



NYU

Faculty Insights on Utilizing Generative AI in Professional Programs

**The Learning Ideas Conference
May 29, 2025**

**Negar Farakish, Kristine Rodriguez Kerr, Hui Soo Chae
New York University, School of Professional Studies**

**“THIS STUDY EXPLORES
THE ADOPTION RATES
AND GENERATIVE AI
TOOLS USE AMONG
UNDERGRADUATE AND
GRADUATE FACULTY.”**

Theoretical Framework

- Integration of technology in education focused on the adoption of and resistance to generative AI tools
 - Technology Acceptance Model (TAM) (Davis, Granić, & Marangunić, 2024)
 - Unified Theory of Acceptance and Use of Technology (UTAUT) (Van Schaik, 2009)
 - Diffusion of Innovations Theory (DOI) (Guidolin, 2023)
- Social constructivism (Schwandt, 1994; Vygotsky & Cole, 1978)
- Learning science literature (Sawyer, 2005)

Theoretical Framework

- Impact of emerging technology on teaching and learning
 - Reimagining teaching and learning in the AI age (Dai, Liu, & Lim, 2023; Natriello & Chae, 2022)
 - Impact of AI on the economy and workforce development (Furman & Seamans, 2019)
 - Experiences of educators and learners in institutionalized schooling contexts (Barnacle, 2004)

Theoretical Framework

- Evidence-based practices for incorporating tools/apps/platforms in the classroom (Cukurova, Luckin, & Clark-Wilson, 2019)
 - Effective education technology implementation approaches (Lajoie & Poitras, 2017)
 - Redesigning assignments, activities, and assessments (Mollick & Mollick, 2024; Schiappa & Montfort, 2023)

FALL 2024 SPS INSTRUCTORS

682

246

RANDOM SAMPLE



NEW YORK UNIVERSITY

You are invited to take part in a research study to learn more about the adoption rates and generative AI tool use among faculty at the NYU School of Professional Studies. Participation in this study will involve 10-15 minutes to complete this survey anonymously. There are no known risks associated with your participation in this research. Participation in this study is voluntary, and you can skip or not answer any survey questions you prefer not to answer. If there is anything about the study or your participation that is unclear or that you do not understand, if you have questions or wish to report a research-related problem, you may contact Negar Farakish at 212-992-3228, nf57@nyu.edu, 20 W 43rd St., New York, NY 10036.

Do you use Generative AI tools such as ChatGPT?

No

Only a few times to explored them

Yes

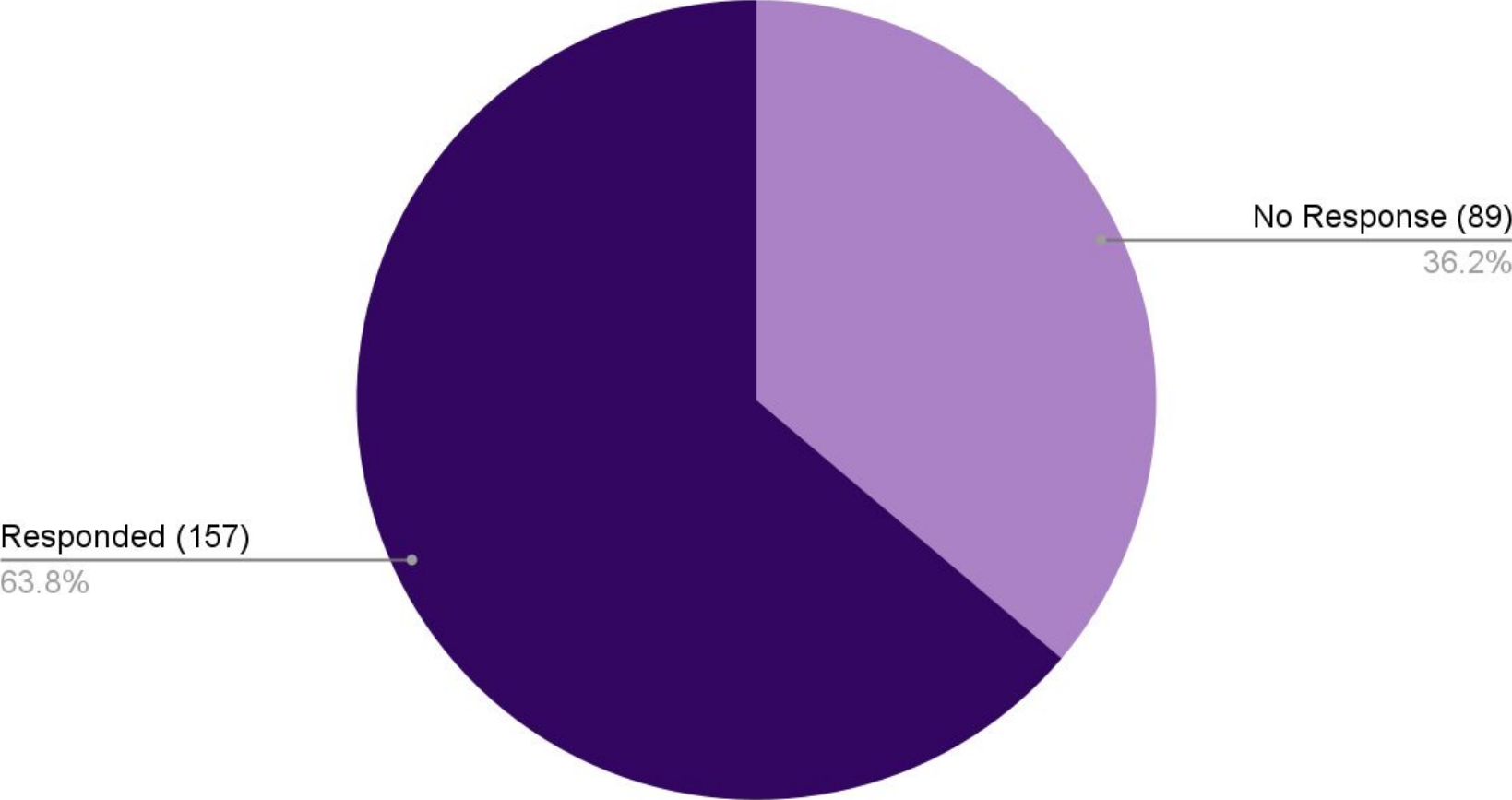
12:29



NEW YORK UNIVERSITY

You are invited to take part in a research study to learn more about the adoption rates and generative AI tool use among faculty at the NYU School of Professional Studies. Participation in this study will involve 10-15 minutes to complete this survey anonymously. There are no known risks associated with your participation in this research. Participation in this study is voluntary, and you can skip or not answer any survey questions you prefer not to answer. If there is anything about the study or your participation that is unclear or that you do not understand, if you have questions or wish to report a research-related problem, you may contact Negar Farakish at 212-992-3228, nf57@nyu.edu, 20 W 43rd St., New York, NY 10036.

SPS Fall 2024 Faculty Response Rate



Response Rate by Academic Unit

Academic Unit	Responded	Did Not Respond	Total	Response Rate
Center for Global Affairs	13	9	22	59%
Center for Publishing, Writing, and Media	9	8	17	53%
Division of Applied Undergraduate Studies	25	22	47	53%
Division of Programs in Business	74	24	98	76%
Jonathan M. Tisch Center of Hospitality	13	9	22	59%
Preston Robert Tisch Institute for Global Sport	4	9	13	31%
Schack Institute of Real Estate	18	6	24	75%
Academic Affairs & Innovation	1	2	3	33%

Faculty Survey Findings

Frequency
Tools
Activities
Addressing with Students
Integration in Courses
Perspectives
Concerns

“

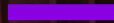
Frequency

—

Generative AI Tool Use Frequency	# of Responses	Percent
Always	15	9%
Often	50	32%
Sometimes	53	34%
Rarely	28	18%
Never	11	7%



Tools



Generative AI Tool	# of Responses	Percent
Open AI ChatGPT	139	95%
Microsoft Copilot	60	41%
Google Gemini	56	38%
Open AI DALL·E	37	25%
Other	37	25%
Midjourney	22	15%
ElevenLabs	5	3%
Synthesia	5	3%

Faculty shared: Tools

“

“Expand access to AI-based tools, such as Invidio, Gamma, etc.”

“Providing the tools and access to the ChatGPT or other tools so I don't have to pay extra.”

“Some AI tools, specifically Copilot, have features that are only available through licenses.”

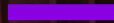
“Corporate accounts with official designated partner like OpenAI, or Google etc.”

“It would be great if there was one NYU approved AI platform for all of NYU to use.”

”



Activities



Generative AI Tools Activity

Activity	# of Responses	Percent
Brainstorming	86	59%
Editing/Proofreading	60	41%
Designing assignments	58	40%
Developing courses	42	29%
Creating images	41	28%
Analyzing data	40	27%
Creating rubrics	37	25%
Preparing syllabi	34	23%
Writing recommendation letters	33	23%
Other	30	21%
Writing code	25	17%
Writing papers	24	15%
Grading/Assessment	19	13%
Preparing literature reviews	13	9%
Producing video	8	5%
Preparing grant applications	6	4%
No response	1	<1%



“

92 Percent Addressed GenAI with Students

—

Addressing Generative AI with Students

Strategy	# of Responses	Percent
I include a statement on Generative AI use in the syllabus.	100	68%
I discuss NYU Academic Integrity policies.	81	55%
I facilitate discussions of Generative AI with students.	78	53%
I design activities for students to explore Generative AI.	49	34%
I assign readings and/or other resources on Generative AI.	28	19%
I share NYU Generative AI resources for students.	27	18%
Other	10	<1%

Faculty shared: Addressing with Students



“I have been instructed on how to integrate NYU Policy on Generative AI via my syllabus.

I also feel it’s important to communicate the policy as well as your academic stance on Generative AI to students verbally.”

“Define appropriate uses for AI as part of learning objectives on a course-by-course basis.”

“It [AI] is a tool not an answer. Like google on steroids.”



“I do not know how to help my students use generative AI while still learning the concepts themselves. They seem to see it as one or the other, and I do not know how to integrate them without making the whole course about AI usage.”

“A more balanced focus in our discussions would ensure that we are preparing students holistically for the challenges of the modern marketing landscape, rather than solely emphasizing one tool or technology, such as GenAI.”



“

Integration in Courses

—

Incorporation of Generative AI in Courses

Activity	# of Responses	Percent
Class Activities	47	63%
Assignments	42	56%
Presentations	38	51%
Group Work	29	39%
Meeting Transcription/Note Taking	12	16%
Quizzes/Tests	8	11%
Other	7	9%
Student Feedback	4	5%

Faculty shared: AI in Courses

“

“I added it to my lesson on future media and it should be viewed as a relevant but imperfect tool in the workplace.”

“For teaching with case studies, discuss how students can embrace AI and how one can assess them.”

“Balancing the use of AI with their [students'] own creativity.”

“How to use it as a first step to more strategic, in depth insights and action plans”

“It is critically important to learn the capabilities of generative AI and the limitations.”

“I believe I have all the resources I need to integrate Generative AI into my courses effectively.”

”

“

Perspectives

—

Faculty Perspectives on Generative AI

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am comfortable using Generative AI.	6	18	29	65	37
My students should learn to use Generative AI.	5	2	17	67	64
My colleagues should learn to use Generative AI.	4	1	33	62	55
Using Generative AI is important for my career.	8	19	33	50	45
I am satisfied with how Generative AI is being incorporated into the curriculum at NYU.	5	17	86	34	13
My academic leadership has prepared me to deal with issues related to Generative AI in my teaching.	9	26	43	62	15
I am confident discussing Generative AI with my students.	2	15	24	71	43

Faculty shared: Perspectives



“I think that it’s so early in development and requires a lot of nuance in application, understanding, and general use (just like social media where there are no guard rails or guidelines) ...I worry more harm will be caused before benefits.”

“While Generative AI is a valuable tool, we should not let it overshadow the importance of foundational marketing principles, ethical decision-making, data literacy, and real-world problem-solving skills.”



“It would be good to get more exposure to how other professors and/or schools leverage AI.”

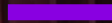
“Share real life scenarios, best practices, offer tutorials on using it as an instructor and as a researcher.”

“It [AI] should be used to supplement learning, not as a primary learning tool.”





Concerns



Faculty Concerns About Generative AI

Concern	# of Responses	Percent
Learning loss	112	72%
NYU Academic Integrity Policy violations	103	66%
Hallucinations (inaccurate output)	98	63%
Bias	84	54%
Copyright infringement	80	52%
Fairness	59	38%
Privacy	46	30%
Elimination of jobs from the economy	35	23%
Other	13	8%
Cost	6	4%

Faculty shared: Concerns



“Students should work through academia and not automate through it (they need to think how and why they are doing something, not just getting it done).”

“Lack of critical thinking development.”

“Ethics and when to use it vs. not”

“I want students to know that I almost always can spot AI answers.”

“Leave me and my students alone ... The loss in learning is extreme.”

“Separate the academic and innovative usage of it from the learning outcomes that require individual critical thinking.”

“They [students] won't be replaced by AI, they'll be replaced by people using AI (if they don't adapt)”

“Environmental concerns due to heavy use of energy.”



Generative AI in Higher Ed

1. How are we helping student to develop AI literacy in our programs?

2. How are we teaching students to use AI responsibly and ethically in our courses?

“

Thank you

—