute time sink and anything to reduce it would be applauded.* **[F, Academic]**

Intention to use AI to improve productivity and efficiency (183 responses)

Many staff noted that the ability to delegate routine work to AI could free up time to engage with aspects of their work requiring higher order, strategic or creative thinking and decision making.

> *I see it as a personal assistant ... to automate or make administrative tasks easier, allowing me more time for high-order tasks and thinking.* **[F, Professional]**

> *I want to automate as much as possible, to give more time for the creative parts of the job.* **[F, Academic]**

> *I intend to keep using Generative AI, especially in small meaningless tasks that take up too much time. AI has helped to increase my productivity and devote more of my mental focus to larger projects which require my skills and expertise.* **[M, Professional]**

Some respondents envisioned AI's potential for larger-scale applications such as streamlining workflows, managing projects, and optimising task management. Accordingly, they saw potential for integrating AI with existing university systems such as email platforms, project management processes and learning management systems.

> *I expect that once there's better integration with Outlook, I'll use AI increasingly for managing emails and drafting correspondence."* **[M, Senior]**

> *I'm keen to examine… workflow optimisation in greater detail* **[M, Professional]**

Future use cases for AI (1182 responses)

The integration of GenAI into academic work was seen by many respondents as reshaping higher education by enhancing efficiency and fostering innovation. Staff reported intentions to leverage AI for a diverse range of specific tasks, including streamlining the creation of teaching materials, and providing personalised feedback to students. Others envisioned using AI more as a personal assistant for editing text and generating and refining ideas, or assisting with coding, producing visual images, and facilitating language translation. These findings are significant as they reveal diverse patterns of AI adoption for specific uses. Moreover, given that many AI tools have been developed for specific applications, these findings may inform decisions on acquiring AI tools and identifying emerging training requirements.

Use of AI for curriculum, pedagogy and assessment

A substantial number of staff reported that AI could assist with tasks such as creating teaching materials and designing curriculum and assessments. Some also saw potential in AI for generating creative content and developing interactive, AI-driven educational resources to engage students. Additionally, AI was viewed as valuable for designing innovative learning experiences tailored to student needs to enhance students' engagement.

> *I intend to keep up with some of the technology and use it to save time when planning teaching sessions.* **[F, Professional]**

> *I plan to explore using AI to generate project briefs, 'clients,' and user personas for students' design projects.* **[F, Academic]**

> *Mostly to increase speed of productivity when creating animation and images for student coursework. Also to explore creating AI-generated images for student engagement.* **[F, Professional]**

Staff further envisaged using AI both as a **pedagogical tool** within the classroom, reflecting an emerging understanding of its potential to enhance student learning. Additionally, AI-based educational resources, such as digital tutors, chatbots, and learning modules, were being considered to offer personalised, around-the-clock support making learning more accessible and flexible. These AI-powered tools were seen to have the potential to automate routine teaching tasks, freeing up staff to focus on creative and strategic curriculum development.

> *Creating my own GenAI tool with course materials and sources approved by me that students can then use as one-on-one tutor.* **[F, Academic]**

> *I will consider using in the classroom as a tool for instruction, such as [1] to get students to compete with ChatGPT in answering questions; [2] to get students to critically analyse AI responses to subject-specific questions and problems.* **[M, Academic]**

> *Generative AI can create dynamic, interactive content that makes learning more engaging. Creating interactive tutorials and gamified learning modules, AI can make complex concepts more accessible and enjoyable for first-year students.* **[F, Academic]**

> *Building chat bots to help with teaching.* **[F, Professional]**

One of the most prominent intended use cases was the integration of AI in **designing assessments**, providing feedback to students and creating rubrics. This was generally seen as a way to make assessment more engaging and personalised.

> *I intend to embed AI in most of the assessments in the future... AI can work as an assistant to help students learn more and at the same time save their time.* **[F, Academic]**

> *…developing rubrics or instructions that usually take a long time to create when I do them myself but when reviewing an AI-generated one, it is quicker, easier, and makes my work more efficient.* **[M, Academic]**

> *I would like to use generative AI to support assessment design, rubric creation, and refinement of learning outcomes.* **[F, Senior]**

Staff expressed a strong commitment to **educating students about the ethical and responsible use of AI**. This included incorporating AI into the curriculum in a way that encouraged critical thinking, promoting understanding of the limitations and potential biases of AI-generated content, and ensuring ethical practices in the use of AI for academic work.

> *The days of resisting or ignoring AI will soon be over, so teaching students (especially first-year undergrads) to use it effectively and responsibly will be crucial.* **[M, Academic]**

> *I would like to learn more about how students can use AI in an ethical way to better assist them.* **[F, Professional]**

Use of AI for Research

Compared to teaching, pedagogy and assessment, fewer respondents described use cases that were specific to research. There was however, some recognition of the value of AI for enhancing research workflows, summarising and annotating research articles, and managing data more efficiently. Others pointed to AIs potential usefulness for research administration and management.

> *Setting up efficient research workflows e.g., annotate an article PDF, extract highlights, summarize, synthesis with other summaries.* **[M, Adjunct]**

> *To use AI to help streamline my research and outsource the jobs that AI can do.* **[F, Academic]**

> *I intend to increase the use of AI in my administrative and research communication to increase the quality of work and to increase the speed of certain tedious tasks.* **[M, Sessional]**

Use of AI for editing text

Unsurprisingly, AI is widely recognised by staff as a valuable tool for text editing, with two main uses identified: enhancing clarity, conciseness and grammar, and providing feedback for improving text. In addition, AI was viewed as a time-saving tool for proofreading to ensure that written work meets professional standards. Some staff noted the importance of AI for supporting tasks which were made more difficult due to a disability.

> *I would like to use AI for suggestions to help me write more concisely and improve readability.* **[F, Professional]**

> *It's useful for getting a 'second opinion' on structuring a passage I've already written.* **[F, Academic]**

> *As a dyslexic, I use AI to spell-check and correct grammatical errors in my writing.* **[F, Professional]**

> *I use AI as a collaborator to help brainstorm, structure, edit, and review written work.* **[M, Academic]**

Use of AI for generating ideas

Several themes emerged regarding intentions to use AI for generating ideas. Overall, responses indicated that AI was seen as a tool to enhance creativity and problem-solving.

Many staff indicated that AI is useful for helping them **generate new ideas** or **refining and extending ideas and concepts**. These responses underscored AI's role as providing a place to start or as a catalyst for creativity and efficiency in work tasks.

> *AI can augment human creativity by generating ideas and assisting in design processes.* **[F, Professional]**

> *Generating new research ideas and hypotheses is one way I intend to use AI.* **[M, Academic]**

> *I will likely continue to use AI for inspiration or to refine my ideas and understanding.* **[F, Sessional]**

> *I plan to use AI to combine disjointed research ideas into a cohesive project.* **[F, Academic]**

Use of AI for image generation or enhancement

Some staff indicated intentions to use AI for generating and enhancing images across various academic and professional tasks. This included creating and enhancing visual content for presentations and teaching, improving the efficiency of media production, and exploring creative applications for research.

> *For teaching, I want to learn how to create PowerPoint presentations with AI, including drafting structure and creating visuals.* **[M, Academic]**

> *I hope to learn more about using AI for images and presentations to make them more engaging.* **[F, Professional]**

> *I anticipate that AI will become a regular part of my workflows, especially for creating digital objects like pre-recorded videos.* **[F, Professional]**

Use of AI for coding

A relatively small number of respondents reported using AI for computer programming and coding applications. This included code generation and automation, debugging and troubleshooting code, and having AI act as a tutor for learning programming languages.

> *I'm using it creatively to write code for digital media art pieces.* **[F, Academic]**

> *It is handy for code debugging or finding new/better ways of structuring code for analysis.* **[F, Academic]**

> *I'm using it creatively to write code for digital media art pieces (I cannot code except now I can!) and other visually orientated creative pieces. I've had a hardware project totally stalled for ages because of coding issues (no funding and so hard to find the right expertise) and now I think I can get it to a point with AI where I'll be able to get it to a functional prototype so I can pitch it for funding. In that sense, AI is amazing.* **[F, Academic]**

Use of AI for language translation

Finally, a small group of survey respondents indicated their intentions to use AI for language translation. This included transcription of recorded research interviews; translation of video and text-based content into different languages; improving content accessibility for audiences by translating voice to text and text to voice; and using AI for facilitating communication in multiple languages.

> *I will continue to use AI for transcribing qualitative research interviews.* **[F, Academic]**

> *Translating foreign language policies into English is a valuable use of AI in my work.* **[M, Professional]**

> *Transcribing videos and translating video and text-based content into different languages has been incredibly useful.* **[F, Professional]**

> *There is scope to consider AI chatbots to assist clients in languages other than English.* **[M, Professional]**

8 Perspectives on AI

Participants were asked a range of questions that explored their perspectives of AI broadly, and within the context of the university and their role. All items were measured on a five-point scale ranging from strongly disagree to strongly agree. Exploratory factor analysis revealed four underlying dimensions of AI perspectives: **AI affordances** that may be realised (6 items, e.g., AI tools will improve the efficiency of a range of work-related tasks); **AI integrity risks** (6 items, e.g., AI poses a threat to critical thinking in universities); individual **transparent use of AI** (3 items, e.g., I am transparent with my supervisors about how I use AI tools in my work); and individual **self-efficacy in using AI** (3 items, e.g., I feel confident using AI in my work). A full list of items is detailed in Appendix C.

Table 6 presents the results for each measure. Note that questions related to the transparent use of AI relied on actual experience of using AI, and not just general perspectives on AI. Hence, this set of questions was not presented to respondents who indicated that they do not use AI for work (therefore a lower n).

Analysis of mean scores for each dimension across all staff groups (Table 6) showed that overall, respondents scored lowest (least positive) on AI affordances (*M*=3.23, n=3042) and highest (most positive) for transparent use of AI (*M*=4.21, n=2126).

Table 6: Overall perspectives on AI for all staff

Measure	n	Mean Score (1=strongly disagree, 5= strongly agree)	Minimum	Maximum	Standard Deviation
AI affordances	3042	3.23	1	5	.774
AI integrity risks	3046	3.53	1	5	.640
Transparent use of AI	2126	4.21	1	5	.803
Self-efficacy in using AI	3048	3.46	1	5	.925

Tables 7 to 10 provide the results of each of the four factors by staff category.

Professional staff (*M*=3.35) reported significantly more positive views on AI affordances than academic staff (*M*=3.01) *t*(1736.05)=-10.77, *p*=<.001. Senior staff reported the most positive views on AI affordances (*M*=3.53, Table 7).

Table 7: Perspectives on AI affordances by staff category

Staff category	n	Mean frequency score (1=strongly disagree, 5= strongly agree)	Minimum	Maximum	Standard Deviation
Academic	959	3.01	1.0	5.0	.826
Professional	1737	3.35	1.0	5.0	.708
Senior staff appointment	116	3.53	1.8	4.7	.567
Sessional academic staff	183	3.07	1.0	5.0	.873
Adjunct or honorary appointment	31	2.94	1.7	4.7	.787

When comparing perspectives on **AI integrity risks**, academic staff (*M*=3.66) were significantly more likely than professional staff (*M*=3.47) to indicate they believe AI poses risks, *t*(1889.79)=7.40, *p*=<.001. Senior staff were the least likely to indicate that AI posed risks (*M*=3.28, Table 8).

Table 8: Perspectives on AI integrity risks by staff category

Staff category	n	Mean frequency score (1=strongly disagree, 5= strongly agree)	Minimum	Maximum	Standard Deviation
Academic	958	3.66	1.0	5.0	.651
Professional	1740	3.46	1.0	5.0	.619
Senior staff appointment	116	3.28	1.3	4.3	.615
Sessional academic staff	185	3.63	1.5	5.0	.664
Adjunct or honorary appointment	31	3.68	2.0	5.0	.621

Professional and academic staff did not differ significantly in their **transparent use of AI,** *p*=.095. Senior staff were the highest scoring group on the transparent use of AI (*M*=4.37, Table 9).

Table 9: Perspectives on transparent use of AI by staff category

Staff category	n	Mean frequency score (1=strongly disagree, 5= strongly agree)	Minimum	Maximum	Standard Deviation
Academic	713	4.24	1.0	5.0	.812
Professional	1186	4.18	1.0	5.0	.796
Senior staff appointment	92	4.37	2.0	5.0	.763
Sessional academic staff	109	4.15	1.3	5.0	.854
Adjunct or honorary appointment	19	4.12	3.0	5.0	.779

Professional staff (*M*=3.49) were significantly more likely than academic staff to express **AI self-efficacy** (*M*=3.40), *t*(1797.52)=-2.35, p=.019. Senior staff expressed the most positive views on AI self-efficacy (Table 10).

Table 10: Perspectives on AI self-efficacy by staff category

Staff category	n	Mean frequency score (1=strongly disagree, 5= strongly agree)	Minimum	Maximum	Standard Deviation
Academic	958	3.40	1.0	5.0	.982
Professional	1742	3.49	1.0	5.0	.881
Senior staff appointment	116	3.68	1.7	5.0	.843
Sessional academic staff	185	3.43	1.3	5.0	1.049
Adjunct or honorary appointment	31	3.47	1.7	5.0	.906

Figure 52 presents the mean AI self-efficacy scores for AI-user academic and sessional academic staff, for each of the 17 participating universities and the national average. Scores ranged from 3.00 (moderately positive) to 3.91 (positive).

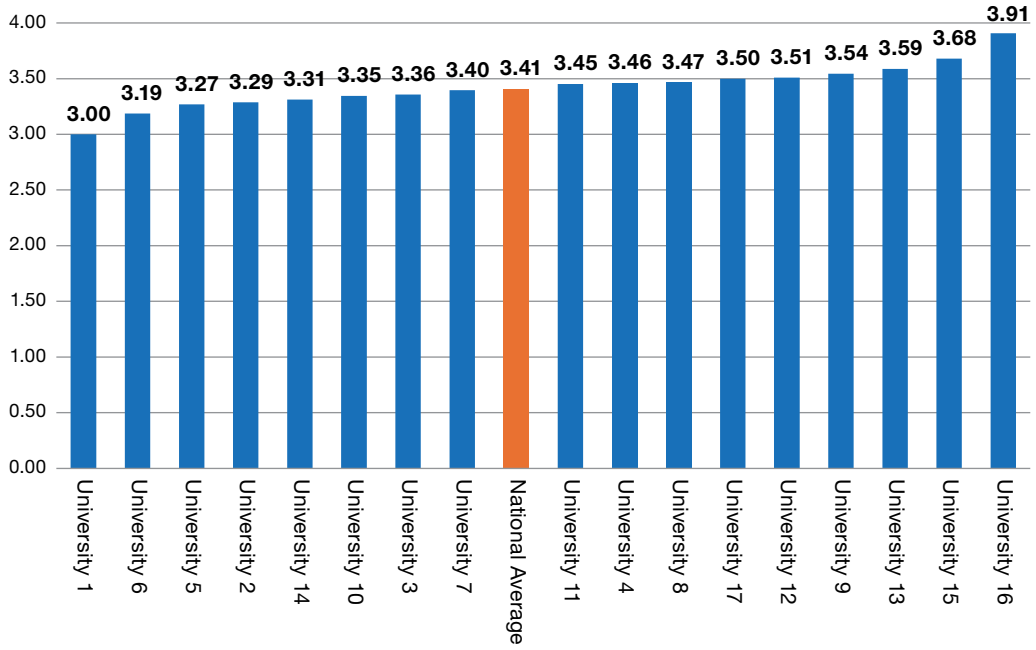


Figure 52: Average academic and sessional academic staff AI self-efficacy score, by university

Figure 53 presents mean AI self-efficacy scores for AI-user professional staff for each of the 17 participating universities and the national average. Scores ranged from 3.29 to 3.96. Note that in some universities, self-efficacy in using AI did not follow the same trend for academic and professional staff. For example, University 6 showed the second lowest self-efficacy scores for academic staff whilst professional staff scores in University 6 were well above the national mean.

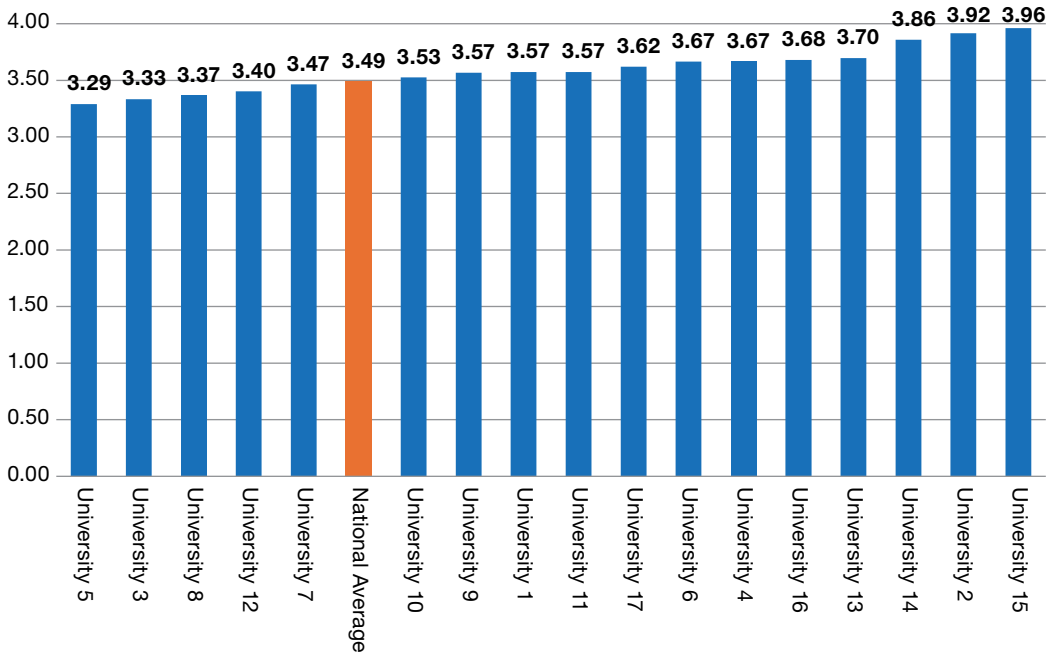


Figure 53: Average professional staff AI self-efficacy score, by university

9 University Policies on AI

Awareness of university policy and guidelines

Both AI users and non-users were asked whether their university had a policy and/or guidelines for use of AI (Table 11). Four in five respondents indicated they were aware of the policy.

Table 11: Proportion of staff awareness of the university policy for AI use

	Frequency	Proportion % (n = 1762)
Yes	1419	80.5
No	343	19.5

Level of awareness of university policies and guidelines was higher for academic staff compared to professional staff but highest among sessional staff (Figure 54). Three-quarters or less of professional, adjunct and senior staff were aware of their university's policy.

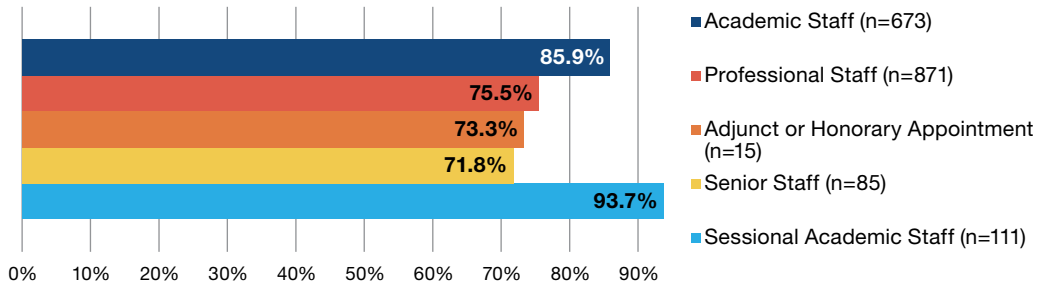


Figure 54: Proportion of staff in each category who are aware of the university policy for AI use

Familiarity with AI policy

Respondents who indicated they were aware of their university's policy were asked whether they were **familiar with the policy.** Nearly 60% indicated they were somewhat familiar with the policy and a further 16% reported they were unfamiliar (Table 12).

Table 12: Familiarity with university policy or guidelines on AI

	Frequency	Proportion % (n=1417)
Very familiar	362	25.5
Somewhat familiar	830	58.6
Unfamiliar	225	15.9

Although senior staff showed the least awareness of their policy, those who were aware indicated the highest familiarity with the policy and were least likely to report they were unfamiliar. Academic staff were more likely than professional, sessional and adjunct staff to be very familiar with their university's policy (Table 13).

Table 13: Familiarity with university policy or guidelines on AI by staff category

	n	Very familiar % (proportion of staff category)	Somewhat familiar % (proportion of staff category)	Unfamiliar % (proportion of staff category)
Academic staff	577	28.2	59.1	12.7
Professional staff	658	21.4	58.1	20.5
Senior staff appointment	60	46.7	50.0	3.3
Sessional academic staff	104	24.0	64.4	11.5
Adjunct or honorary appointment	11	18.2	63.6	18.2

Influence of policy on use of AI

Respondents (both AI users and non-users) were also asked the extent to which they believed their university's policy or guidelines were **useful in guiding staff** on the use of AI in their work. A little under half of the sample reported their university's policy was moderately useful. Around one-third of staff overall indicated the policy was not at all or only slightly useful, and one in five reported the policy as being very or extremely useful (Figure 55).

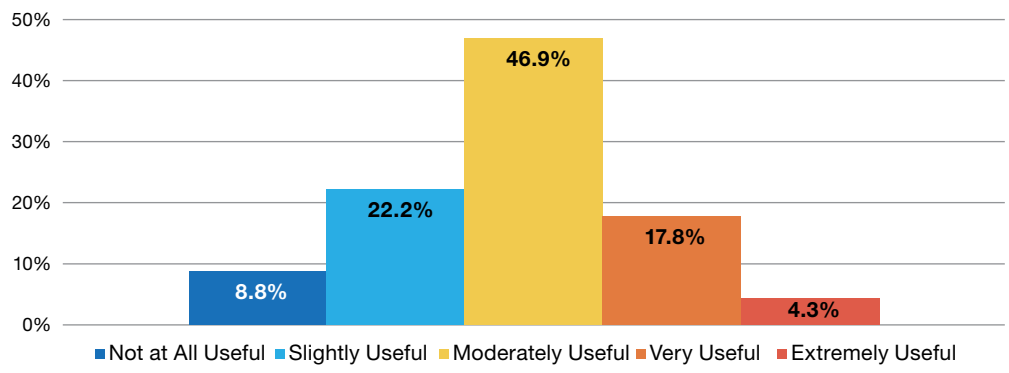


Figure 55: Usefulness of University's Policy or guidelines in guiding staff on the use of AI in their work (n=1176)

Comparing staff groups, senior staff were the most positive about the usefulness of university policy or guidelines, and academic staff and sessional academic staff were the least positive (Table 14).

Table 14: Usefulness of University Policy or Guidelines on AI by staff category

	n	Mean score (1 = not at all useful, 5 = extremely useful)
Academic staff	502	2.79
Professional staff	512	2.93
Senior staff	59	3.07
Sessional academic staff	88	2.74
Adjunct or honorary staff	9	2.89

The following two figures report the proportion of (combined) academic and sessional staff (Figure 56) and professional staff (Figure 57) from each university, and the national average, who indicated their university's policy or guidelines are moderately useful, very useful or extremely useful in guiding staff on the use of AI in their work. The staff groups are reported separately because they have different roles in the higher education context and may therefore engage with policies in different ways.

As the figures below demonstrate, the proportions of staff finding policies useful were highly variable across universities and across staff category. For example, only 50% of academic and sessional staff in University 14 found policies useful, whereas more than 85% of professional staff in University 14 indicated their policies were useful.

Academic/sessional staff who indicated their university's policy was useful ranged from 39% to 81% with a national average of 64%.

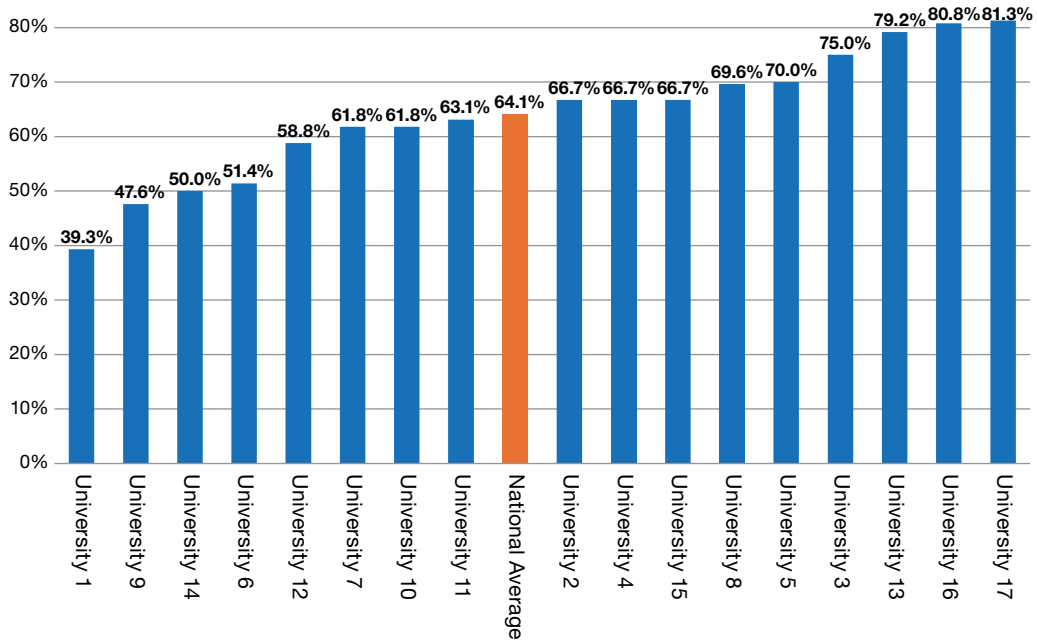


Figure 56: Proportion of academic and sessional staff indicating that their university's policy or guidelines are useful in guiding staff on the use of AI in their work, by university

The proportion of professional staff who found their university policy useful ranged from none to 100%, with a national average of 72%.

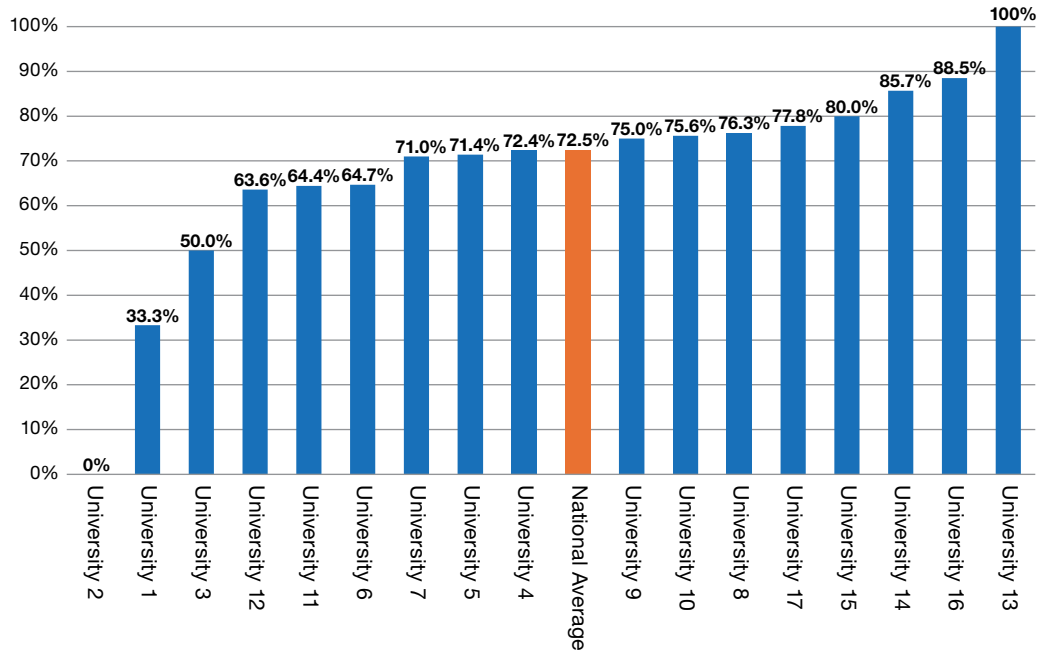


Figure 57: Proportion of professional staff indicating that their university's policy or guidelines are useful in guiding staff on the use of AI in their work, by university

The final question about policy asked more specifically about the extent to which the university policy or guidelines **influenced the respondent's** own **use of AI** in their work. Around half the sample reported that it moderately influenced their AI practice. One in five reported it had a strong influence, but over one-third reported the policy had no influence on their use of AI (Figure 58).

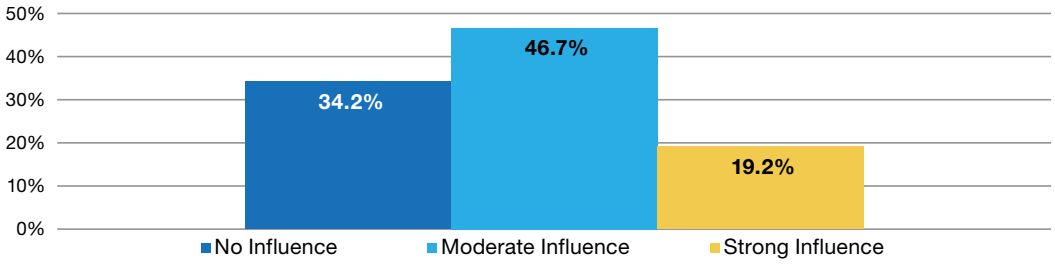


Figure 58: Extent to which University policy or guidelines influenced respondent's own use of AI in their work (n=1180)

Senior staff were around half as likely to say the policy had no influence on their own use of AI than all other staff groups and along with adjunct staff, most likely to report it had a strong influence. Academic and professional staff tracked fairly closely on this measure (Table 15).

Table 15: Usefulness of University Policy or Guidelines on AI by staff category

	n	No influence % (proportion of staff category)	Moderate influence % (proportion of staff category)	Strong influence % (proportion of staff category)
Academic staff	503	35.8	45.7	18.5
Professional staff	514	33.1	48.2	18.7
Senior staff appointment	59	16.9	55.9	27.1
Sessional academic staff	89	42.7	40.4	16.9
Adjunct or honorary appointment	9	33.3	33.3	33.3

What actions should universities take regarding AI

This section presents a summary of staff responses to the question *What actions do you think your University should take in relation to the use of Generative AI in higher education?* The analysis is divided into two broad categories: (1) Staff views on the general stance universities should adopt with respect to AI, and (2) Practical strategies and actions universities should take with respect to integrating AI into university activities and systems.

Staff opinions regarding universities' responses to AI revealed that AI is a polarising phenomenon with divided perspectives as to its role in university work. Three key themes were identified in the data: (1) Universities should actively avoid, discourage or limit AI use; (2) Universities should embrace AI and engage with staff concerning its adoption and application; and (3) Universities should promote ethical and safe implementation of AI.

In relation to practical strategies, staff responses identified several key issues: (1) The need to develop policies or guidelines for AI use; (2) The provision of staff training in AI; (3) Investment in AI tools and infrastructure; and (4) Engagement with other universities and industry.

Universities should actively avoid, discourage or strictly limit AI use (148 responses)

Artificial Intelligence (AI) is emerging as a divisive issue among university staff, particularly when it comes to its place in education. While many recognised the potential benefits of AI, a significant number of staff expressed deep concern about its ethical implications, its impact on critical thinking, and its role in the academic environment. The concerns expressed in response to this question overlapped to some extent with the question about future intentions and they were not limited to a few individuals; rather, they reflect passionately held viewpoints across staff categories.

Many staff feared that the widespread use of AI undermines the very essence of education by **diluting critical thinking and creative processes.** They argued that AI should not replace the human effort necessary for meaningful academic work. Some reported that AI was creating more work in reporting on students who had used AI to cheat.

> *Ban it. It's a stupid, cost-cutting measure that looks good for the email-drones in admin, but it's a total mind-killer for anyone involved in education. Students who use it are robbing themselves of the ability to think critically and express themselves in language.* **[M, Academic]**

> *Try to figure out how to limit AI use before all academic integrity is destroyed.* **[M, Professional]**

> *Its effect on student thinking as well as verbal and written expression is disastrous. Even worse is AI allowing students to create written work that is vacuous and entirely fictitious. I waste my time finding all this out and then having to explain myself in writing to students and then to university managers for marking students down for delivering nonsense.* **[M, Academic]**

Another concern was the **ethical and environmental impacts** of AI, particularly the exploitation of intellectual property and the environmental cost of large-scale AI systems.

> *Universities should not be promoting AI as it represents the largest-scale theft of intellectual property in history, undermining the entire system universities are built upon. Most university professors build their careers on the back of hard-earned intellectual property and good-faith attribution when their work is used by others.* **[M, Sessional]**

> *Encourage disuse given the ethical and environmental ramifications of using it, but educate widely about what it is and how it works (particularly the environmental impact and the way companies are creating the systems to collect data for training).* **[F, Academic]**

> *Universities should take a firm stance against the widespread adoption of Generative AI in both administration and research work undertaken in the academy… If universities are committed to a climate-sustainable future, they must reject the use of these resource-intensive programs.* **[M, Professional]**

Staff are also deeply concerned about the **negative impact of AI on student learning**. Many believe that AI makes students overly reliant on technology, weakening their ability to engage with content critically and independently.

> *When students let an algorithm create a block of text for them, there's no thinking going on. Not in the student and certainly not in the algorithm. Again, it's easy to categorise middle aged people like me, as not engaging with AI because we're insufficiently digitally literate - but that's lazy thinking as well as ageism. Again, I've seen colleagues rave over outputs of "AI" - and they were rubbish.* **[F, Academic]**

> *I don't think students should be allowed to use it to construct essay responses. I worry that too many graduates will not have the skills and content knowledge necessary to perform their jobs if they have not had to think, write, and demonstrate their competence themselves.* **[F, Professional]**

Some staff also perceived AI as **a product of corporate interests**, designed for cost-cutting and efficiency rather than for improving education. They argued that universities should resist integrating AI and instead focus on maintaining high-quality, human-centered education.

> *I feel policies and guidelines lack criticality, its mostly caught in "marketing" language and hype about its positive potential* **[F, Academic]**

> *I think its use should be very carefully examined and clear metrics for deciding its use should be based on educational concerns rather than as yet another cost-cutting measure.* **[M, Professional]**

Universities should embrace AI and engage staff around its use (415 responses)

By contrast, a significant number of staff indicated positive sentiments towards the use of AI in university work. They believed universities should embrace AI, recognising its transformative potential in many aspects of university work. Many staff expressed frustration at the slow response to AI, citing negative, fearful, and risk-averse attitudes within institutions. Several emphasised the need for universities to take a proactive leadership role in AI adoption. The broad sentiment was that AI was here to stay, and **universities must embrace the technology proactively** to remain relevant in a rapidly evolving technological landscape.

> *I feel at some level I should hate our new robot overlords but I actually love it. I feel so conflicted by it. I mean, what could possibly go wrong except for everything. I know it will destroy some parts of my own discipline in creative areas but I am still amazed and excited by it.* **[F, Academic]**

> *At this (early) stage in my professional academic career, I think the most important thing that universities should be doing is to integrate generative AI into all aspects of higher education. We need to be AI superusers!* **[F, Academic]**

> *As a new technology, it needs to be embraced, both in theory and in practice, so that the University becomes a leader in understanding both the use and consequences of AI.* **[F, Adjunct]**

> *Lead discussions about responsible use, ethical implications, preparing students for a future workforce where AI is prevalent* **[F, Academic]**

Moreover, there was a sense, expressed by some staff, that the slow response by universities could result in **universities being left behind** as technology continued to rapidly evolve.

> *Be a leader not a follower. Provide transparency and support for staff to engage in a non-threatening environment.* **[M, Sessional]**

> *Get with the program or fall behind.* **[M, Academic]**

> *Universities need to be cautious not to become overly conservative, ensuring that they foster an environment where creativity can flourish.* **[F, Professional]**

> *It feels like we are playing catch up. As a university, we should be on the front foot with emerging technologies.* **[F, Academic]**

Staff highlighted the importance of **engaging the broader university community** in discussions and decisions concerning AI. Many indicated that open forums and collaborative approaches to policy development would lead to more effective governance and greater acceptance of AI initiatives.

> *Consult with teaching staff before making policy decisions. Don't panic.* **[M, Academic]**

> *Engage students, administrators, managers, and academics to develop an ethical framework for its use, that is ongoing, and process based.* **[M, Academic]**

> *We need to have a cohesive platform discussion about AI use university-wide.* **[F, Academic]**

Many staff viewed the adoption of AI as a critically important aspect of **preparing students for future careers**. They pointed to the importance of teaching students how to use AI ethically and responsibly by integrating AI into courses and programs - critical for preparing them for success in a technology-driven workforce.

> *We need to prepare our students for future workplaces and ensure they are competent in using all the modern tools available BUT we also need to be confident that students are completing their own work (we need to do more work on authentic assessment).* **[F, Professional]**

> *We are currently building guidelines. From a student perspective, like any tech or innovation, I think we should show students how they might use the tool and ways of using it to think more critically or creatively and to prepare for future workplaces.* **[F, Professional]**

Universities should promote ethical and safe implementation of AI (337 responses)

As universities grapple with the challenge of integrating AI into their teaching, administrative and research processes, there was a widespread view that universities should ensure that AI is promoted ethically and safely. Concerns were raised about data privacy, security, intellectual property, and the need for transparency in AI applications.

A recurring concern was the **protection of sensitive data** when using AI tools. Many expressed unease about how AI systems handle data, emphasising the need for privacy safeguards and secure platforms to prevent data breaches or misuse.

> *Make data security/integrity the highest priority, don't feed a commercial entity all your data and be at the mercy of that data getting compromised out of your control.* **[M, Professional]**

> *Consideration of data governance. While I am overall supportive of the adoption of AI in the workplace, I am concerned that my colleagues are not anonymising student, staff and copyrighted information (particularly in non-IT areas) when students and staff have no control over how this is being used. TLDR: Data Governance is key.* **[M, Professional]**

> *I definitely think is should not be used for health data or anything that deals with people's private information… I know many people do not remove this and this will lead to issues down the line.* **[F, Professional]**

Staff also raised concerns about **inherent biases in AI systems**. They argued that AI tools should be carefully vetted to prevent reinforcing existing inequalities, and that ethical frameworks must address these risks.

> *I have found many of the images that it has generated are sexist, masculine and generally of white people. This should be concerning for all people. I think the question is not how we do things 'faster' or more 'efficiently' within corporate and institutional spaces but is this ethical, are we diminishing our own sense of agency and connection to the work that we do - and do we really need this?* **[F, Academic]**

> *Universities ought to be kept up to date with changes to AI and be allowed to experiment. Having said that, concerns about copyright infringement, inherent bias and misinformation are important to keep in mind.* **[F, Professional]**

> *I believe my university should take extreme caution when approaching AI. Given that generative AI contains numerous issues, biases, and dangers that are baked into its design and cannot be removed with updates, it is especially important that my universities deeply considers the human implications of its deployment, and centres the human impact at the forefront of their decision-making process.* **[M, Professional]**

Another prominent concern was **intellectual property**, especially about how AI systems use copyrighted materials without proper attribution. Many called for clear guidelines on how intellectual property rights should be respected when using AI-generated content.

> *Universities should be the loudest voices calling for reforms. At best, modern AI providers should devise a system for attribution to works that are not used under a public domain license. When texts or artworks are used by these AI tools to perform a function, there should be a way to measure that use. These metrics should then be made visible to the original author who can use them to assess the impact of their works. This is the only possible "fair trade" for currently unlicensed use.* **[M, Sessional]**

> *Take more into consideration the copyright and IP of creations produced, look into who is monitoring the usage to which depth.* **[F, Professional]**

While many staff members see the value in integrating AI into university practices, these quotes highlight significant concerns regarding the **ethical, environmental, and social implications** of AI adoption. They emphasised the university's responsibility to critically examine its broader societal impacts, including its substantial carbon footprint.

> *I think using AI is complicated and more than just a tool - it is a scope of work that includes a huge carbon footprint and has been trained on data of questionable origin and ideology.* **[F, Academic]**

> *Are there models out there created with ethical labour practices? With attention to the carbon emissions and water usage? Could we use those? Are there instances where the potential benefit to disadvantaged communities (such as persons with disabilities, or Indigenous communities) might outweigh the ethical harms of using the models in the first place? I feel strongly that we need to make these discussions much more prominent than they have been.* **[F, Professional]**

Universities should develop policies or guidelines around AI use (700 responses)

The most commonly cited practical action that universities should take was to provide staff and students with clear and consistent university policies and guidelines around the use of AI. The most prominent concerns included the lack of clarity on AI use and the necessity for AI governance structures.

Staff frequently raised the issue of **inconsistent messaging** across departments and faculties regarding AI use. A consistent, university-wide policy was viewed as critical to ensuring that AI is implemented effectively and fairly across academic and professional contexts.

> *Take a position on AI and have more consistency across different departments. At the moment, this varies across disciplines and even across assessments.* **[F, Professional]**

> *It needs a clear one stop shop for gen AI - guidelines, policy, AI strategy, do's/don'ts, consequences, etc across teaching, research and administration.* **[M, Professional]**

> *Better and clearer policies should be in place and also governed regarding use of AI (which should be encouraged). It's use in any academic/education setting should be acknowledged, similar to publications or conflicts of interests.* **[M, Adjunct]**

Several staff suggested that while policy or guidelines concerning AI was desirable, a **flexible approach** was required with some pointing to different needs across university elements.

> *I think the university needs to monitor use and activities, continue to review the policies and guidelines to ensure that they remain relevant and applicable and above all remain flexible in their approach.* **[F, Professional]**

> *Provide guidelines for different schools at the high level, then allow schools to develop their own policies. Different schools have very different interactions with AI.* **[M, Academic]**

The need for policies that ensure **academic integrity** were frequently highlighted. Staff expressed concern over AI's potential to facilitate academic misconduct and emphasised the importance of policies that safeguard against misuse.

> *Good/bad outcomes arise from how people engage with the tool, so our focus needs to be on ensuring academics (and students) have clear integrity guidelines and consensus around AI use.* **[M, Academic]**

> *Enforce a policy rather than saying a policy will be enforced. While it is clear AI is going to be used more and more, at present students can present work that is not their own and get marks which result in qualifications. This is deeply problematic for maintaining any sense of academic integrity for universities.* **[F, Sessional]**

Staff expressed concern over the **rapidly changing landscape of AI technologies** and stressed the importance of flexible, adaptive policies. This highlights the need for universities to remain agile and proactive in revising their policies to reflect ongoing technological developments.

> *Clarify a path forward, noting that path needs to adapt to the rapid changes in the field.* **[M, Professional]**

> *Stay up to date with the current best practice in policy for AI. Far too many Universities are behind with IT developments and policy lags dangerously behind this constantly evolving digital front.* **[M, Professional]**

> *The university is too slow in responding comparatively to the speed of AI growth. It'll have an impact whether people like it or not, we need to embrace and work with it faster.* **[F, Professional]**

Universities should provide staff training in AI (587 responses)

Following the need for university policy and guidelines for AI use, the second most prominent issue raised by staff was the need for formal training programs to support AI implementation. Training was regarded as necessary to assist staff in understanding how to use AI tools ethical and efficiently without undermining their professional roles.

The need for basic **AI literacy training** was frequently highlighted, with staff noting that both students and colleagues often lack the foundational knowledge necessary to engage with AI tools. Developing a baseline understanding of AI functionalities and limitations was considered essential for maximising the potential benefits of these tools.

> *We urgently need my university to provide courses for staff on 'AI literacy', including how to prompt well and covering different kinds of AI tools... I feel university management has largely ignored the topic, which makes no sense as all students and much of the staff seem to use it.* **[no sex specified, Academic].**

> *More professional development on appropriate use of Generative AI - its strengths, challenges and implications for future use.* **[F, Academic]**

> *My university has been slow to develop clear guidelines and instead has placed the onus on the research/teaching staff to navigate this technology on their own, coming up with localised guidelines and adaptations. This is resulting in much confusion, mistrust and angst along with a very inconsistent learning environment for students. I think my university needs to invest more in developing clear guidelines, training protocols and clear messaging regarding GenAI both for staff and students.* **[F, Academic]**

Some staff commented on the potential role of **specific elements of the university** that were particularly well placed in terms of supporting staff and students with guidance and training in AI.

> *I think that university libraries should be funded properly to employ staff that can assist students, lecturers and researchers on keeping up to date and skilled in the area of AI.* **[F, Academic]**

> *Align messaging between IT departments rolling and assessing AI tools with ethical and educational guidance for staff and students.* **[F, Professional]**

> *We need to develop an expected/assumed level of knowledge for all library staff when advising clients on AI use which also includes an understanding of the existing limitation of AI tools.* **[F, Professional]**

Many respondents emphasised the need for **continuous professional development** to ensure that staff remain up to date with evolving AI technologies. Regular training and upskilling opportunities were seen as essential for maintaining competency in this rapidly changing field.

> *Keep staff informed of new discoveries around AI and provide ongoing tools to support staff to retain and have knowledge in this ever-evolving area.* **[F, Professional]**

> *It's still evolving, so need to keep a watching brief. Need compulsory staff professional development on how to integrate into curriculum, detect its misuse, assure assessment security and integrity and better understand the range of tools available, and their capabilities and limitations.* **[F, Professional]**

University staff largely support the idea that **investing in high-quality AI tools and infrastructure** is essential for future growth, innovation, and efficiency in academia. Many see AI as a means to improve both administrative tasks and academic practices, but they also stress the need for careful and strategic investment. Some respondents raised equity concerns with respect to differential access to tools for staff and students.

> *Better access to better tools - all the good ones come at a cost - this will be an equity issue.* **[F, Professional]**

> *Increase the number of resources / people dedicated to working with educators to adapt to genAI. We are moving too slowly.* **[F, Academic]**

> *Universities should subscribe to top AI tools so that staff can have free access to explore their affordances for teaching, research, admin.* **[F, Academic]**

Many staff saw AI as a powerful way to **enhance productivity** across different university functions, from administrative processes to research. They argued that investing in AI could lead to significant time savings and allow staff to focus on more value-added tasks.

> *There needs to be a tech 'revolution' in updating systems and processes to get productivity improvements across all the professional teams and service areas.* **[M, Professional]**

> *I think the university should provide all staff to access with the best AI on the market, to help reduce workload for mundane tasks and provide us with a powerful tool for iteration, research design, and creativity.* **[M, Academic]**

> *To stand out in the crowd, they should be investing in systems that can utilise AI to become more efficient.* **[F, Professional]**

A number of respondents highlighted the necessity for universities to create **specialised teams and leadership roles** dedicated to AI governance, policy development, and strategic implementation. By establishing focused positions, they believed universities

can effectively align their practices, foster communities of practice, and navigate the complexities of AI integration in universities.

> *Team with a consortium (such as CAUDIT etc) to build policies and procedures for all Universities to align and follow. This would form part of the overall governance and generate a great forum-based community of practice moving forward into the unknown of AI in higher education.* **[M, Professional]**

> *Fund positions to focus on assessment (re)design work. Appoint a senior leadership position to drive a strategic approach to the use of gen AI in teaching, learning and assessment.* **[M, Professional]**

> *Establish a specialist team to concentrate on GenAI and set clear guidelines.* **[F, Professional]**

Several staff highlighted the need for an **open environment** where they can experiment with AI tools. They believed that universities should invest in infrastructure that fosters innovation and provides space for experimentation without fear of negative consequences.

> *I have had the privilege of a year at Harvard where the university set up a Sandbox for generative AI. It is completely secure and so no data shared in the Sandbox is fed back into the AI cloud. All staff to have access and can 'play around' with it. It's given us all a great deal of freedom to experiment. I highly recommend other universities invest in similar arrangements to ensure security of what can be highly sensitive research data.* **[F, Academic]**

> *Invest - put funding toward making Gen AI tools available, provide spaces to learn and experiment, resource staff to rethink their course design and assessment.* **[F, Professional]**

> *Promote, encourage and resource (including through provision of licenses to a variety of platforms) experimentation.* **[M, Professional]**

Finally, some staff indicated a need for universities to **invest in AI detection tools** to combat student academic misconduct.

> *Enable the Turnitin plugin to detect AI.* **[M, Academic]**

> *The University should be actively investigating and investing in technologies that can reliably detect AI-generated output in written work.* **[M, Academic]**

> *Detecting plagiarism using AI and providing clear boundaries to students about appropriate use of AI and when it's academic misconduct.* **[F, Professional]**

Universities should engage with other universities and industry (25 responses)

Collaborative efforts were seen as essential to developing shared strategies, leveraging expertise, and fostering innovation. Respondents emphasised **engaging with industry experts and AI companies** to understand and leverage AI's potential in education. Partnerships with these entities were thought to provide guidance, resources, and insights into AI applications, ensuring the university stays at the forefront of technological advancements.

> *… reach out to industry/workers/organisations/companies/people in the real world and learn from them how we work with GenAI and then weave that into our practices, teaching and research.* **[M, Professional]**

> *Leverage industry expertise to improve professional activities (often only focused on academic application and using academics as experts).* **[F, Professional]**

> *Partner up with a major vendor to enable literacy and capability.* **[M, Professional]**

Many advocated for working with other institutions to develop **shared policies and guidelines**, ensuring consistency across the sector and benefiting from collective experiences. Such collaboration can strengthen approaches to AI adoption and help establish common skills and standards in education.

> *We need to be proactive in engaging with others in HE nationally and internationally about how we adopt and govern AI in HE.* **[F, Senior]**

> *I also think we should work more with Colleagues at other universities to help somewhat of a common approach, share experiences to ultimately strengthen approaches to adoption.* **[M, Senior]**

> *I think Universities need to monitor progress of this tool, maybe collaborate with each other to see the kind of impact it is having on education.* **[M, Sessional]**

10 Conclusion

The analysis of the GenAI in Higher Education survey across Australian higher education institutions reveals several critical insights for institutional strategic planning, governance, procurement, and policy development concerning AI technologies. With AI rapidly evolving, continuous adaptation is essential to harness its full potential while safeguarding academic integrity and promoting equitable access.

Almost 30% of staff indicated they are not yet using AI for work. Women were significantly less likely to use AI at work than men. However, contrary to common belief, there were no significant age differences between those who had and hadn't used AI, dispelling the myth that younger individuals are more likely to adopt AI.

Understanding the perspectives of staff who do not use AI is crucial. Common reasons for not adopting AI include perceptions of irrelevance to their roles, unfamiliarity or lack of confidence, and ethical concerns about AI's trustworthiness and reliability. These findings suggest universities need to be more proactive in supporting the uptake of AI, providing clear policy guidelines on the ethical use of AI, particularly addressing data security and plagiarism concerns, while promoting transparency in AI use.

The frequency of AI use among university staff for teaching, research, and administration tasks indicates adoption is still at an early stage. Most respondents reported infrequent use of AI for specific tasks most relevant to their work. The frequency of reported use was higher however, when considering at least one task in each grouping, such as coding or curriculum development. Notably, tasks expected to be widespread—like general discussions with students about AI developments—were reported by only about half of teaching staff. Only 30% of staff who undertake teaching were frequently or very frequently using AI for curriculum, pedagogy or assessment tasks. Importantly, despite claims that AI could alleviate routine tasks, most users do not employ AI for administrative purposes.

It is likely that as awareness of AI capabilities and staff proficiency with these tools expand, the frequency and variety of tasks where AI becomes useful will increase. However, significant pockets of resistance—often based on ethics and integrity concerns—may curtail efforts to raise awareness of appropriate use cases.

The array of AI tools adopted by staff is highly diverse. While commonly used tools like ChatGPT and Microsoft Copilot are popular, staff are also exploring a large number of other AI tools spanning applications such as image creation, literature search, writing and editing, coding, data analysis, education, business development, and personal assistance.

Two in five AI users indicated that AI had a moderate or substantial impact on their productivity. This suggests moderate productivity gains across a significant number of users, even though institutional AI acquisition and training are at early stages. There remains significant untapped potential. For example, academic and sessional staff were much less likely than senior staff to use AI for university administration. Universities that are early adopters of AI and which invest strategically, could gain a strong competitive advantage.

Staff are using a wide variety of primarily informal sources to learn about AI, such as Google, YouTube, and peers, family and friends, suggesting keen interest but insufficient formal training. Relatively few respondents had attended workshops or used resources provided by their university. This indicates a critical institutional response is needed, given universities' primary role in mobilising intellectual effort for knowledge creation. Barriers to AI governance and implementation should be identified and addressed to harness unrealised efficiency gains, particularly from staff who are 'tinkering' with AI. Strong leadership, strategic procurement of AI tools, and significant investment in AI training will be even more critical as AI platforms develop and offer greater productivity dividends.

University staff exhibit a wide range of intentions toward future AI use, from uncertainty and ethical reservations to enthusiastic adoption. While a minority expressed strong moral or practical concerns—citing issues like intellectual property theft, environmental impact, and lack of necessity—the majority recognise AI's potential to enhance productivity by automating routine tasks and freeing up time for higher-level thinking. Specific applications envisioned include creating teaching materials, refining assessments, editing text, generating ideas, and improving workflows across teaching, research, and administration. Many staff also emphasised the importance of upskilling in AI and integrating it responsibly, including educating students on ethical and effective use. These diverse perspectives underscore the need for institutional support through clear policies, targeted training, and strategic investments in AI technologies that align with various roles and disciplines.

Awareness of AI policies was reasonably high across the sample. However, given TEQSA's requirement for all Australian universities to develop action plans, the sizeable minority of staff unaware of their institutional policy is concerning. It's possible that this requirement to develop and regulate AI policy may be impacting the slow uptake of AI revealed in the survey findings.

Furthermore, the depth of understanding and practical influence of institutional policies on staff behaviour was worryingly low. The proportions of staff who found the policies useful varied across universities and staff categories and overall, a third of staff felt that their policy was not at all or only slightly useful. Trends in policy usefulness didn't always align within a single institution, indicating that socialisation of policies may require distinct strategies for different staff types. Policies currently tend to emphasise curriculum and pedagogy but will need to encompass research and administrative applications. Clear, actionable guidelines that highlight both risks and productivity benefits can enhance policy impact, compliance, and influence.

Universities are at a critical juncture in AI governance, facing divided staff opinions ranging from limiting AI use due to ethical and educational concerns to embracing it as essential for future relevance. Despite differing opinions, there is consensus on the need for clear, consistent policies and guidelines to navigate AI integration ethically and

effectively. Prioritising staff training to enhance AI literacy, investing in secure AI tools, and fostering collaborations with industry and other institutions were identified as crucial components of AI governance strategies. By addressing these key areas, universities can harness AI's potential while safeguarding academic integrity and promoting innovation.

The study had limitations, particularly regarding the sample constitution. Although the overall sample size was adequate for analysis, response rates within participating universities were generally low, despite significant efforts to encourage participation. This may be due to staff being saturated with survey requests, leading to 'survey fatigue.' Within professional and academic staff groups, some roles and disciplines were overrepresented, and proportions of professional and academic staff respondents varied across universities. We reported benchmarking statistics separately for these major staff groups to account for this issue, but any claims to representativeness are limited. Nonetheless, respondents were drawn from a spectrum of different universities—small and large, city and regional, Go8, ATN, Innovation, and others—across most states and territories. The two main staff groups had broad representation across levels, though numbers of senior and adjunct staff were predictably small, limiting separate reporting for these groups.

The results highlight the polarisation of views within higher education on AI's opportunities and challenges. The report refers to "Apostles," "Agnostics," and "Atheists," reflecting three broad groups at different stages of adoption. Apostles actively use multiple tools, seek out new AI information, and have positive perceptions of AI that they want others, including institutional leaders, to share. Agnostics are wary, lack capacity or skills, or don't see the relevance of AI. Atheists actively oppose AI, believing it is inferior to human intelligence and poses significant risks to integrity, transparency, equity, and the value of university work. These mixed views necessitate a balanced policy approach that addresses both benefits and apprehensions, especially as AI models and applications expand.

Finally, although our analysis points to emerging AI use by university staff, this use appears to lag behind that of students in higher education. This raises concerns about the sector's ability to effectively monitor and engage with students using tools increasingly prevalent in graduate careers. Universities are at a pivotal moment; by focusing on policy development, staff training, and strategic investment, they can harness AI's potential, but only by first understanding the varied ways in which staff perceive, use and intend to use AI in the higher education context.

Appendix A: Logic pathway for different sets of survey questions

Use of AI	Staff Category	Staff sub-category	Research activity	Tools & resources	Teaching, research & other tasks	Teaching & other tasks	Research & other tasks	Other tasks	Perspectives on AI	Policy
Use AI	Academic staff	Teaching only	HDR student	›	›				›	›
			Not HDR student	›		›			›	›
		Research only		›			›		›	›
		Teaching and Research		›	›				›	›
	Professional staff	Student services and support	HDR student	›	›				›	›
			Not HDR student	›		›			›	›
		Library and information services	HDR student	›	›				›	›
			Not HDR student	›		›			›	›
		All other role categories	HDR student	›			›		›	›
			Not HDR student	›				›	›	›
	Senior staff	Research active		›			›		›	›
		Not research active		›				›	›	›
	Sessional staff		HDR student	›	›				›	›
			Not HDR student	›		›			›	›
	Adjunct staff			›			›		›	›
	Other staff		HDR student	›			›		›	›
			Not HDR student	›				›	›	›
Do not use AI									›	›

Appendix B: All tools and categories

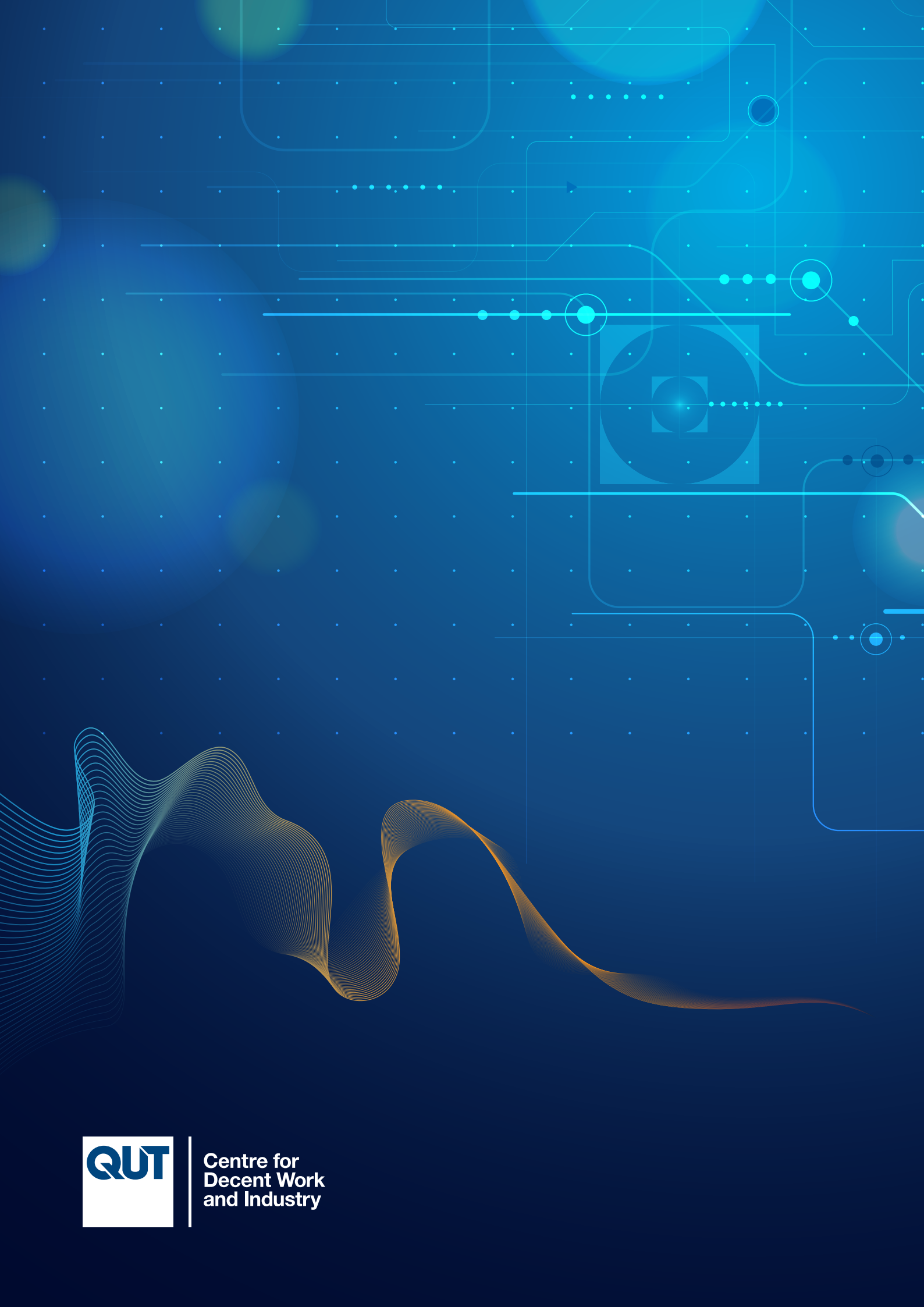
General AI platforms	Image Creation and image editing	Video / Game Creation	Literature search, summary, explanation	Writing and Editing	Presentation Creation	Coding and software development	Data Analysis	Educational Tools / platforms	Business development	Audio creation, Transcription, language translation	Collaboration or Project Management	AI detection	Music generation	Personal Assistants
*ChatGPT	*Dalle.3	*Filmora	*Connected papers	*Edit GPT	Beautiful.ai	*GitHub Copilot	Julius	Cogniti	Fireflies	*Otter.AI	*Notion.AI	Bypass AI	Suno	AI Chat
*ChatGPT 4 Plus	*DreamStudio	*Invideo	*Consensus.APP	*Grammarly	Designrr	Azure Cognitive Services	PaperSurvey	ID Assist	First Ignite	*Rev	Asana AI	ChatGPT AI Checker	Udio	Chatsonic
*Claude.AI	*Image Creator	*Lumen5	*Elicit	*Jennie AI	Gamma	Code Whisperer	ThoughtSpot	Kahoot!	Genesys	Adobe Podcast AI	Co Counsel AI (legal)	Humanize.ai		Chatter
*Gemini	*Midjourney	*Veed	*Humata	*PaperPal	Plus AI	Codeium		MagicSchool AI	Hootsuite	AudioPen	Harvey.ai (legal)	Phrasly.AI		GoblinTools
*Microsoft Copilot	Adobe Lightroom	Adobe Premiere Pro	*Litmaps	*QuillBot	Prezi AI	Deepnote		Nolej	HunterAI	Cockatoo	LaLa.AI	UndetectableAI		NotebookLM
*Open AI Custom GPTs	Adobe Photoshop	Adobe Suite	*Mindgrasp	*Textero.AI		Galileo AI		Open Learning	Luna.ai	DeepL	Mem			Poe.ai
*WolframAlpha	Canva	DeepStory	*Paper Digest	*Trinka		Jetbrains AI Assist		Padlet	Mistral AI	ElevenLabs	Miro			Sider
Alexa	Craiyon	Descript	*Perplexity	*Writeful		Liner		Riff.ai	MS Document Intelligence	Fathom	Orca			thebrain
Baichuan Intelligent Technology	Davinci	FlowJin	*Petal	Compose AI		Party Rocker			Wholegrain	Lovo	Osum			VirtualProfessor
Bearly.ai	Deep Dream Generator	InWorld AI	*Research Rabbit	Copy.ai		Phind				NaturalReader	SimConverse			
Brave Leo	Disco Diffusion	Murf	*Scispace Copilot	Everbility		Pickaxe				Notta Ai	Taskade			
Chat Smith	Gencraft	Neural Frames	*Scite.AI	Jasper AI		Safe To Fail AI (Check)				PlayHT	Teams Premium			
DeepAI	GeoSpy	Pictory	*Semantic Scholar	Junia.AI		TeXGPT				SkillBERT				
Ecosia	Hotpot.ai	Pika	*Sourcely.net	Rytr		Uizard				Sonix.ai				
Google test kitchen	Ideogram	Ripl	*TLDR this	SciPub+		Warp				Speechify				
Grok	img2go.com	Steve AI	Aether Brain	Scribbr		Watsonx				Tanna.ai				
Llama	ImgGen	Synthesia	Avidnote	Smodin						Whisper				
Palm	Leonardo.AI	Vidiofy AI	ChatPDF	Spark AI						Zencastr				
Pi.AI	Magnific AI		Dimensions	Sudowrite										
PopAI	Microsoft Designer		DocAnalyzer.AI	WriteSonic										
TOME	NightCafe		EvidenceHunt	Yomu AI										
Venice.ai	Pica		HeyGPT											
you.com	Picsart		HeyScience											
	Piktochart		Inciteful											
	Playground AI		kahubi											
	Runway		Lumina Chat											
	Shutterstock		NoteGPT											
	Stable Diffusion		OpenRead											
	Upscayl		Scholar AI											
	Visions of Chaos		Scholarcy.com											
	Wombo		SciSummary											
			Scopus AI											
			Search Smart											
			Seed Papers											
			Word Tune											

*Indicates tool was a survey response option. All other tools were provided as open-text responses

Appendix C: AI perspectives scales

AI Affordances (α=.812)
AI tools will improve the efficiency of a range of work-related tasks
AI will reduce workloads for University staff
AI will automate some aspects of University work currently undertaken by staff
AI is likely to have an overall positive impact on equity and inclusion
AI will increase creativity and innovation in higher education
AI tools are more objective and can reduce human bias
Transparent Use of AI (α=.820)
I am transparent with my supervisors about how I use AI tools in my work
I'm open with colleagues and/or students about my use of AI
I avoid revealing when I've used AI tools in my work (R)[16]
AI Integrity Risks (α=.641)
AI could lead to covert surveillance in universities
Using AI in higher education work can lead to academic misconduct
AI has the potential to increase educational disadvantage amongst university students
AI poses a threat to critical thinking in Universities
It is difficult to detect or sanction academic outputs substantially written by AI
Staff limit their use of AI due to concerns about how AI platforms use data
AI Self-Efficacy (α=.664)
I feel confident using AI in my work
I understand the concept of generative AI and its applications in higher education
I don't have the energy to engage with generative AI (R)

16 (R) denotes reverse-scored items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