Rutgers University Senate, Information Technology Committee
Draft Survey on Faculty/Staff Artificial Intelligence Usage at Rutgers
Last Revised 2.3.26

Introduction

The Rutgers University Senate's Information Technology Committee is conducting this survey to better understand how generative Artificial Intelligence (AI) tools are currently being integrated into the academic and professional workflows of our students, faculty, and staff.

The primary goal of this assessment is to gather data that will inform the University Senate's recommendations regarding institutional policy, resource allocation, and the development of support services. Your feedback will directly influence how Rutgers:

- Develops guidelines for the ethical and productive use of AI.
- Allocates technical resources and software licensing.
- Designs training programs and workshops for the university community.

Your participation is voluntary. This survey is being conducted for administrative purposes to improve quality. **All responses are confidential**. Data will be aggregated for reporting purposes, and no individual identifiers will be linked to your responses. The findings will be used internally by the University Senate and relevant administrative offices to improve university operations. This assessment is not intended as a formal research study for external publication.

If you have questions regarding the intent of this survey or how the data will be used, please contact the Information Technology Subcommittee at tknievel@camden.rutgers.edu.

PART I: A.I. USAGE

We recognize the expansive scope of what is defined as "AI," primarily by companies seeking to market technologies which may not have previously been recognized as AI to consumers. With that in mind, when we say "AI," we are primarily concerned with generative pretrained transformers (GPTs). These can include foundational language models (LLMs and SLMs) that generate text like OpenAI's ChatGPT but can also include image and audio generating models like DALL-E and Google's Gemini (for NotebookLM).

Key definitions follow below:

Artificial Intelligence (AI): in computer science, the study and development of computational programs that can imitate human thought.

Generative Artificial Intelligence (genAI): a tool that is programmed to provide imitative communications in response to user prompts.

Generative Pretrained Transformer (GPT): a machine learning architecture that requires immense computational power and massive data sets in order to provide seemingly intelligent responses to user prompts.

Hallucination: in regards to generative AI, the *appearance* of deliberately uttering falsehoods, but in actuality, a systems error.

Large Language Model (LLM): a machine learning model designed for natural language processing tasks, typically trained on datasets measuring in the billions - trillions of data points.

Small Language Model (SLM): a machine learning model designed for natural language processing tasks, typically trained on "smaller" datasets measuring in the millions.

Which of the following generative AI tools have you used prior to taking this survey? [no/yes]

1. ChatGPT

2. Google Gemini

3. Microsoft Copilot/Bing AI

4. Grammarly

5. Claude

6. Perplexity

7. Quilbot

8. You.com

9. Brainly

10. Character.ai

11. Jasper

12. DALL-E

13. Notebook LM

14. What additional AI tools beyond those listed above, if any, have you used prior to taking this survey [text entry]

15. How often would you say that you use AI tools in your professional work?

   a. Never

   b. Rarely (less than monthly)

   c. Monthly

   d. Weekly

   e. Daily

16. Which of the following most closely resembles your course policy on students' use of AI? If you teach more than one course, please report the position you take most commonly:

    a. I do not teach a course at Rutgers

    b. I have no specific AI policy (I neither require nor prohibit its use)

    c. I prohibit the use of AI

    d. I require the use of AI

    e. I permit AI to be used under limited, defined, specific circumstances

17. Does your course syllabus include a specific statement about AI usage?

    a. I do not teach a course at Rutgers

    b. No

    c. Yes

PART II: ATTITUDES REGARDING A.I.

The next several questions will focus on the role of AI technology in higher education, and your experience with technology at Rutgers.

18. How has AI affected your teaching, research, or administrative experience at Rutgers?

    a. Very negatively   d. Somewhat positively

    b. Somewhat negatively   e. Very positively

    c. Neutral (has not affected)

Please read the following statements about **AI, education and employment**, and indicate your level of agreement (or disagreement) with each:

AI, Education and Employment	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
19: AI-powered tools are essential for my professional success.					
20: I regularly use AI-powered tools or applications in my teaching, research, or administrative duties.					
21: I am skeptical about the benefits of AI in higher education					
22: I believe that AI will play a significant role in my future career.					
23: I am interested in receiving formal training in using AI tools from Rutgers to enhance my professional capabilities.					
24: I am comfortable submitting a question prompt to a generative AI tool like ChatGPT to generate content for professional or academic tasks					
25: I would feel embarrassed if someone found out that I used AI to help with a job-related task.					
26: My department/unit encourages the use of AI in teaching, research, or administrative responsibilities					

Please read the following statements, and indicate your **level of concern** with each of the following potential societal impacts of AI, ranging from not at all concerned to extremely concerned:

Societal Impacts of AI	Not at All Concerned	Slightly Concerned	Somewhat Concerned	Moderately Concerned	Extremely Concerned
27: AI hype and uncritical adoption					
28: Individual learning and critical thinking					
29: Individual creativity					
30: Impact on mental health					
31: Personal data privacy					
32: Lack of transparency about how technology works					
33: Inaccuracy and hallucinations					
34: Military and policing applications					
35: Potential for spread of misinformation, disinformation, propaganda					
36: Resource extraction and consumption, environmental/ climate impacts					
37: Labor exploitation (systems that produce and train AI use labor from exploited workers)					

PART III: OPEN-ENDED RESPONSE QUESTIONS

The next several questions give respondents an opportunity to respond in writing:

38. What are your main concerns or questions about how AI will be incorporated into your classes or work at Rutgers over the next 2-3 semesters?

39. How has AI affected your approach to your job, if at all?

40. How do you envision the future role of AI in your career or field of study?

41. What additional resources or training (if any) would you like to see related to AI?

42. How should faculty or staff be involved in creating and guiding university policies regarding AI usage?

PART IV: DEMOGRAPHIC INFORMATION

43. What campus are you based on?

    a. Camden

    b. Newark

    c. New Brunswick

    d. Rutgers Health New Jersey Medical School

44. What is your home school and department? [open-ended]

45. Which of the following best describes your primary appointment at Rutgers?

    a. Full-time faculty (tenured or tenure-track)

    b. Full-time faculty (non-tenure track)

    c. Lecturer (part-time faculty)

    d. Teaching assistant or graduate assistant

    e. Postdoctoral associate

    f. Staff

    g. Other

46. What is your age?

    a. 29 or younger   d. 50-59

    b. 30-39   e. 60 and older

    c. 40-49

47. How long have you worked at Rutgers?

    a. 0-1 years   d. 8 to 16 years

    b. 2-3 years   e. 17+ years

    c. 4-7 years

48. What is your gender?

    a. Male   d. Gender not listed here

    b. Female   e. Prefer not to say

    c. Nonbinary

49. What race or ethnicity best describes you? You may select different options:

    a. American Indian or Alaskan Native

    b. Asian

    c. Black or African American

    d. Hispanic or Latino

    e. Native American

    f. Pacific Islander or Native Hawaiian

    g. White or Caucasian

    h. Other