



Exploring faculty perspectives on AI adoption

2026



Directional insights from Risepoint-supported faculty

This summary shares directional insights from a survey of 140 faculty developing or teaching in Risepoint-supported online programs.

The survey explored how faculty are experiencing AI adoption in the context of online teaching, workforce readiness expectations, and the support structures that may help them navigate this transition.

Responses were collected through an open invitation distributed via the Risepoint Faculty Center newsletter. Findings reflect perceptions of participating faculty and should be interpreted as directional, not representative of all faculty.

They are intended to help understand where faculty report confidence, where they encounter barriers, and what kinds of support may be helpful as AI becomes more present in teaching, learning, and work.

Who we heard from

Survey respondents included faculty from RisePoint-supported online programs across a range of roles, disciplines, and institutional contexts.

73%

have 6+ years of
online teaching
experience

66%

hold a full-time
faculty role

49%

have been teaching
for more than
a decade

Faculty breakdown

Full-time/ Tenure track

41%

Adjunct/Part-time

26%

Full-time/ Non-tenure track

25%

Academic or program leaders

8%

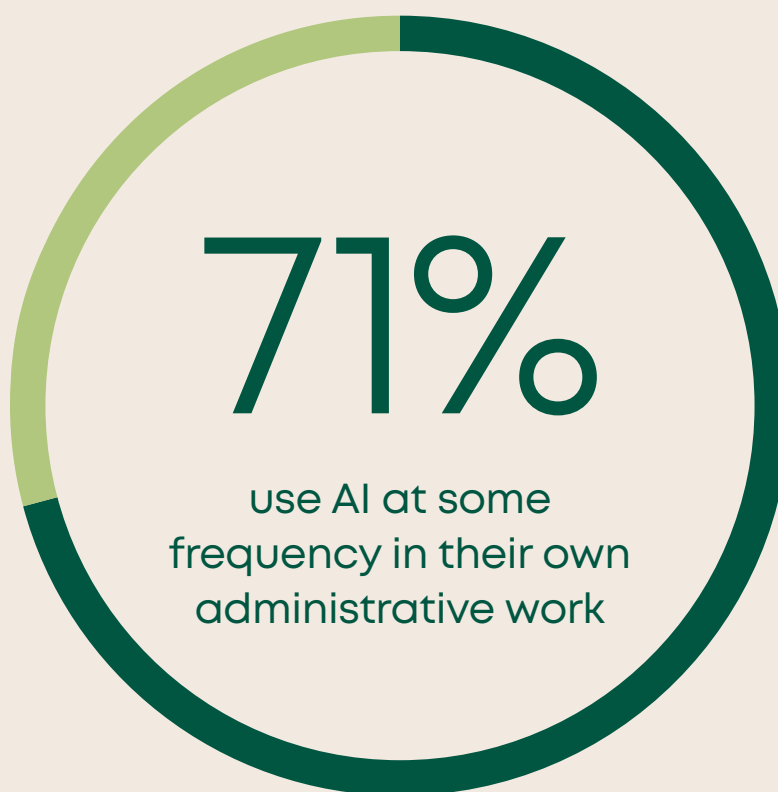
Discipline context:

Healthcare-related disciplines, including nursing and non-nursing healthcare programs, represented the largest disciplinary concentration at 41%. Because responses were not balanced or weighted by discipline, findings should be interpreted with this distribution in mind.

A look at current AI-enabled teaching

Personal AI use appears more common than course integration

Many faculty respondents reported using AI in their own administrative or professional work, while course-level integration appeared less frequent.



23%

often or always
integrate AI into
their course

43%

rarely or never
integrate AI into
their course

7%

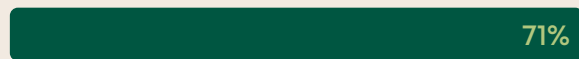
require AI in 25%
or more of course
activities

Confidence varies across core and AI-enabled teaching practices

Faculty respondents reported relatively strong confidence across core online teaching practices but were notably less confident in AI-enabled teaching tasks. Respondents also indicated comparatively lower confidence in student-facing uses of AI than for more independent planning or teaching tasks.

Confidence in core practices*

Providing career-related guidance

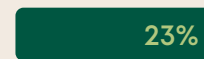


Embedding job relevance in coursework



Confidence in AI-enabled practices*

Integrating AI into coursework



Designing assessments in AI-enabled environments



Percent selected **very or extremely confident.*

Low confidence tasks for leveraging AI responsibly

Student-facing applications*

Scoring assignments



Providing feedback to students



Responding to student questions



Independent planning or teaching*

Guiding students through learning concepts



Creating course content



Aligning content to program objectives



Percent selected **not at all or slightly confident*

AI's relevance to student careers is understood but applied AI guidance for students is still emerging.

While many faculty recognize the significant change AI will bring, only about 1 in 4 believe their courses prepare them to apply AI in their professions.

50%+ believe AI will bring significant or transformational change to one or more areas:

54%

Assessment
design

51%

Student's
future jobs

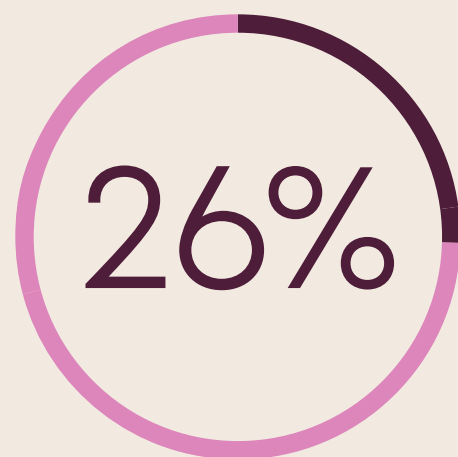
51%

Faculty
role

In Voice of the Online Learner 2026, **71%** of learners said understanding Gen AI will be essential for workplace success.



agree students leave
their course **prepared for
direct application of AI
on the job**



agree students leave
their course with a **solid
understanding of how to
use AI in their field**

Guidance type provided to students

Respondents report teaching AI policies and responsible use more often, while practical workplace applications for students receive less emphasis.

AI policies and responsible use

When AI is allowed / not allowed



Responsible and ethical AI use



AI as support without replacing



24%

of respondents
stated they provide
no AI guidance

Practical workplace applications

Real-world AI use examples



Using AI to improve productivity



How AI may impact future jobs



37%

of learners from *Voice of the Online Learner* said they seek examples of AI being used in real professional settings.

(vs **19%** of faculty respondents report providing real-world AI use examples.)

Factors shaping AI adoption

Barriers and concerns point to clarity, capacity, and student learning

Faculty respondents indicated a variety of barriers to integrating AI into their courses.

71%

of respondents reported **at least one** barrier

45%

cited conflicting expectations from students, administration, or leadership

61%

of respondents reported **multiple** barriers

43%

cited limited time to redesign courses or assignments

When asked to select their most pressing concern if AI adoption increases for students, two concerns accounted for **69% of respondents**.

38%

selected **academic integrity**

31%

selected **student overreliance**

Support exists, but visibility and access may be uneven.

20%

of partner faculty reported **no awareness** of institutional AI-related support

10%

indicated having enterprise-level **access** to AI tools

Faculty need different types of support depending on their context

Under average conditions, faculty prioritize developing AI knowledge and skills through professional development, guidance, and support. When asked about their priorities during periods of significant change, they place greater value on workload relief and implementation support.

Top requested supports in the next year:

Development for faculty-specific skills



AI integration guidance



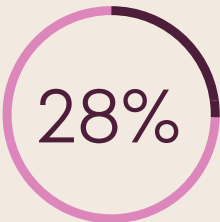
Assessment redesign support



Requested support differences during significant change



Ranked workload & capacity relief in their **top two**



Ranked professional development **last**

Considerations for institutions

Together, faculty responses point to a faculty population navigating AI-related change with varying levels of confidence, clarity, and capacity. Based on these faculty perceptions, institutions may consider:

01

Creating capacity for redesign work

AI and workforce integration require time, support, and instructional design attention. Institutions can help faculty by treating AI integration as part of current course and assessment redesign practices.

02

Connecting AI use to workforce relevance and assessment design

Faculty may lack confidence in providing learning experiences that connect students to how AI is used in their field. Institutions can support faculty by providing practical examples and models AI use in the workforce that address academic integrity concerns and preserve evidence of student mastery.

03

Offering flexible support pathways

Faculty may approach AI-related change from different starting points. Institutions can make support more useful by offering flexible options that meet different levels of confidence, use, and instructional context, especially during periods of significant change.

Thank you to the faculty who participated in this survey and shared their perspectives. We are grateful for the time and remain committed to continuing to listen as needs, expectations, and opportunities evolve.