FINAL REPORT:

FACULTY SURVEY ON THE USE AND MISUSE OF GENERATIVE ARTIFICIAL INTELLIGENCE (GAI)

PREPARED BY:

THE AD HOC COMMITTEE ON
FACULTY EXPERIENCES OF PLAGIARISM WITH
PARTICULAR ATTENTION TO GAI

THE CITADEL, THE MILITARY COLLEGE OF SOUTH CAROLINA

AUGUST 15, 2025

This report was prepared without the use of Artificial Intelligence.

‘Education is not the filling of a pail, but the lighting of a fire.’

William Butler Yeats

‘Education is not the learning of facts, but the training of the mind to think.’

Albert Einstein

EXECUTIVE SUMMARY

This report details the results of a campus-wide *Faculty Survey on the Use and Misuse of Generative Artificial Intelligence (GAI)* implemented at The Citadel in the Spring of 2025. The survey consisted of 32 questions, which can be found in Appendix A. Of the 339 faculty members who received the survey, 190 (approximately 56%) chose to participate. The survey responses are presented here in the aggregate and, in some cases, partially disaggregated according to either department or faculty role (non tenure-track, tenure-track, and tenured). The results are also used to develop quantitative indices meant to characterize the general climate within each of these subgroups when it comes to GAI.

Not all readers will wish to read the entire report.

- Readers who are interested in the responses to specific questions will find them in Section 3.
- Senior administrators who are interested in a holistic view of the campus climate indices will find that information in Section 4.
- Department Heads and other faculty who are interested to see the climate indices for their respective departments will find that information in Section 5.
- Deans will be pleased to find the departments in Section 5 grouped according to School.
- Readers who are interested to see how climate varies according to faculty role will find that information in Section 6.

At least two general conclusions emerge out of this report:

1. Everyone on campus stands to benefit from additional education and training on matters of GAI in higher education
2. A non-negligible subset of the faculty perceives either an ambiguity in The Citadel's existing GAI policy, or else an inconsistency between policy and action

Accordingly, the committee authoring this report makes the following recommendations:

1. That stakeholders representing the entire institution—faculty, staff, students, administration, and alumni—come together in good faith; objectively evaluate The Citadel's existing GAI-related policies (and their enforcement) in light of the results of the present survey; formulate a single, consistent, and unambiguous GAI Policy to address any and all concerns; and commit to that new policy, unequivocally, moving forward
2. That all faculty, staff, students, and administrators be required to complete mandatory, third-party GAI training on a recurring basis

Further discussion of these recommendations can be found in Section 7.

It is hoped that this report and the data contained herein will spark meaningful conversations across campus, and that it will serve as a valuable resource for campus policy-makers on GAI-related issues.

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1 INTRODUCTION AND MOTIVATION

The advent of Generative Artificial Intelligence (GAI) has forever altered the landscape of higher education. Traditional pedagogical models, which rely on students to complete assignments on their own outside of class, have always been susceptible to plagiarism and other forms of cheating. Now, widespread student use of GAI tools has forced the higher education industry to confront fundamental pedagogical and ethical questions like never before. What does an education really mean? Is a degree simply a commodity that can be bought and sold, or does it have additional value? Can the quality of student work be judged solely on the basis of the final product, or does the process matter, too? Is education simply the memorization and regurgitation of facts, or, as Albert Einstein famously said, is it 'the training of the mind to think'? Do students need to be able to think, and if so, how can educators ensure that they do?

The Citadel stands out among many of its peer institutions in its emphasis on the Honor Code, 'A cadet does not lie, cheat, or steal, nor tolerate those who do' [1]. In the Fall of 2023, the Citadel's administration explicitly and unambiguously defined the unauthorized use of GAI as an Honor Violation [2]. Provost Selden communicated this policy in an address to the entire corps of cadets during the week of November 6th, 2023, and then to the Faculty Senate during its meeting on Friday, November 10th, 2023 [2]. From the Faculty Senate Meeting Minutes for November 10th, 2023 [2]:

> Dr. Selden addressed the corps of cadets earlier this week regarding AI and the honor code. We need to get the entire corps on message. Take this message back to your colleagues in your departments: it is important for faculty in the classroom to remind students of the honor code and have conversations in your classroom. Dr. Selden told the corps that if students are in doubt, they should talk to their professor (don't assume!), and when they submit assignments completed with generative AI without permission, that is an honor violation. [2]

Widespread Honor Violations, and cheating in general, fundamentally undermine the legitimacy of an educational institution and the value of the degrees it awards. For that reason, the issues posed by GAI are of particular importance to The Citadel's faculty, staff, students, and administration.

The Faculty Senate voted to constitute an *Ad Hoc Committee on Faculty Experiences of Plagiarism with Particular Attention to Generative Artificial Intelligence* on Friday, November 15th, 2024 [3]. This committee currently consists of six regular members and three *ex officio* members. The regular members are full-time faculty representing non-tenure track, untenured, and tenured professors from four different departments: Cyber and Computer Sciences; English, Fine Arts, & Communications; Mechanical Engineering; and Physics. The *ex officio* members include the Director of the Center for Excellence and Innovation in Teaching, Learning, and Distance Education (CEITL&DE); the Associate Director for Honor and Character Development; and the Dean of Engineering. The full list of committee members can be found under 'Committee Membership' at the end of this report.

The committee's first charge was to implement a campus-wide faculty survey on the use and misuse of GAI. It should be noted that similar surveys have been implemented previously at many other academic institutions. It is also worth noting that the committee members

brought very different attitudes toward AI to the table, with some very much in favor of incorporating AI into education and others more reticent to do so. This diversity of opinions served to balance the committee's conversations and helped to avoid bias (one way or the other) in the survey questions.

The remainder of this report is organized as follows. Section 2 describes the survey methodology and discusses the response rate. Section 3 presents the results of each survey question. In Section 4, we propose several 'climate indices' that attempt to quantify various indicators of the climate surrounding GAI on campus, including: Openness (to adopting GAI), Self-Confidence (in one's knowledge of GAI), Concern (about student misuse of GAI), Detection (of such misuse), Trust in Turnitin (and its ability to detect GAI), and Action (to deter student misuse of GAI). Interested readers will find detailed definitions of these climate indices in Appendix B. The climate results are presented first according to the respective index in Section 4, and then, for convenience, by school/department in Section 5 and by faculty role in Section 6. Finally, Section 7 lays out the key takeaways from the survey and makes some recommendations for the faculty and administration. The hope is that this information will start meaningful conversations and help to inform campus policy makers.

2 SURVEY METHODOLOGY AND RESPONSE RATE

The present survey was developed in-house, from scratch, during the Spring 2025 Semester. It consisted of 32 questions, all of which can be found in Appendix A. The survey questions—like this report—were developed without the assistance of AI. The survey was released by the Office of Institutional Research via SurveyMonkey on Thursday, April 10th, 2025, and participants had until Wednesday, April 30th (three calendar weeks) to complete it.

An important note regarding the survey participants: The survey was initially sent to all full-time faculty (including non-tenure track faculty, untenured faculty, and tenured faculty) teaching in Spring 2025. In order to reach those faculty who, for whatever reason, were not teaching in Spring 2025, the committee chair reached out directly to the deans, department heads, and full-time faculty from each department in an email dated April 23rd, 2025. As a result of that communication, several faculty members who did not receive the survey on April 10th were given the opportunity to participate in the survey.

In the three weeks during which the survey was live, a few faculty members reached out to the committee chair expressing concern about the anonymity of the survey results. In particular, the last two questions on the survey asked participants to self-identify their

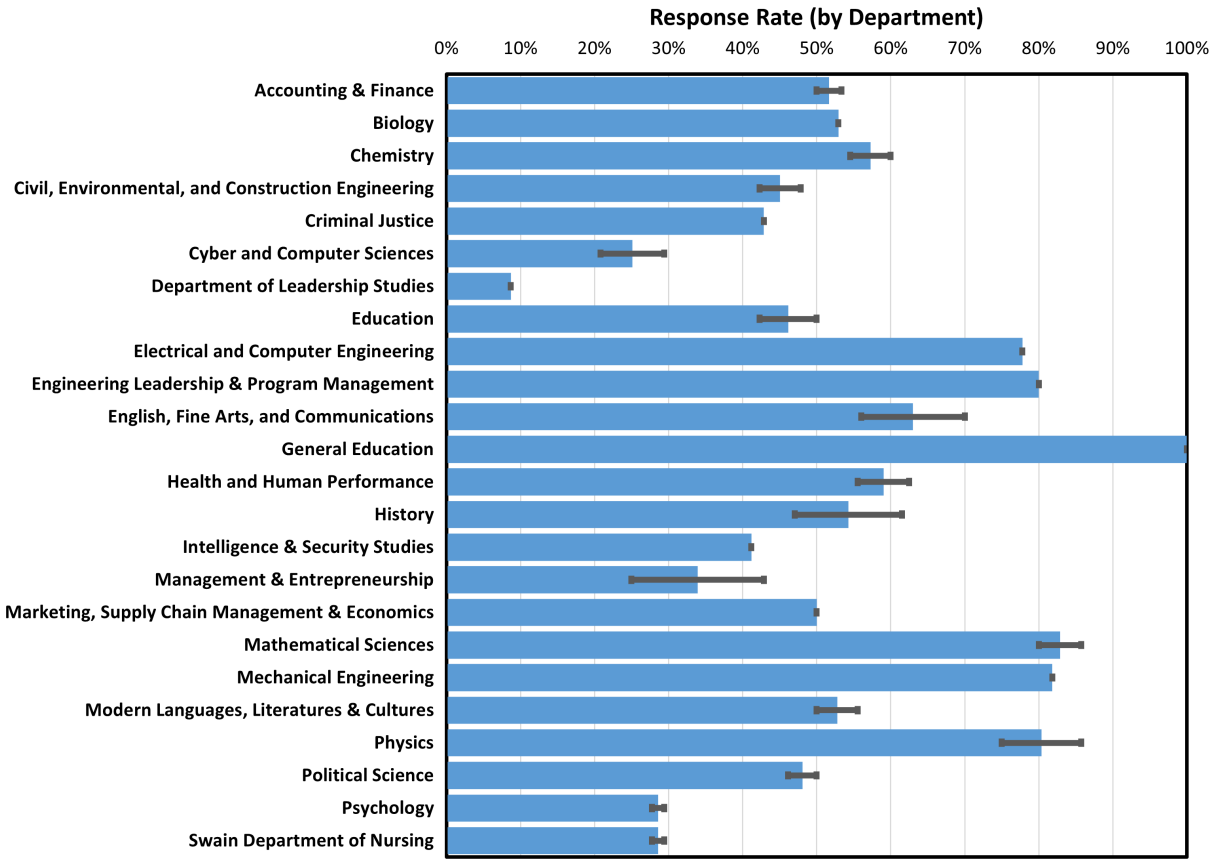


Figure 1. Response rate by department.

department and role (*i.e.*, non-tenure track, untenured, or tenured). Even though the survey itself was anonymous through SurveyMonkey, some faculty were concerned that they could be identified by the combination of these two demographics. The committee chair assured the faculty that, while it was necessary for the committee's work to disaggregate the survey responses by either department or role separately, the committee would not disaggregate the data by *both* department *and* role simultaneously. In fact, the committee specifically requested not to receive the raw, disaggregated survey data from the Office of Institutional Research. The data provided to the committee and appearing in this report were already aggregated or partially disaggregated as described above.

In the end, the survey was sent to a total of 339 faculty members across campus, of whom 190 chose to participate. The campus-wide response rate can therefore be estimated as approximately 56%. Of the 190 survey participants, only 178 elected to identify their department and role, leaving 12 participants with unknown demographics. Of the 178 who did self-identify, 56 (roughly 31.5%) identified as Non Tenure-Track, 26 (roughly 14.6%) identified as Untenured (Tenure-Track), and 96 (roughly 53.9%) identified as Tenured. Note that the survey participation is skewed toward Tenured faculty.

Estimating the response rate for each individual department presented an additional challenge. As an external consistency check, the committee cross-referenced the number of faculty from each department who were sent the survey (this was the official number provided by the Office of Institutional Research) with the number of faculty listed as teaching those department's courses in Banner (The Citadel's official course scheduling platform) during Fall 2024 and Spring 2025. In many cases, those two figures differed—as is to be expected, since not all faculty are full-time employees, and even the number of full-time faculty at any given time changes continuously. In an effort to be as accurate and transparent as possible, here we will report a range for the response rate in each department, as shown in Figure 1. The lower- and upper-bounds on the range were computed based on the two aforementioned estimates of each department's size, and this uncertainty is reflected in the gray error bars in Figure 1. The average response rate is taken to be the midpoint of the lower- and upper-bounds, and these values are reflected in the blue bars in Figure 1. As the reader can see, some departments are more represented than others. Going forward, the reader is advised to take the department response rates into consideration when interpreting results.

3 RESULTS BY QUESTION

The complete list of survey questions may be found in Appendix A. In this section, we present the results for each one in turn.

3.1 Question 1: Self-Reported Knowledge of GAI

How knowledgeable are you when it comes to GAI?

The first question asked participants to self-report how knowledgeable they were when it comes to GAI using a Likert scale, from 1: 'Not at all' to 5: 'Highly.' The campus-wide aggregate results are shown in Figure 2.

Figure 3 breaks down the results by department and faculty role. Here, a score of 0 corresponds to the overall campus average. A positive score indicates that a department reported more knowledge than average, while a negative score indicates that a department reported less knowledge than average. For example, the department that reported the highest level of knowledge was Cyber and Computer Sciences. The department that reported the lowest level of knowledge was Psychology.

When it comes to faculty role, untenured faculty tended to report a higher level of knowledge, on average, than both non tenure-track faculty and tenured faculty.

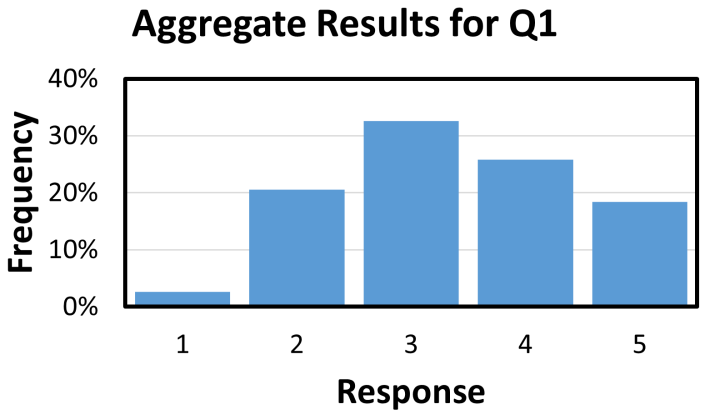
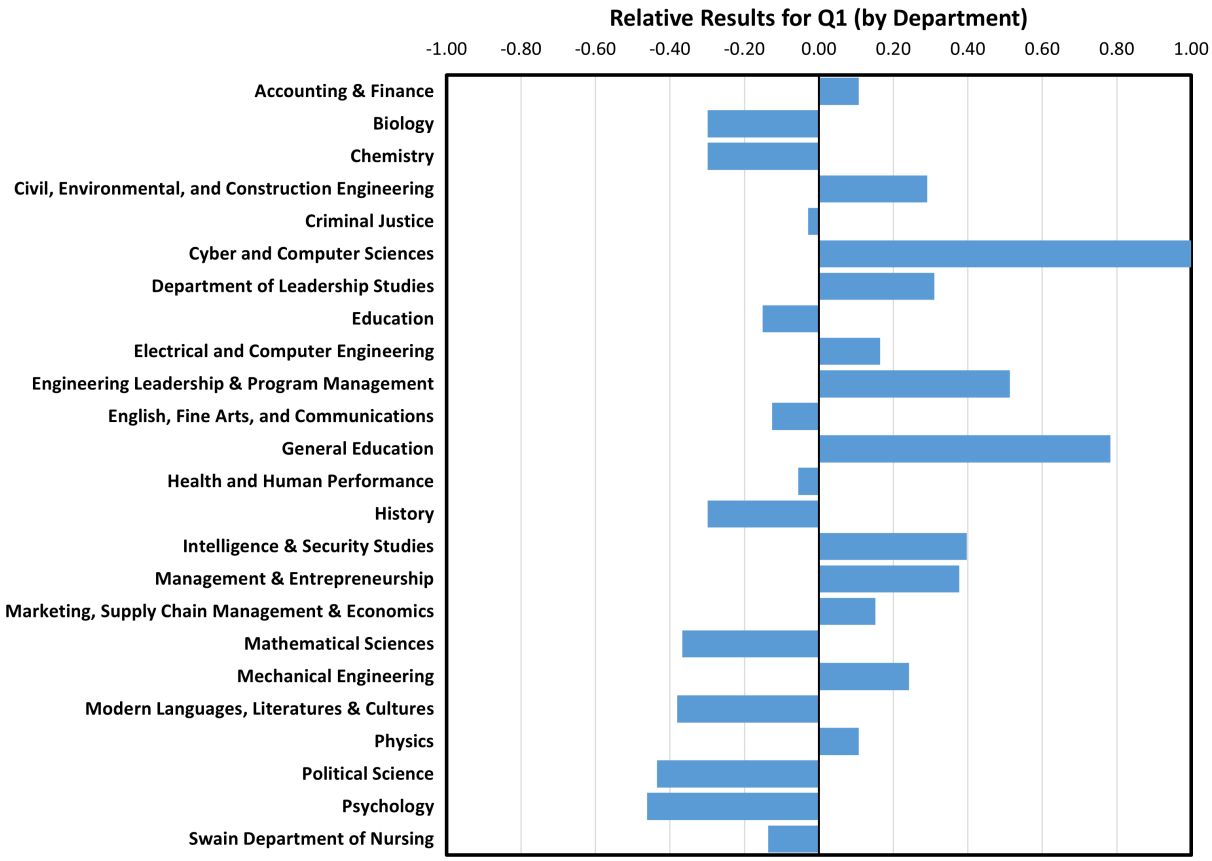


Figure 2. Campus-wide aggregate results for Q1 (*How knowledgeable are you when it comes to GAI?*).



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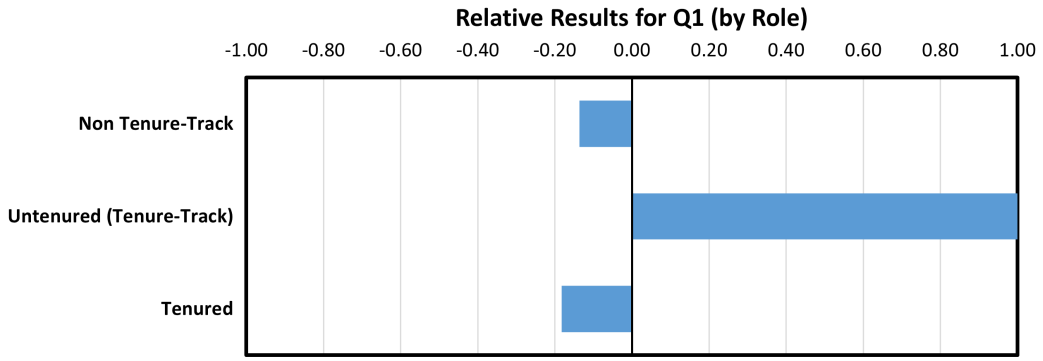

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Figure 3. Relative results for Q1 (*How knowledgeable are you when it comes to GAI?*), disaggregated by (a) department, (b) role.

3.2 Question 2: Trust in GAI for Specific Tasks

Which of the following tasks would you trust a GAI agent to do?

This question asked participants to select, from a list of tasks, which ones they would trust a GAI agent to do. 'None of the above' was an available option. Figure 4 shows the campus-wide aggregate results. The single most popular option was 'Summarize meeting minutes,' while the single least popular option was 'Perform surgery.'

The following observations are salient and warrant consideration:

- Of those faculty who selected 'Diagnose a student with a learning disability,' not a single one came from the Psychology department.
- Of those faculty who selected 'Design an airplane,' not a single one came from Civil, Environmental, and Construction Engineering; Electrical and Computer Engineering; or Mechanical Engineering.
- Of those faculty who selected 'Perform surgery,' not a single one came from Biology, Chemistry, or the Swain Department of Nursing.

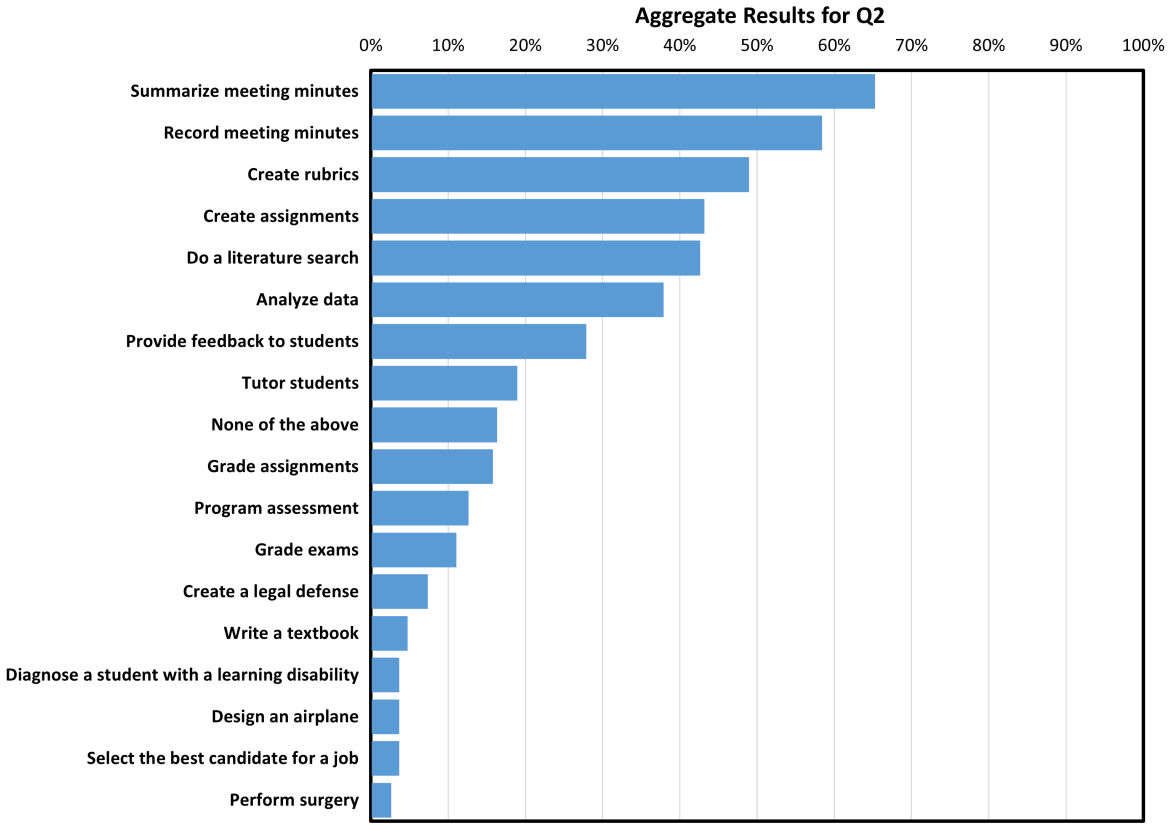


Figure 4. Campus-wide aggregate results for Q2 (*Which of the following tasks would you trust a GAI agent to do?*).

3.3 Question 3: Self-Reported Training

Which of the following types of GAI-related training have you completed?

This question asked participants to self-report which types of GAI-related training they had completed. The options were 'No training whatsoever,' 'Trainings offered through The Citadel,' and 'Trainings offered outside The Citadel.' Figure 5 shows the campus-wide aggregate results, in the form of the percentage of faculty reporting at least some training versus no training whatsoever.

Figure 6 breaks down the results by department and faculty role. The departments that reported the most training were Accounting & Finance; Criminal Justice; and Cyber and Computer Sciences. The department that reported the least training was History. When it comes to faculty role, the results are fairly uniform.

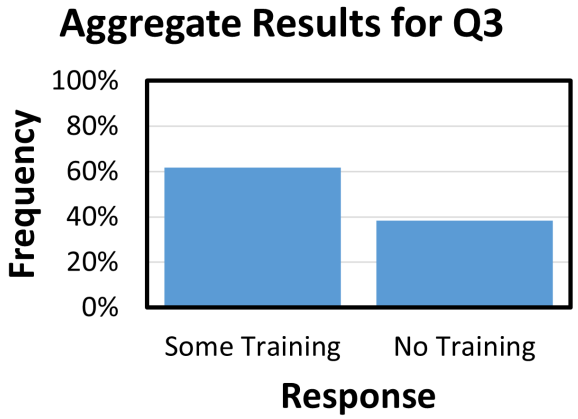
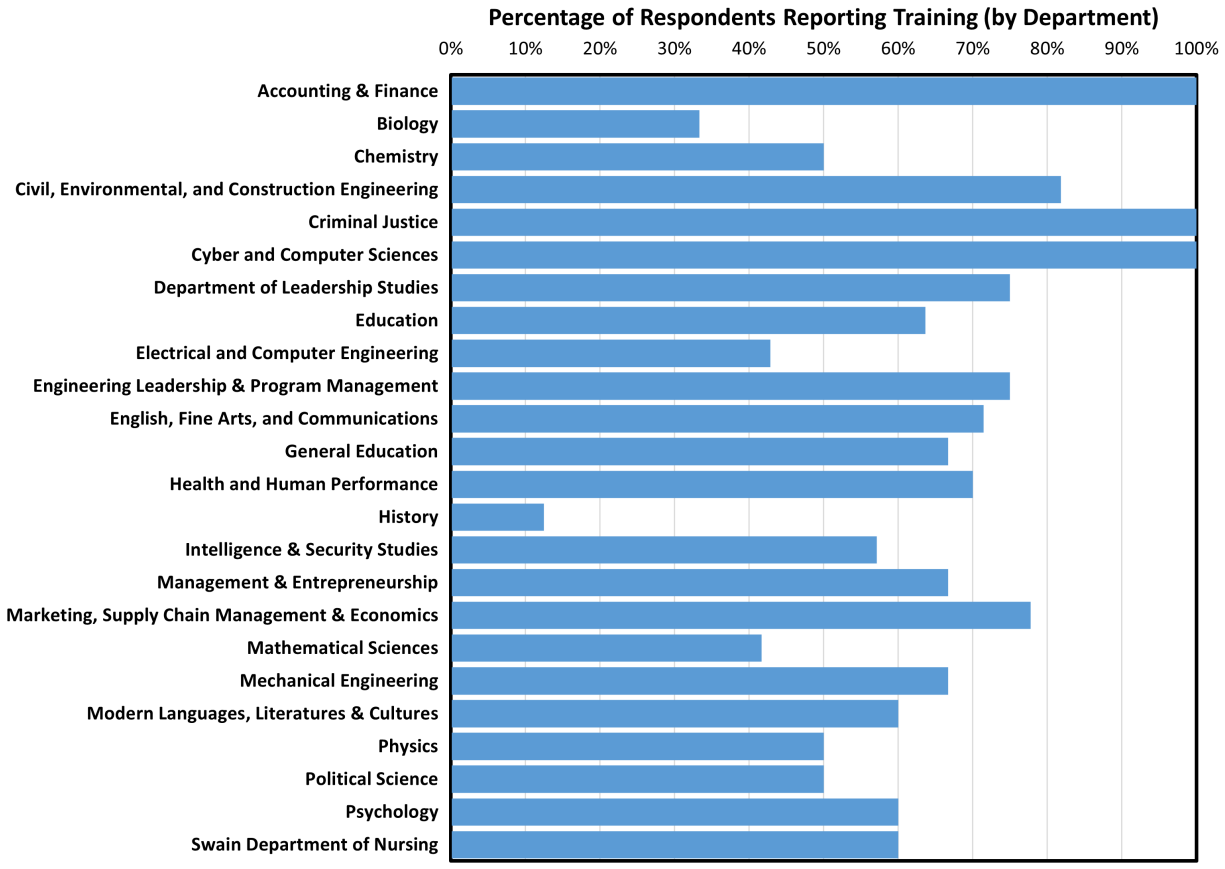


Figure 5. Campus-wide aggregate results for Q3 (*Which of the following types of GAI-related training have you completed?*).



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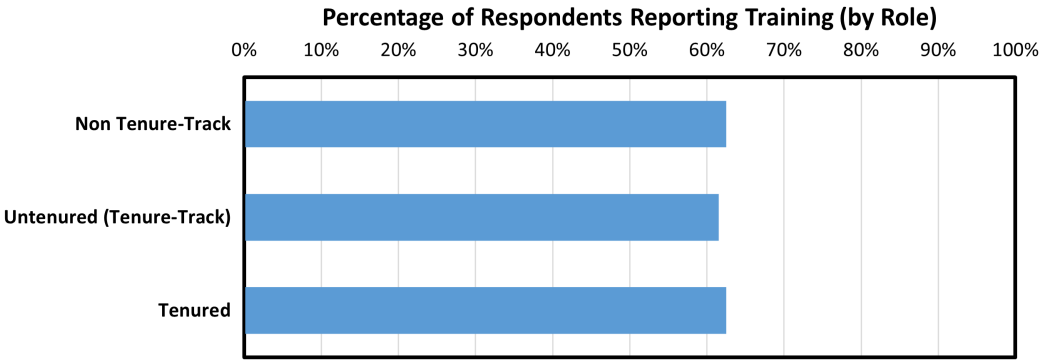


(b)

Figure 6. Relative results for Q3 (*Which of the following types of GAI-related training have you completed?*), disaggregated by (a) department, (b) role.

3.4 Question 4: Pressure to Use GAI

Rate the extent to which you have experienced pressure to use GAI.

This question asked participants to self-report the extent to which they had experienced pressure to use GAI, using a Likert scale, from 1: 'Little or no pressure' to 5: 'Significant pressure.' The campus-wide aggregate results are shown in Figure 7.

Figure 8 breaks down the results by department and faculty role. Here, a score of 0 corresponds to the overall campus average. A positive score indicates that a department reported more pressure than average, while a negative score indicates that a department reported less pressure than average. For example, the department that reported the greatest amount of pressure was Modern Languages, Literatures, & Cultures. The departments that reported the least amount of pressure were Intelligence & Security Studies; Political Science; and Psychology.

When it comes to faculty role, untenured faculty tended to report a greater amount of pressure, on average, than both non tenure-track faculty and tenured faculty.

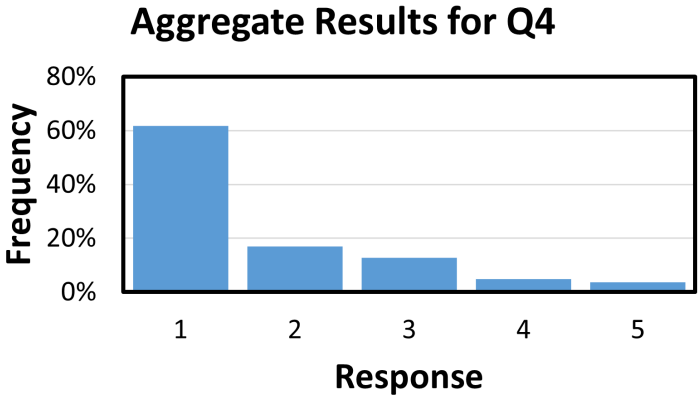
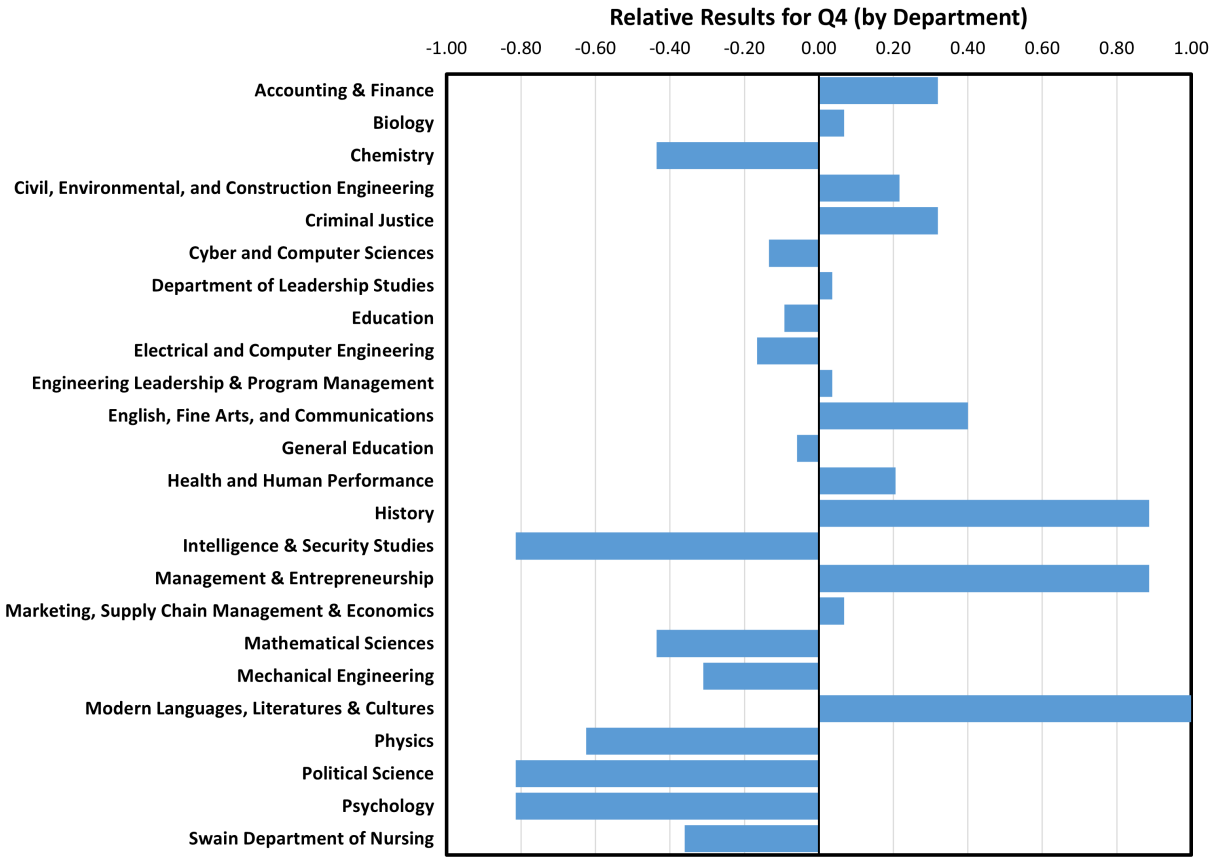


Figure 7. Campus-wide aggregate results for Q4 (*Rate the extent to which you have experienced pressure to use GAI*).



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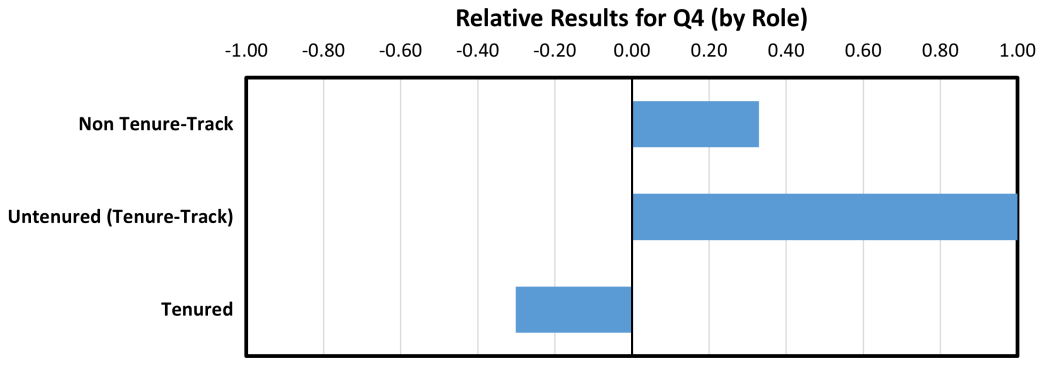


(b)

Figure 8. Relative results for Q4 (*Rate the extent to which you have experienced pressure to use GAI*), disaggregated by (a) department, (b) role.

3.5 Question 5: Encouragement to Use GAI

Rate the extent to which you have experienced encouragement to use GAI.

This question asked participants to self-report the extent to which they had experienced encouragement to use GAI, using a Likert scale, from 1: 'Little or no encouragement' to 5: 'Significant encouragement.' The campus-wide aggregate results are shown in Figure 9.

Figure 10 breaks down the results by department and faculty role. Here, a score of 0 corresponds to the overall campus average. A positive score indicates that a department reported more encouragement than average, while a negative score indicates that a department reported less encouragement than average. For example, the department that reported the greatest amount of encouragement was Marketing, Supply Chain Management, & Economics. The department that reported the least amount of encouragement was Psychology.

When it comes to faculty role, untenured faculty tended to report a greater amount of encouragement, on average, than both non tenure-track faculty and tenured faculty.

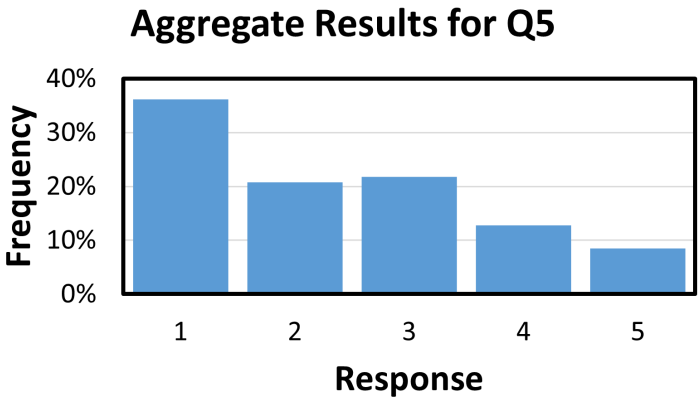
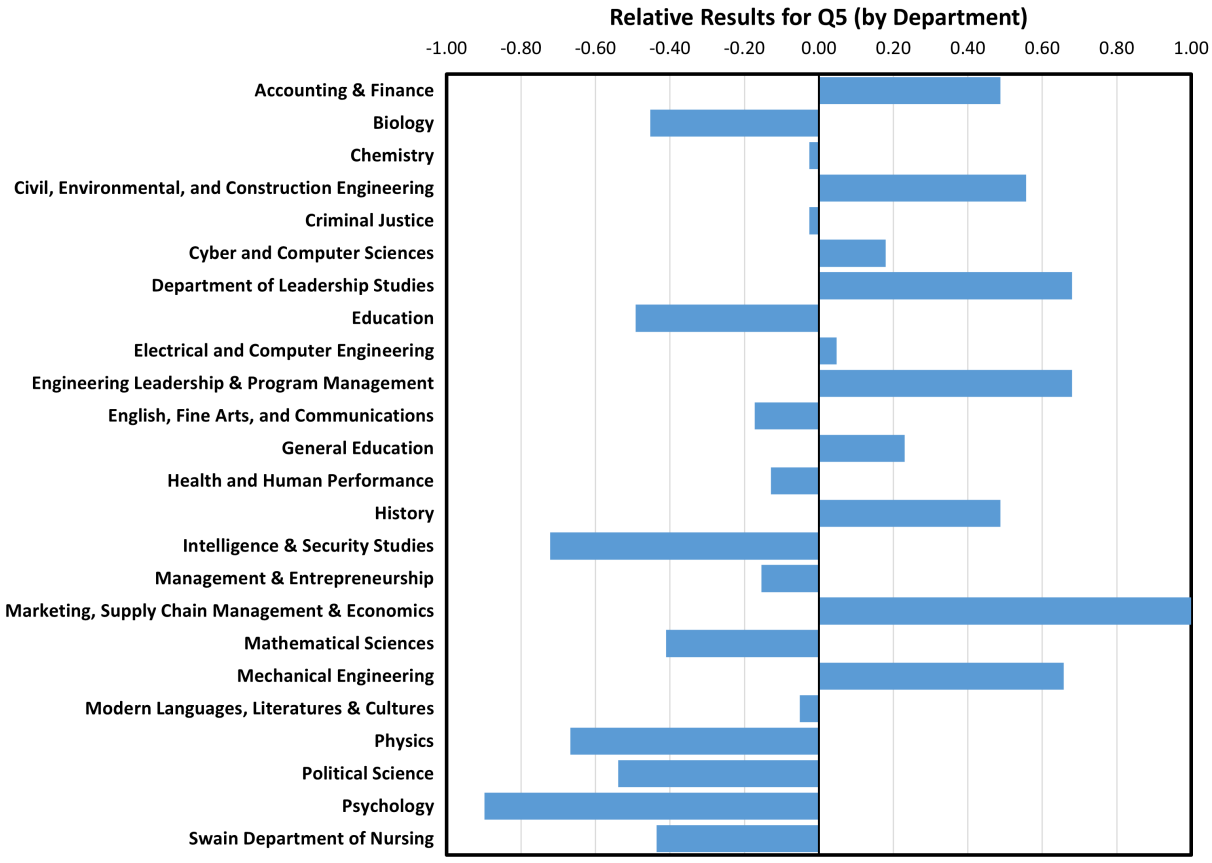


Figure 9. Campus-wide aggregate results for Q5 (*Rate the extent to which you have experienced encouragement to use GAI*).



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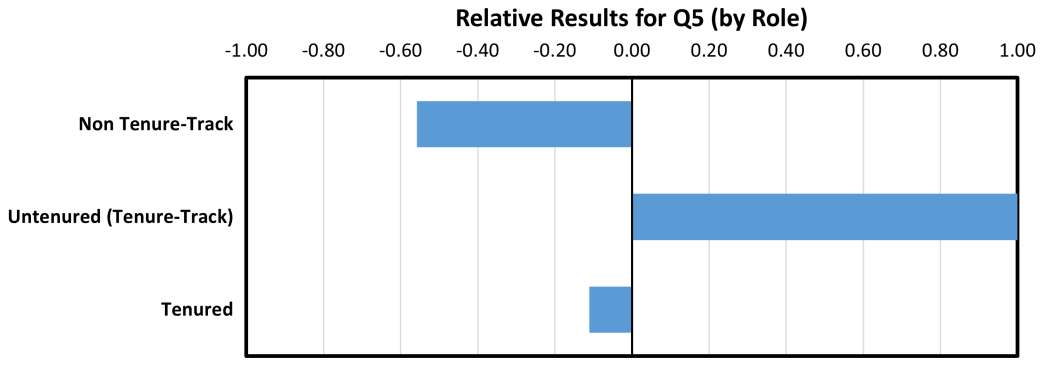


(b)

Figure 10. Relative results for Q5 (*Rate the extent to which you have experienced encouragement to use GAI*), disaggregated by (a) department, (b) role.

3.6 Question 6: Benefits of GAI in Education

What do you see as potential benefits of GAI in education?

This question asked participants to select, from a list of options, what they saw as benefits of GAI in education. 'Other (please specify)' and 'None of the above' were available options. Figure 11 shows the campus-wide aggregate results. The single most popular choice was 'Automating administrative tasks,' while the single least popular choice of those listed was 'Enhanced writing instruction.'

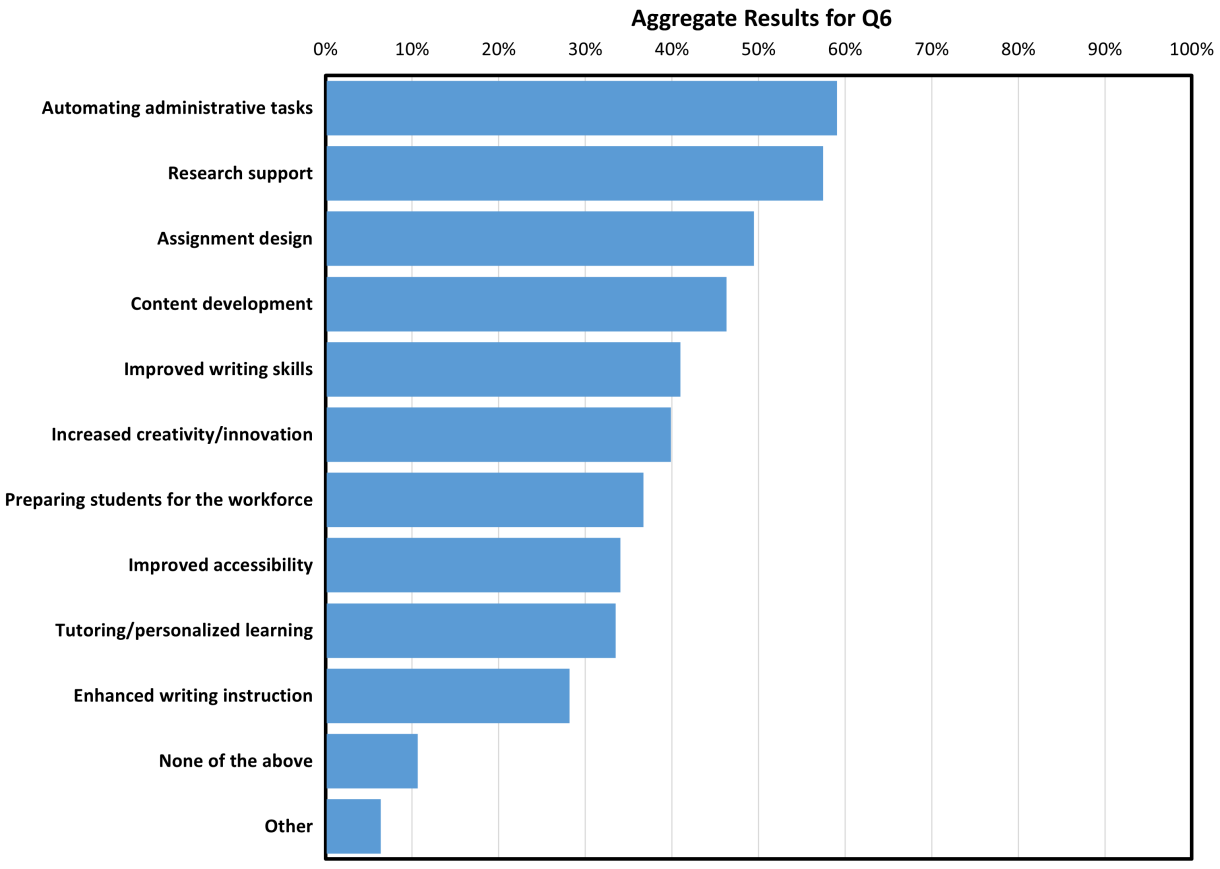


Figure 11. Campus-wide aggregate results for Q6 (*What do you see as potential benefits of GAI in education?*).

3.7 Question 7: Risks of GAI in Education

What do you see as potential risks of GAI in education?

This question asked participants to select, from a list of options, what they saw as risks of GAI in education. 'Other (please specify)' and 'None of the above' were available options. Figure 12 shows the campus-wide aggregate results. The single most popular choice was 'Academic dishonesty/Plagiarism,' while the single least popular choice of those listed was 'Widening the equity gap.'

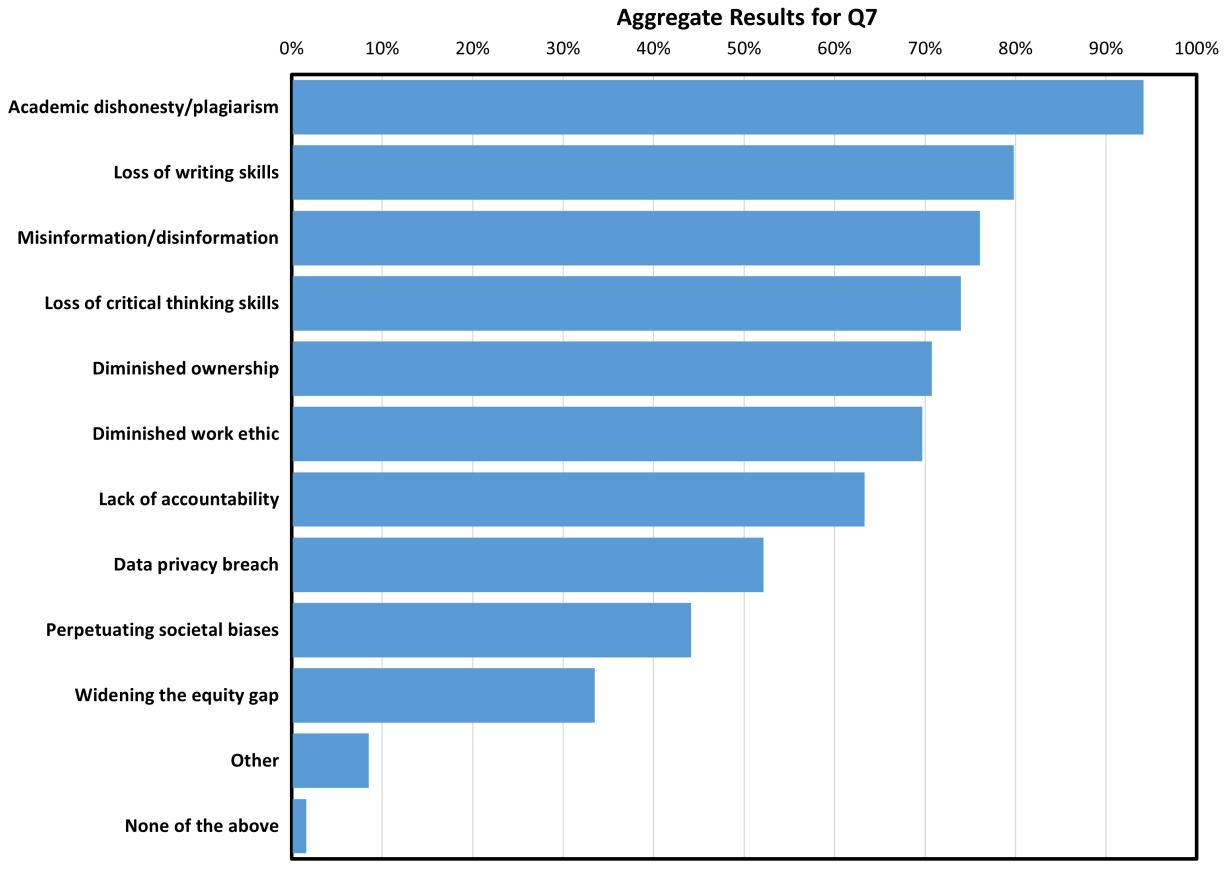


Figure 12. Campus-wide aggregate results for Q7 (*What do you see as potential risks of GAI in education?*).

3.8 Question 8: Allowed Use of GAI on Specific Assignments

On which of the following types of assignments have you allowed your students to use GAI?

This question asked participants to select, from a list of options, on which types of assignments they had allowed students to use GAI. 'None of the above' was an available option. Figure 13 shows the campus-wide aggregate results. The single most popular selection was 'None of the above,' while the single least popular selection was 'Tests/Exams.'

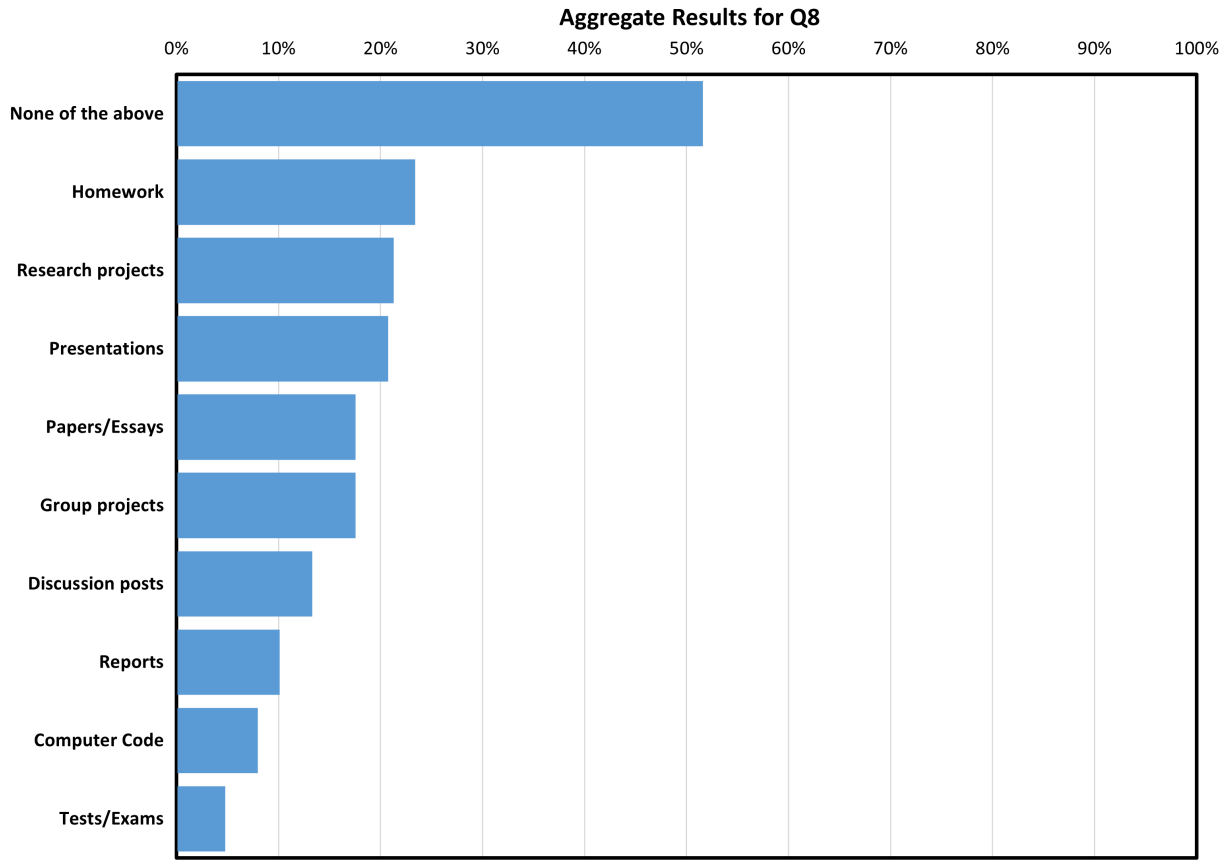


Figure 13. Campus-wide aggregate results for Q8 (*On which of the following types of assignments have you allowed your students to use GAI?*).

3.9 Question 9: Strategies Used to Address Student Use of GAI

Which of the following strategies have you used to address the potential use of GAI on your assignments?

This question asked participants to select, from a list of options, which strategies they had used to address the potential use of GAI on their assignments. 'Other (please specify)' and 'None of the above' were available options. Figure 14 shows the campus-wide aggregate results. The single most popular strategy was 'Openly discussing GAI with students,' while the single least popular strategy was 'Requiring a design statement.'

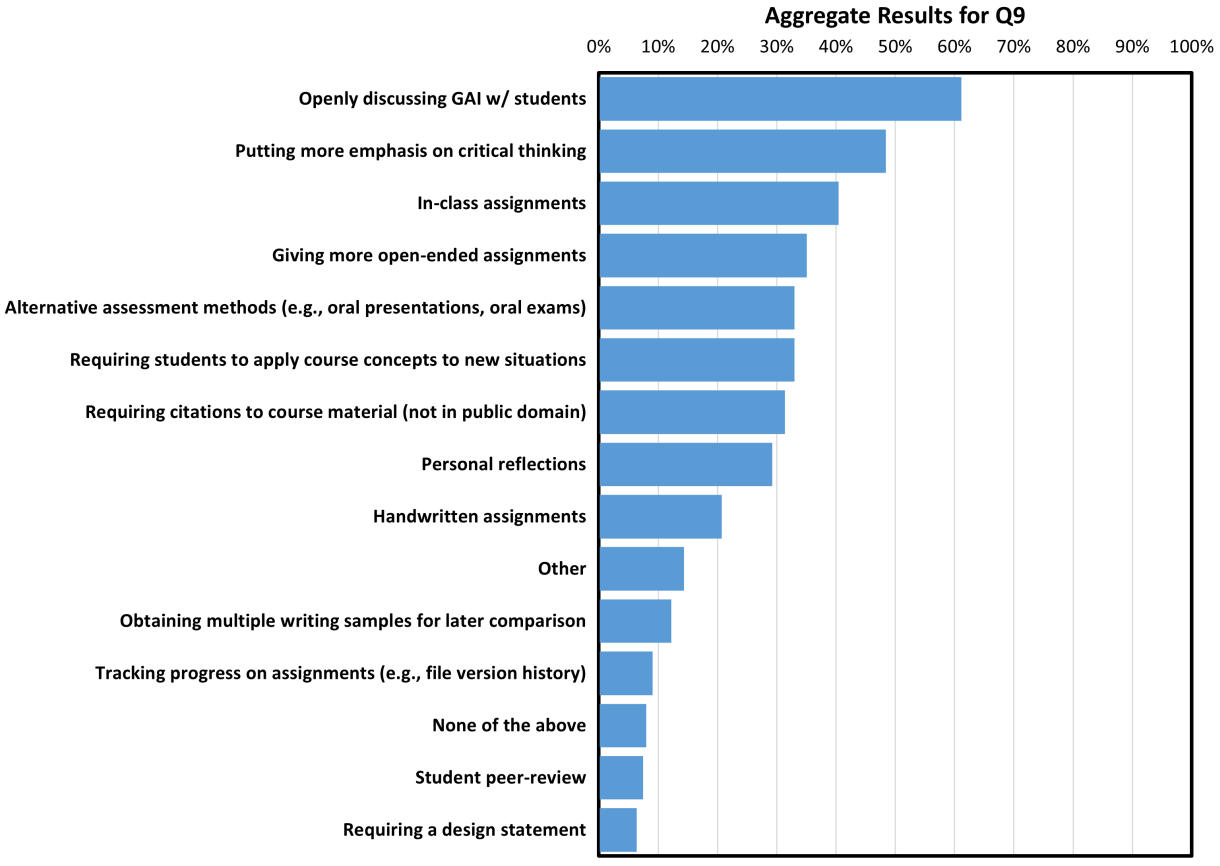


Figure 14. Campus-wide aggregate results for Q9 (*Which of the following strategies have you used to address the potential use of GAI on your assignments?*).

3.10 Question 10: Statement of GAI Policy on Syllabus/Canvas

Do you have a single, consistent statement on the use of GAI in each of your syllabi and Canvas courses?

This question asked participants to self-report whether they had a single, consistent statement on the use of GAI in each of their syllabi and Canvas courses. Figure 15 shows the campus-wide aggregate results. Figure 16 breaks down the results by department and faculty role. When it comes to faculty role, the results are fairly uniform.

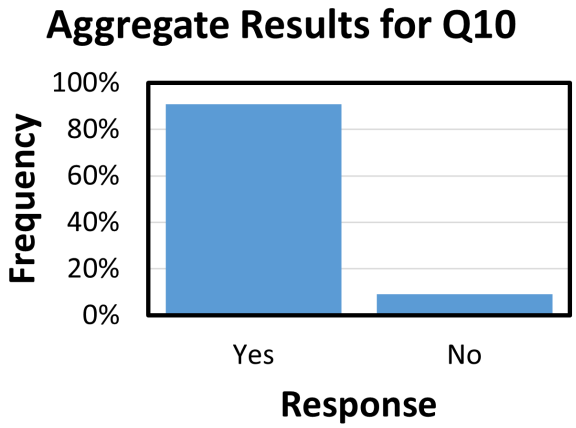
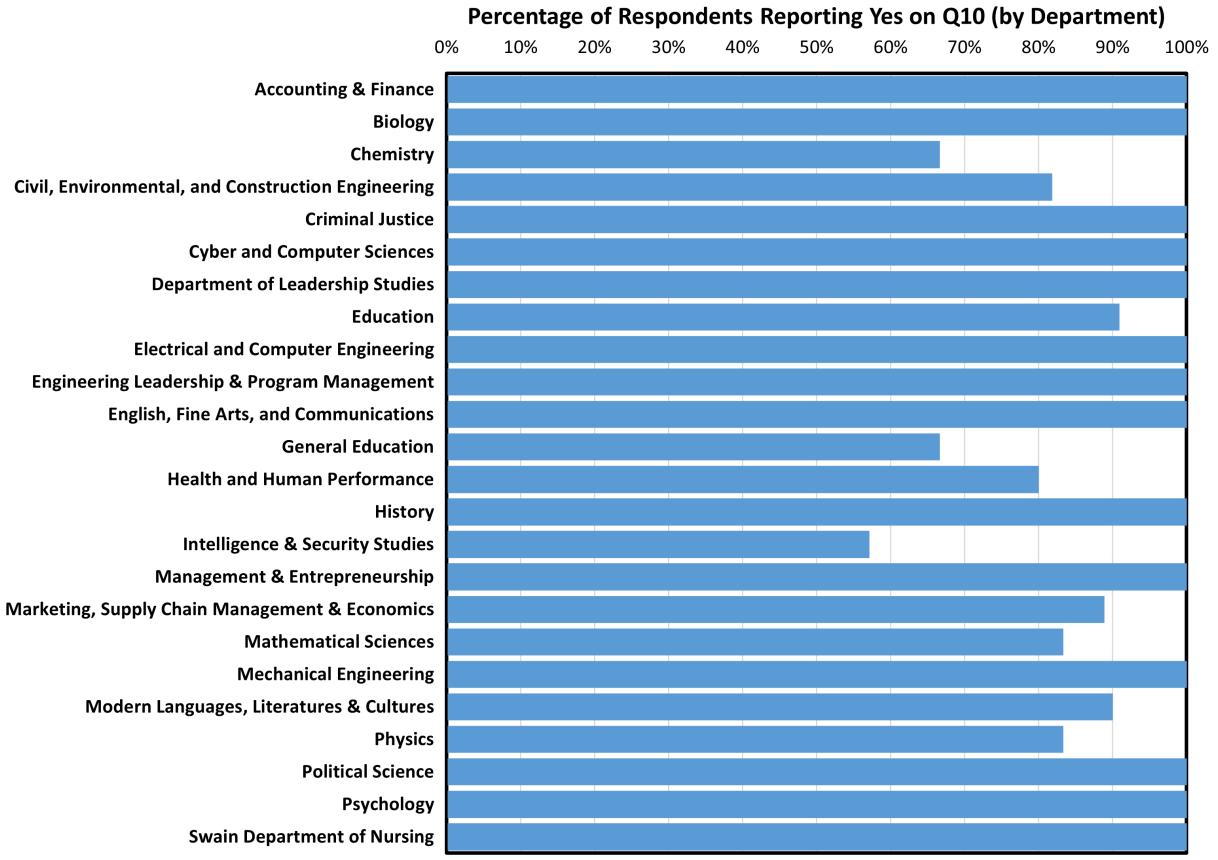


Figure 15. Campus-wide aggregate results for Q10 (*Do you have a single, consistent statement on the use of GAI in each of your syllabi and Canvas courses?*).



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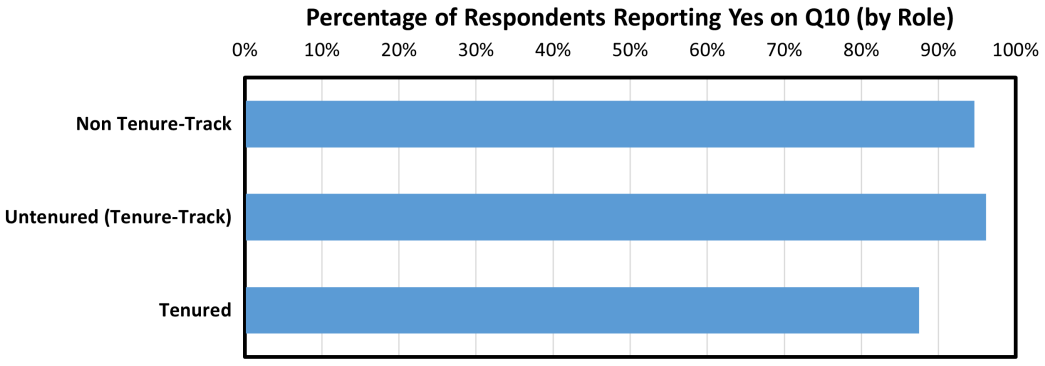


(b)

Figure 16. Relative results for Q10 (*Do you have a single, consistent statement on the use of GAI in each of your syllabi and Canvas courses?*), disaggregated by (a) department, (b) role.

3.11 Question 11: Use of Turnitin

Have you ever used Turnitin to check for unauthorized use of GAI?

This question asked participants to self-report whether they had ever used Turnitin to check for unauthorized use of GAI. Figure 17 shows the campus-wide aggregate results. Figure 18 breaks down the results by department and faculty role. When it comes to faculty role, the results are fairly uniform.

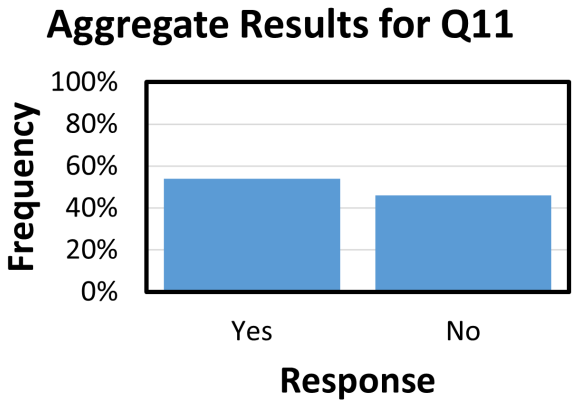
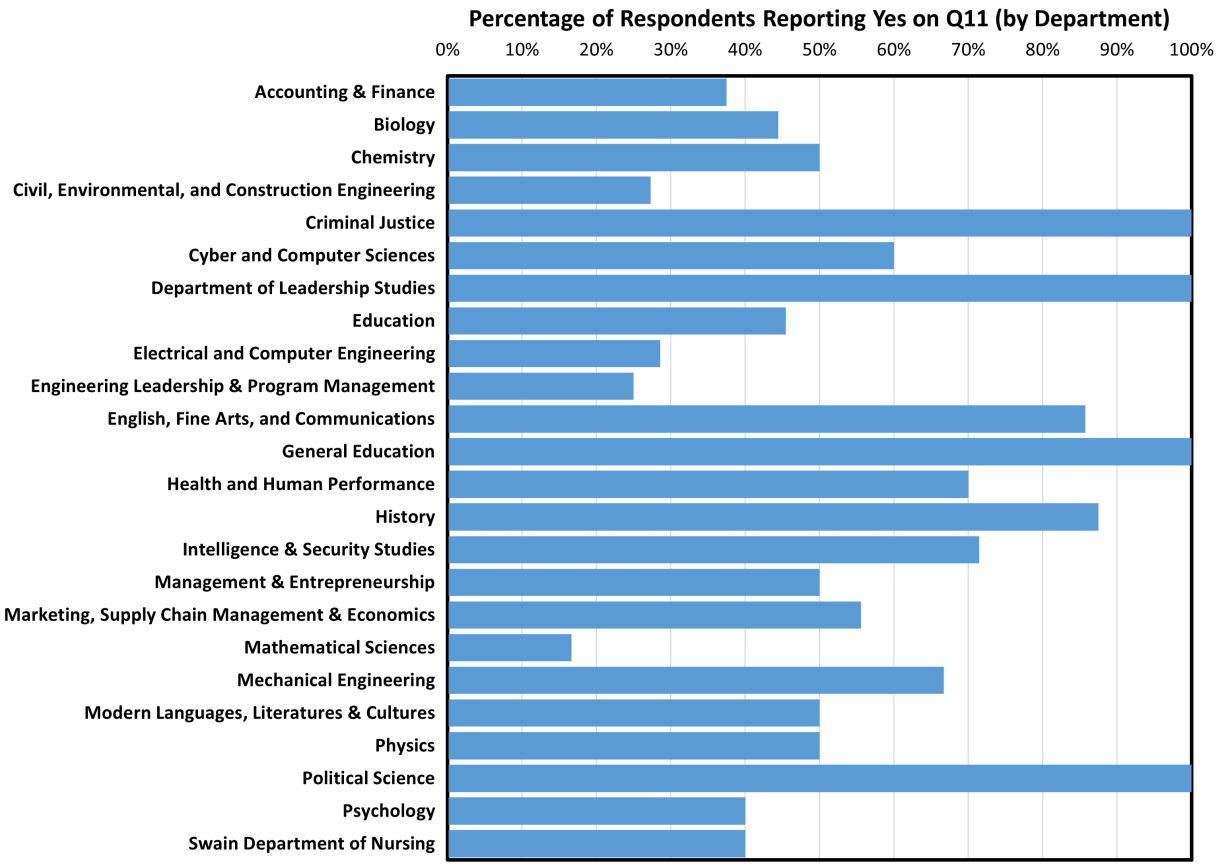


Figure 17. Campus-wide aggregate results for Q11 (*Have you ever used Turnitin to check for unauthorized use of GAI?*).



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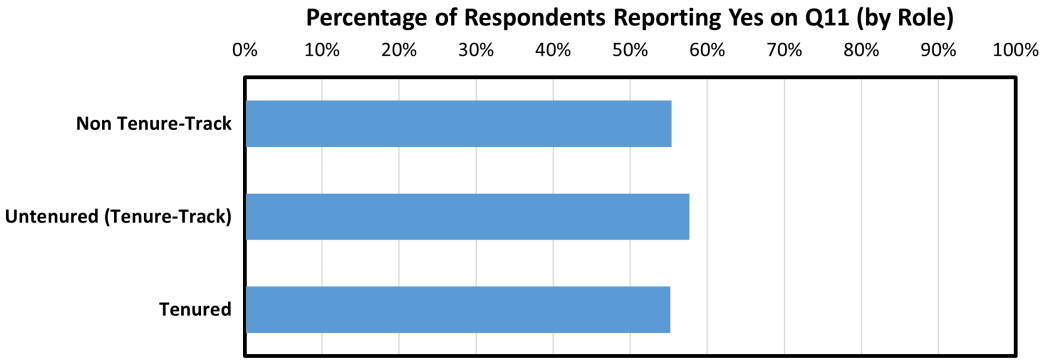


(b)

Figure 18. Relative results for Q11 (*Have you ever used Turnitin to check for unauthorized use of GAI?*), disaggregated by (a) department, (b) role.

3.12 Question 12: Confidence in Turnitin

How confident are you in Turnitin's ability to detect GAI-produced work?

This question asked participants to self-report how confident they were in Turnitin's ability to detect GAI-produced work using a Likert scale, from 1: 'Not at all' to 5: 'Highly.' The campus-wide aggregate results are shown in Figure 19.

Figure 20 breaks down the results by department and faculty role. Here, a score of 0 corresponds to the overall campus average. A positive score indicates that a department reported more confidence than average, while a negative score indicates that a department reported less confidence than average. For example, the department that reported the highest level of confidence in Turnitin was Electrical and Computer Engineering. The department that reported the lowest level of confidence in Turnitin was Civil, Environmental, and Construction Engineering.

When it comes to faculty role, untenured faculty tended to report a higher level of confidence in Turnitin, on average, than both non tenure-track faculty and tenured faculty.

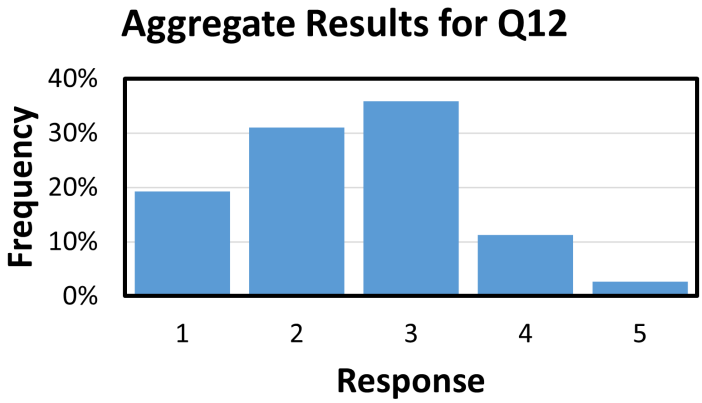
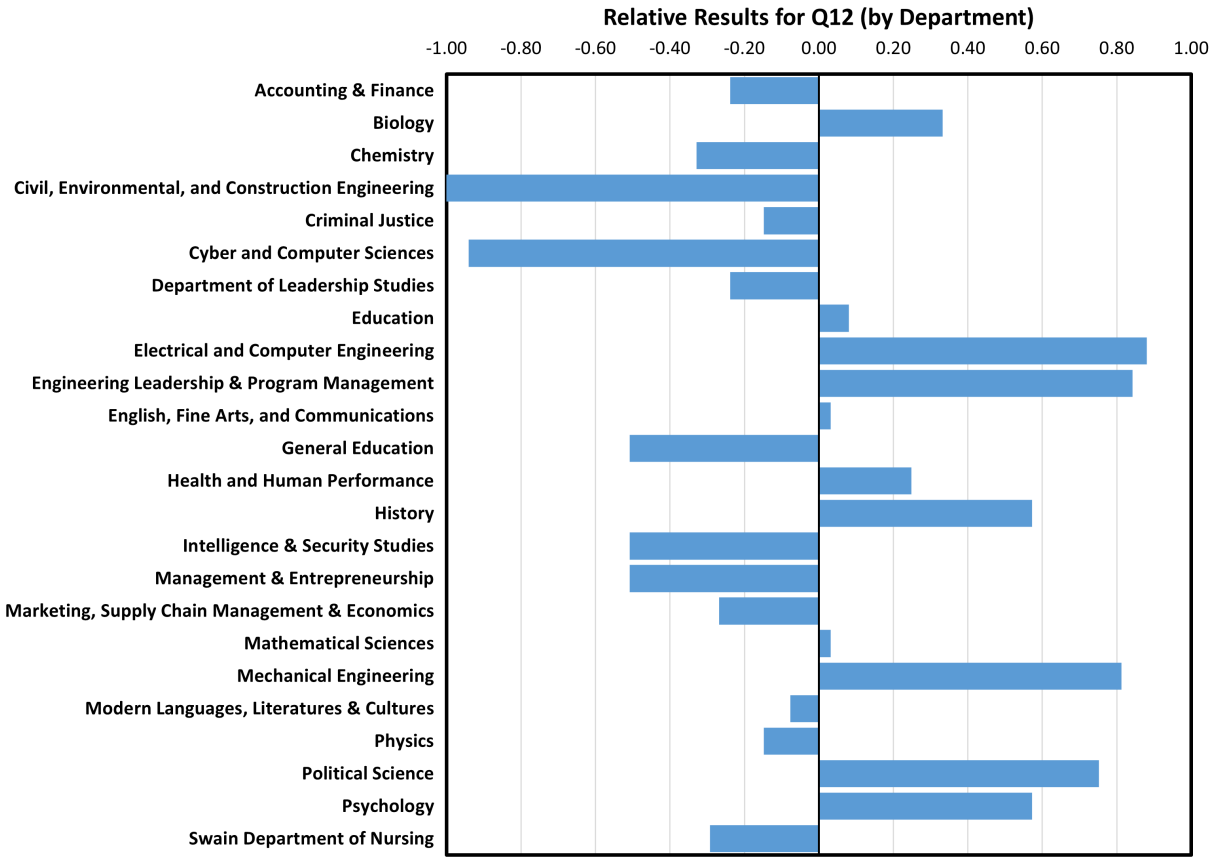


Figure 19. Campus-wide aggregate results for Q12 (*How confident are you in Turnitin's ability to detect GAI-produced work?*).



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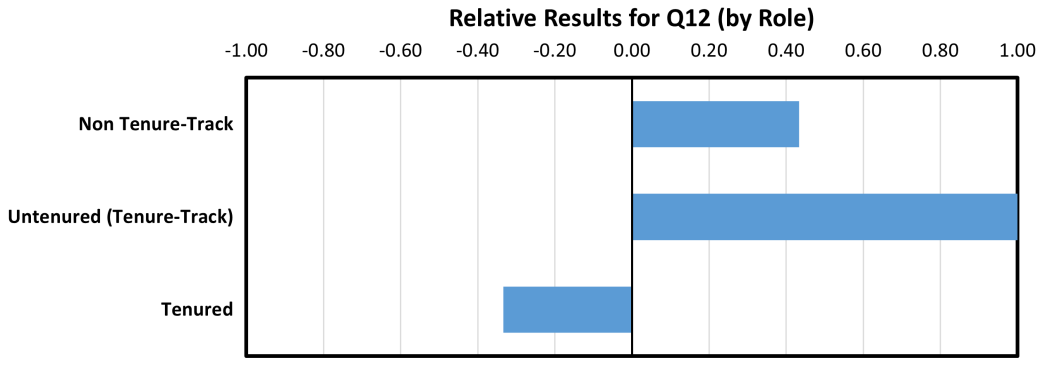


(b)

Figure 20. Relative results for Q12 (*How confident are you in Turnitin's ability to detect GAI-produced work?*), disaggregated by (a) department, (b) role.

3.13 Question 13: Minimum Turnitin Score Requiring Follow-Up

Approximately what minimum percentage of GAI-produced content, as estimated by Turnitin, do you believe requires follow-up action?

This question asked participants to quantify the threshold of GAI-produced content, as estimated by Turnitin, they believe requires follow-up action. Figure 21 shows the campus-wide aggregate results. Notably, almost 20% of faculty entered a threshold of less than 20%, despite the fact that, at the time of this writing, Turnitin does not report percentages below 20% (hence the red bar in Figure 21).

Figure 22 breaks down the average threshold by department and faculty role. For example, the department that reported the highest threshold was Physics. The department that reported the lowest threshold was Management & Entrepreneurship. When it comes to faculty role, the threshold seems to correlate with tenure status, with Non Tenure-Track faculty reporting the lowest threshold, and Tenured faculty reporting the highest.

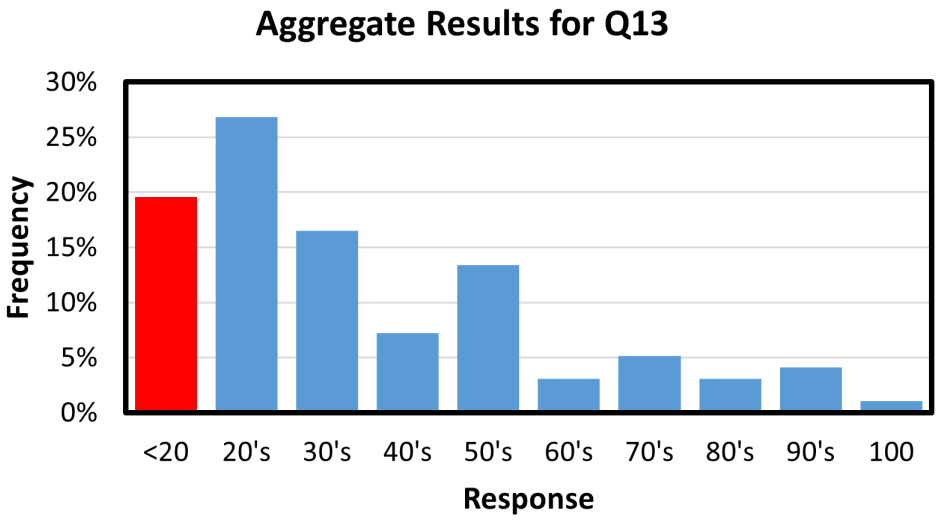
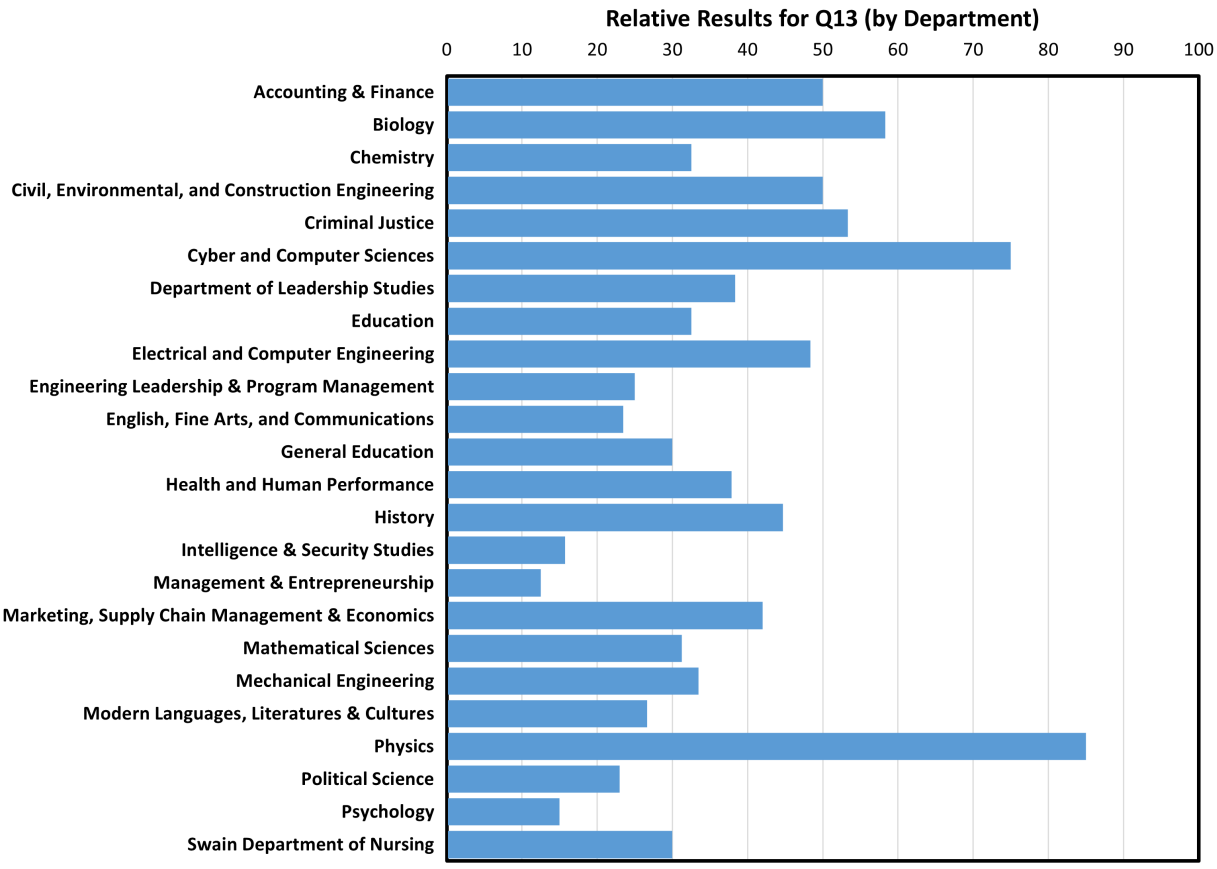


Figure 21. Campus-wide aggregate results for Q13 (*Approximately what minimum percentage of GAI-produced content, as estimated by Turnitin, do you believe requires follow-up action?*). The red bar serves as a reminder that Turnitin does not report percentages below 20%.



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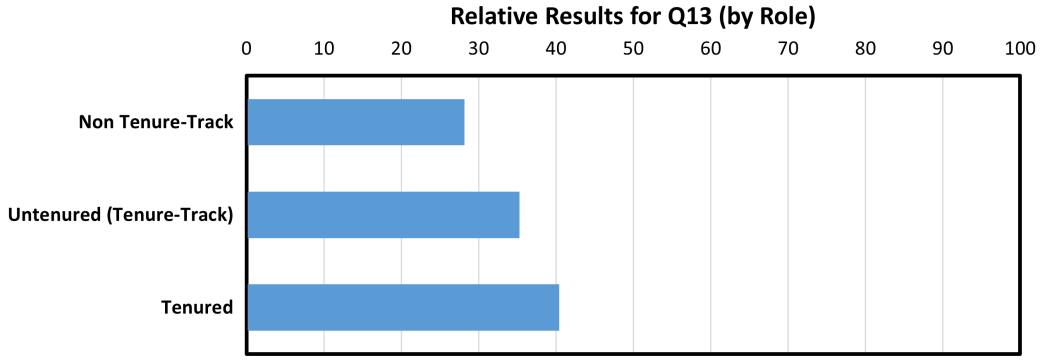


(b)

Figure 22. Relative results for Q13 (*Approximately what minimum percentage of GAI-produced content, as estimated by Turnitin, do you believe requires follow-up action?*), disaggregated by (a) department, (b) role.

3.14 Question 14: Encountering Unauthorized Use of GAI

Have you ever encountered student work that you suspect involved the unauthorized use of GAI?

This question asked participants to self-report whether they had ever encountered student work they suspected involved the unauthorized use of GAI. Figure 23 shows the campus-wide aggregate results. Figure 24 breaks down the results by department and faculty role. Notably, the Psychology department did not report any such encounters. When it comes to faculty role, the results are fairly uniform.

It is difficult to estimate the actual prevalence of unauthorized use of GAI in real time due to lack of robust studies on the topic, the rapidly-evolving landscape of higher education, and the delay in publishing findings necessitated by the peer-review process. As an example, Stone [4] reports that, in a survey of 733 undergraduates taking an introduction to psychology course at a large US state university in Fall 2023 and Spring 2024, 306 (41.7%) admitted to having used AI in ways that were explicitly banned, and 432 (58.9%) admitted to having used AI in morally ambiguous cases [4]. Stone [4] also reports that male students were significantly more likely to report using AI than female students [4].

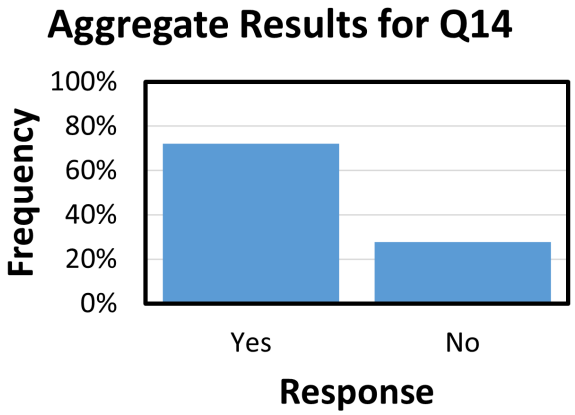
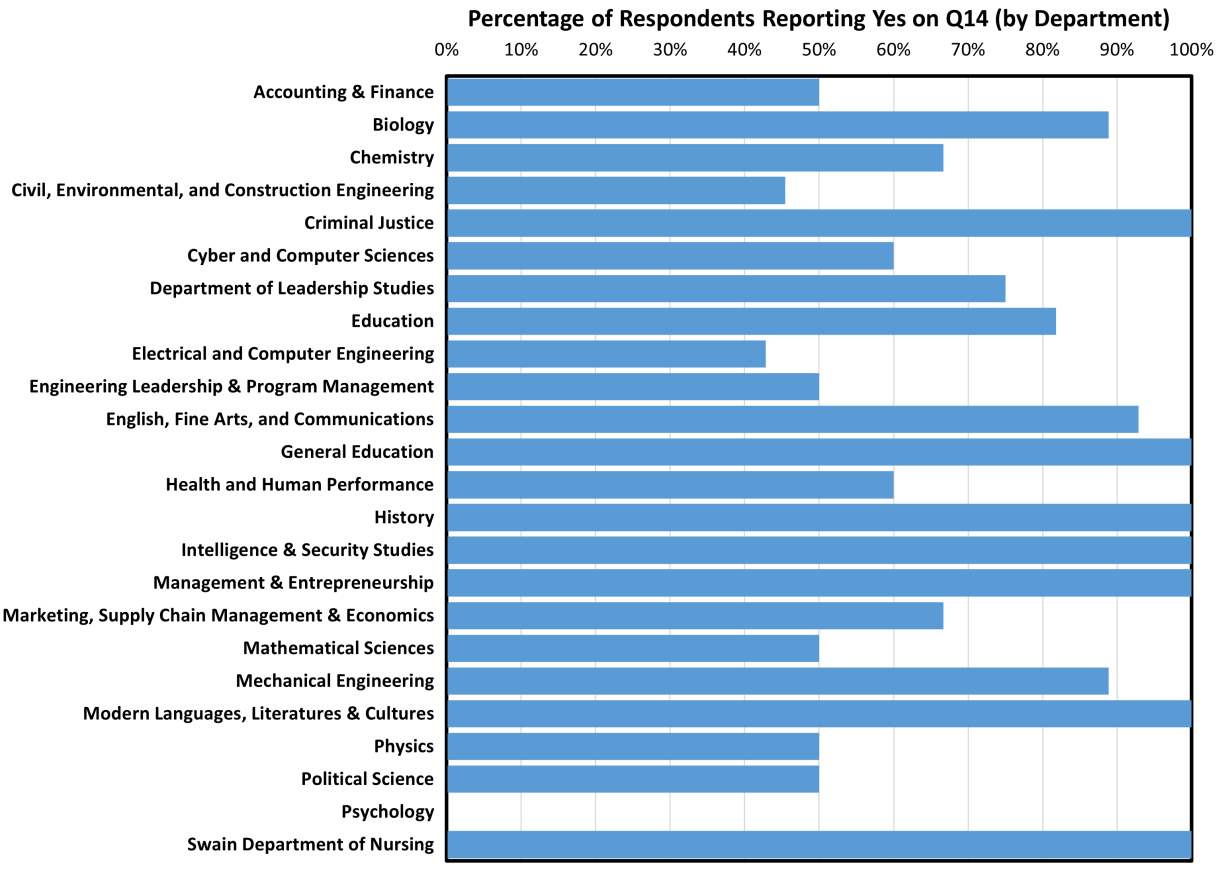


Figure 23. Campus-wide aggregate results for Q14 (*Have you ever encountered student work that you suspect involved the unauthorized use of GAI?*).



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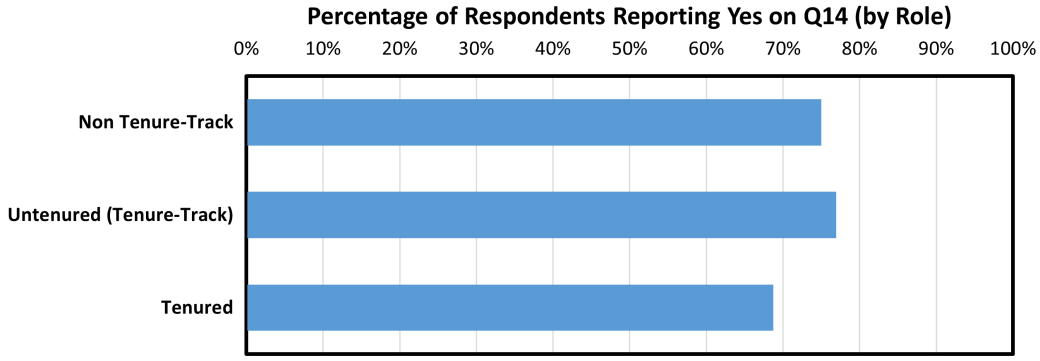

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Figure 24. Relative results for Q14 (*Have you ever encountered student work that you suspect involved the unauthorized use of GAI?*), disaggregated by (a) department, (b) role.

3.15 Question 15: Frequency of Unauthorized Use of GAI

Roughly how many times per semester do you encounter student work that you suspect involved the unauthorized use of GAI?

This question asked participants to self-report how many times per semester they had encountered student work they suspected involved the unauthorized use of GAI. Figure 25 shows the campus-wide aggregate results. The most common selection was '1-5.'

Figure 26 breaks down the results by department and faculty role. Here, a score of 0 corresponds to the overall campus average. A positive score indicates that a department reported more encounters than average, while a negative score indicates that a department reported fewer encounters than average. For example, the department that reported the most encounters was Modern Languages, Literatures & Cultures. The department that reported the fewest encounters was Psychology. In fact, Psychology was the only department to report zero such encounters.

When it comes to faculty role, untenured faculty reported fewer encounters, on average, than both non tenure-track and tenured faculty.

Again, it is difficult to estimate the current frequency of unauthorized use of GAI reliably. However, if Stone's [4] study is at all representative, and at least 40-60% of university students are using AI in ways that are either explicitly banned or morally ambiguous [4], one might have expected most faculty to see more than 1-5 encounters per semester.

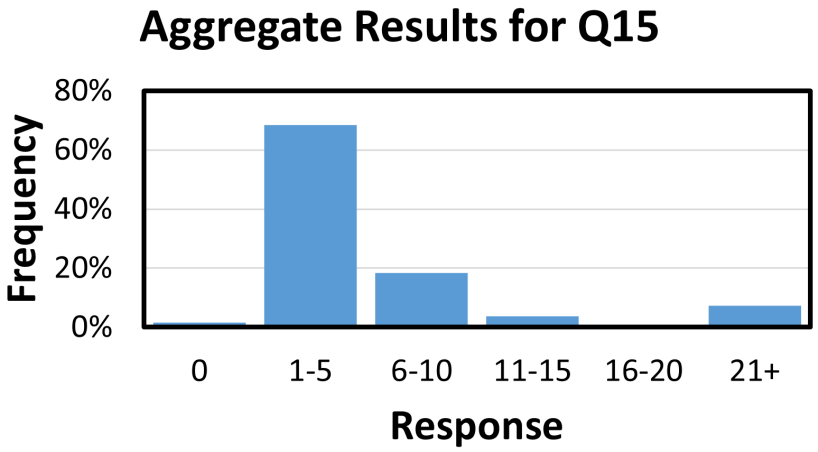
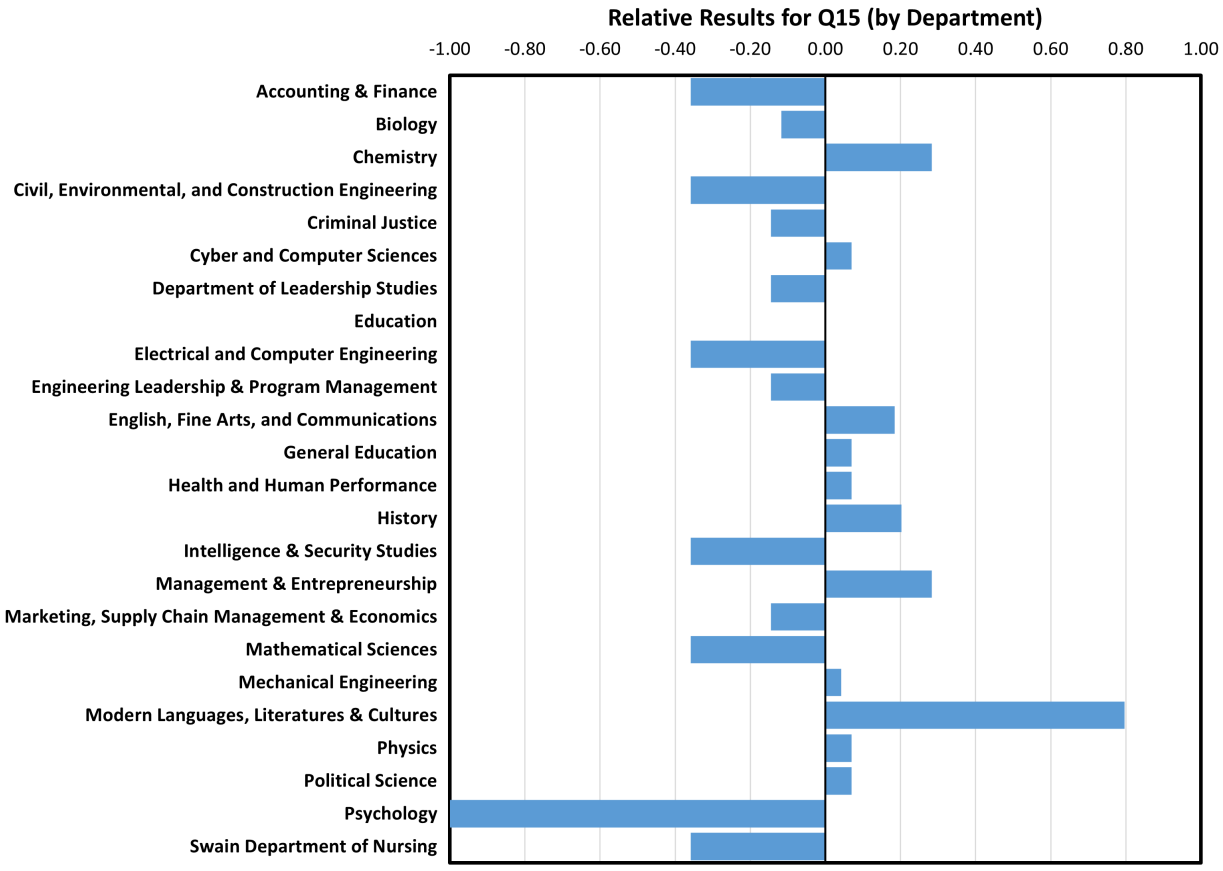


Figure 25. Campus-wide aggregate results for Q15 (*Roughly how many times per semester do you encounter student work that you suspect involved the unauthorized use of GAI?*).



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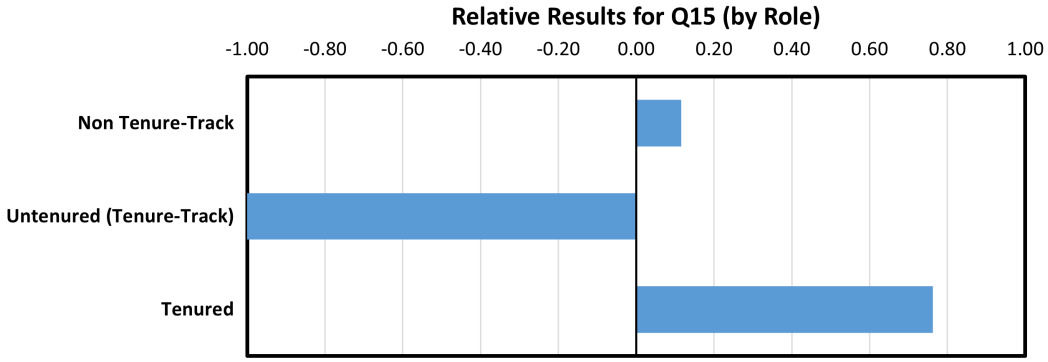


(b)

Figure 26. Relative results for Q15 (*Roughly how many times per semester do you encounter student work that you suspect involved the unauthorized use of GAI?*), disaggregated by (a) department, (b) role.

3.16 Question 16: Assignments Affected by GAI

On which of the following types of assignments have you suspected the unauthorized use of GAI?

This question asked participants to select, from a list of options, on which types of assignments they had suspected the unauthorized use of GAI. 'None of the above' was an available option. Figure 27 shows the campus-wide aggregate results. The single most popular selection was 'Papers/Essays,' while the single least popular selection was 'Computer code.'

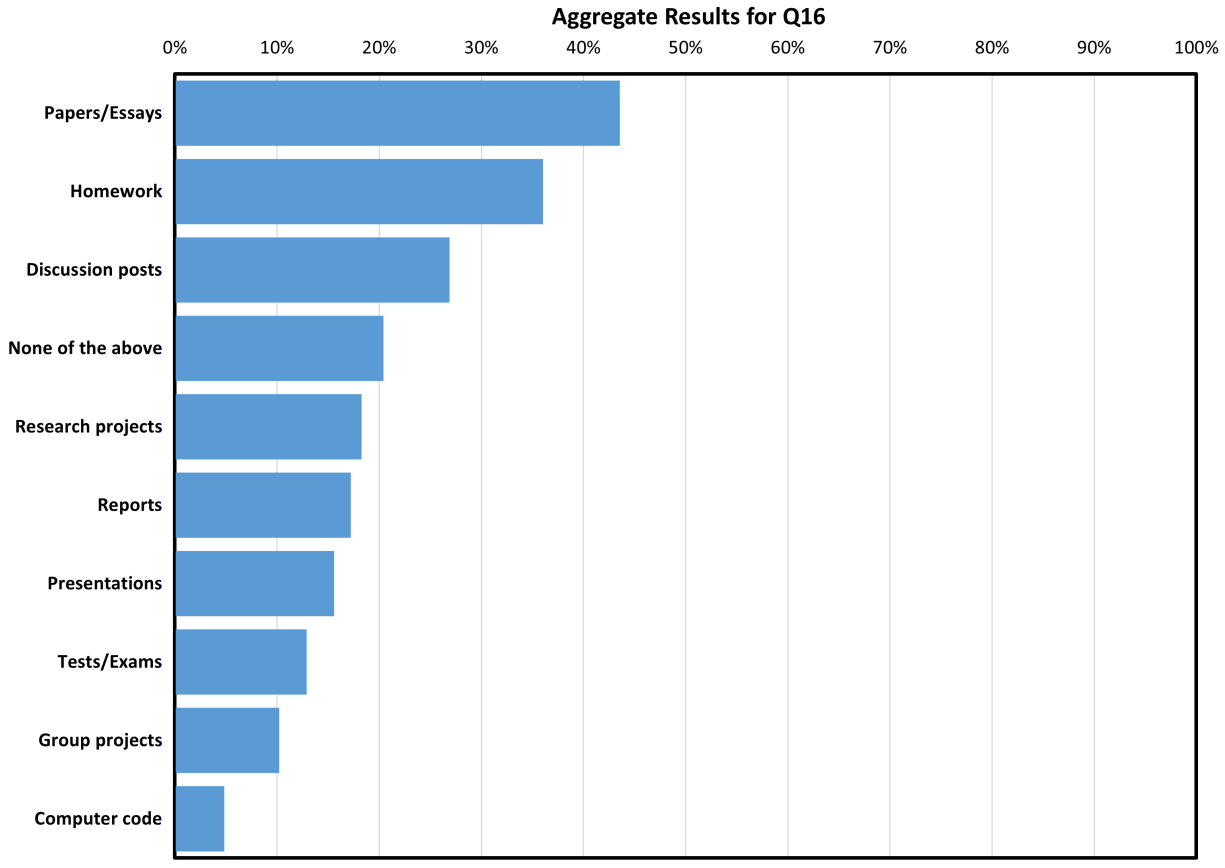


Figure 27. Campus-wide aggregate results for Q16 (*On which of the following types of assignments have you suspected the unauthorized use of GAI?*).

3.17 Question 17: Ways Students Misuse GAI

In which of the following ways have you observed or do you suspect that your students misuse GAI?

This question asked participants to select, from a list of options, in which ways they had observed or suspected students to misuse GAI. 'Other (please specify)' and 'None of the above' were available options. Figure 28 shows the campus-wide aggregate results. The single most popular selection was 'Writing text for them,' while the single least popular selection of those listed was 'Writing computer code for them.'

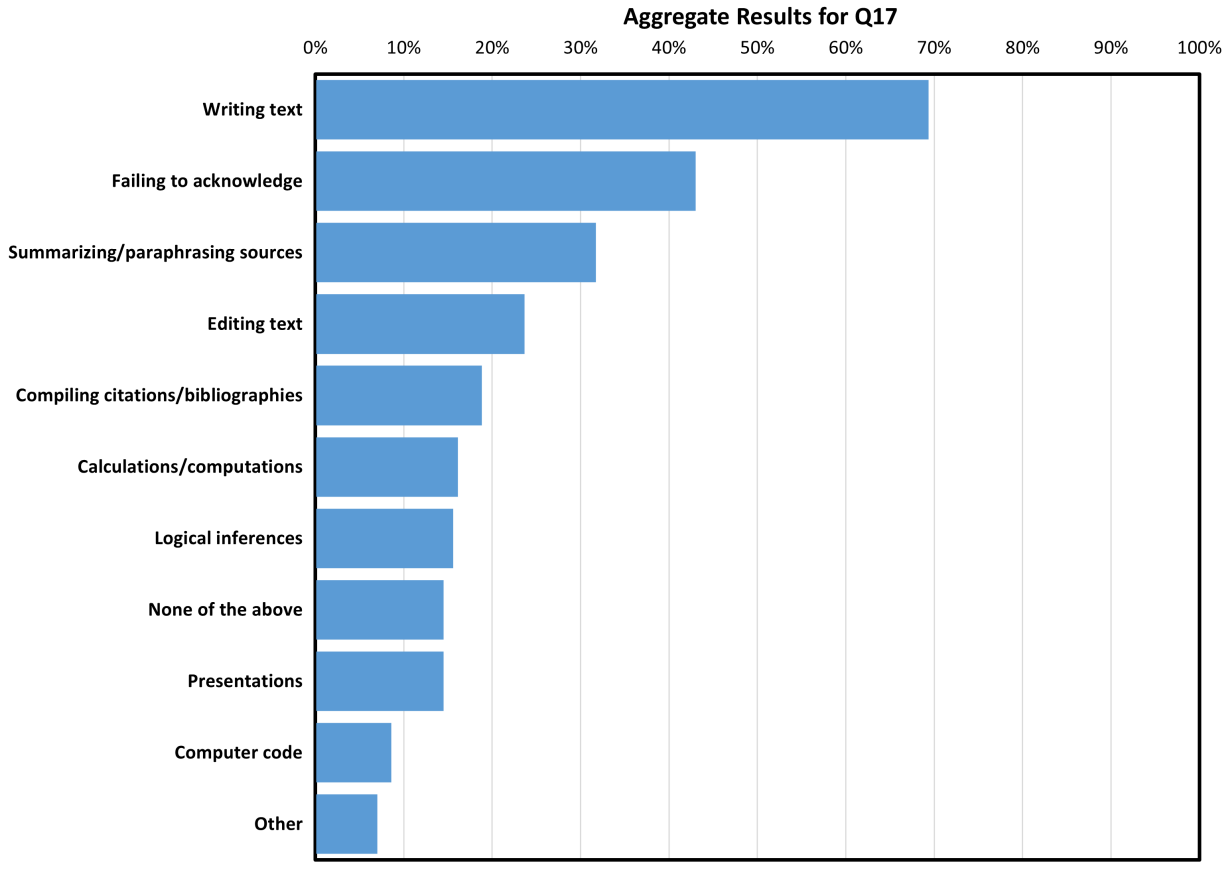


Figure 28. Campus-wide aggregate results for Q17 (*In which of the following ways have you observed or do you suspect that your students misuse GAI?*).

3.18 Question 18: Consequences for Unauthorized Use of GAI

Which of the following consequences have you imposed or would you impose for unacknowledged or unauthorized use of GAI?

This question asked participants to select, from a list of options, which consequences they had imposed or would impose for unacknowledged or unauthorized use of GAI. 'Other (please specify)' and 'None of the above' were available options. Figure 29 shows the campus-wide aggregate results. The single most popular selection was 'Reduced grade (up to and including zero) on the assignment,' while the single least popular selection was 'Additional work.'

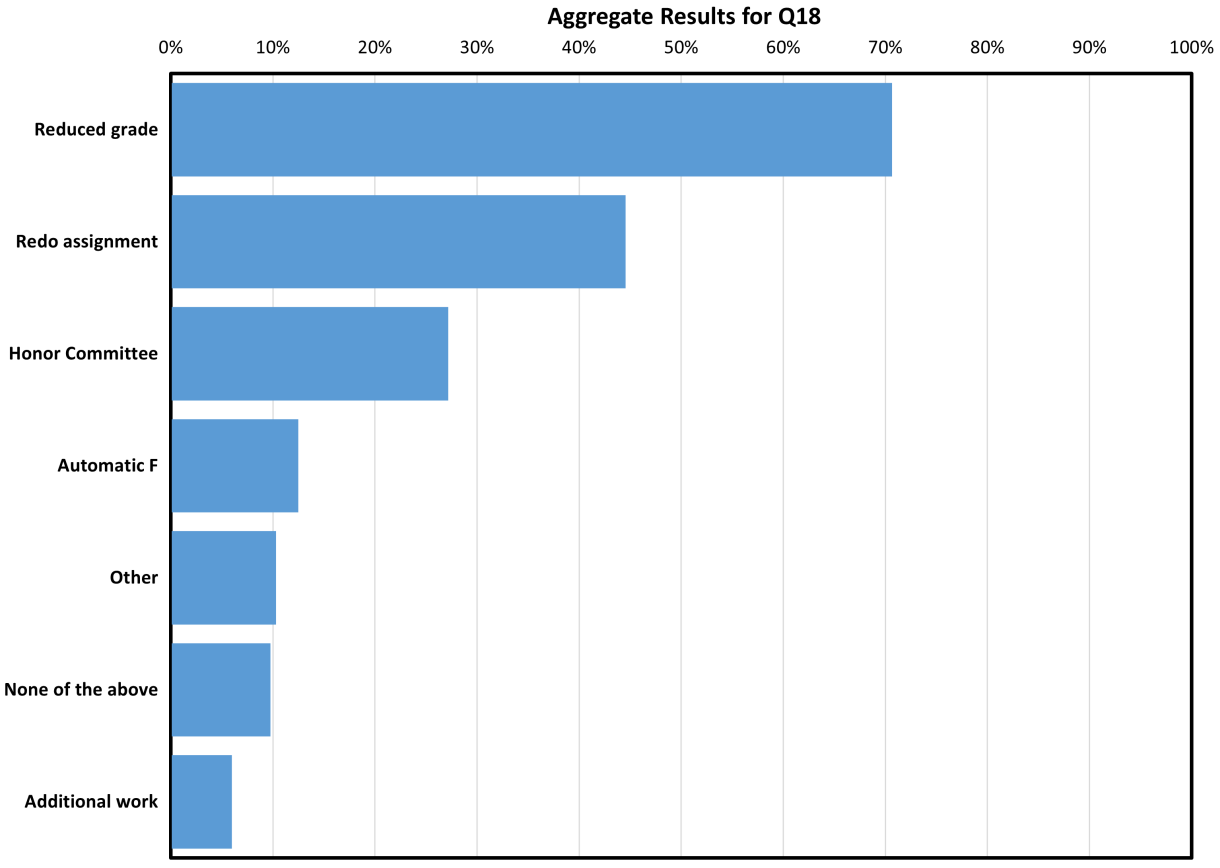


Figure 29. Campus-wide aggregate results for Q18 (*Which of the following consequences have you imposed or would you impose for unacknowledged or unauthorized use of GAI?*).

3.19 Question 19: Quality of GAI-Produced Work

How would you rate the quality of GAI-produced work in your field?

This question asked participants to rate the quality of GAI-produced work in their fields using a Likert scale, from 1: 'Very low' to 5: 'Very high.' The campus-wide aggregate results are shown in Figure 30.

Figure 31 breaks down the results by department and faculty role. Here, a score of 0 corresponds to the overall campus average. A positive score indicates that a department reported higher than average quality, while a negative score indicates that a department reported lower than average quality. For example, the departments that reported the highest level of quality were Management & Entrepreneurship and Cyber and Computer Sciences. The department that reported the lowest level of quality was Civil, Environmental, and Construction Engineering.

When it comes to faculty role, tenured faculty tended to report a lower level of quality, on average, than both non tenure-track faculty and untenured faculty.

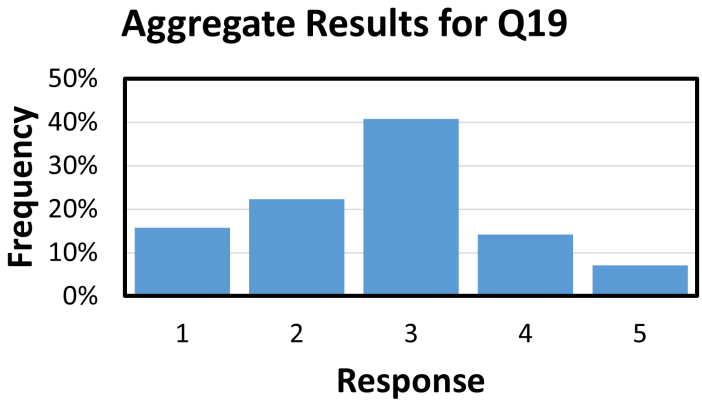
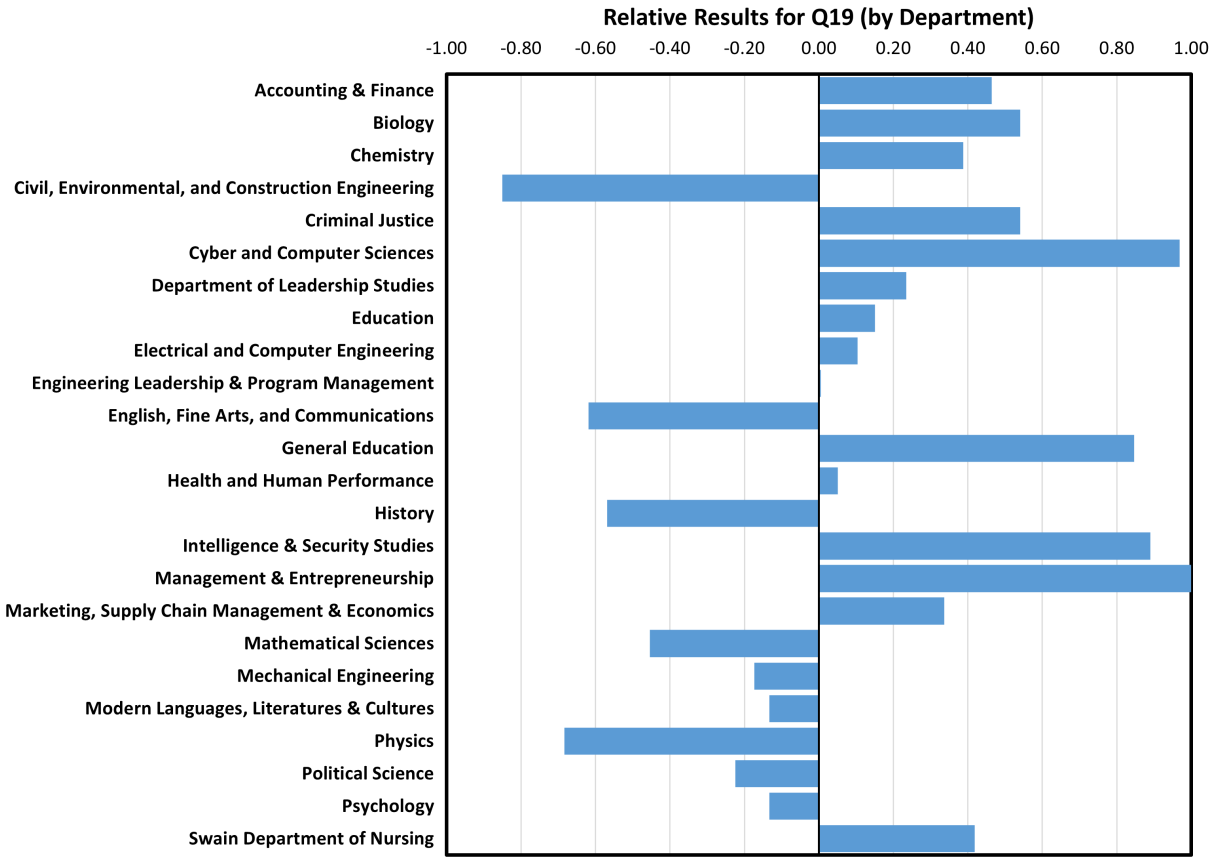


Figure 30. Campus-wide aggregate results for Q19 (*How would you rate the quality of GAI-produced work in your field?*).



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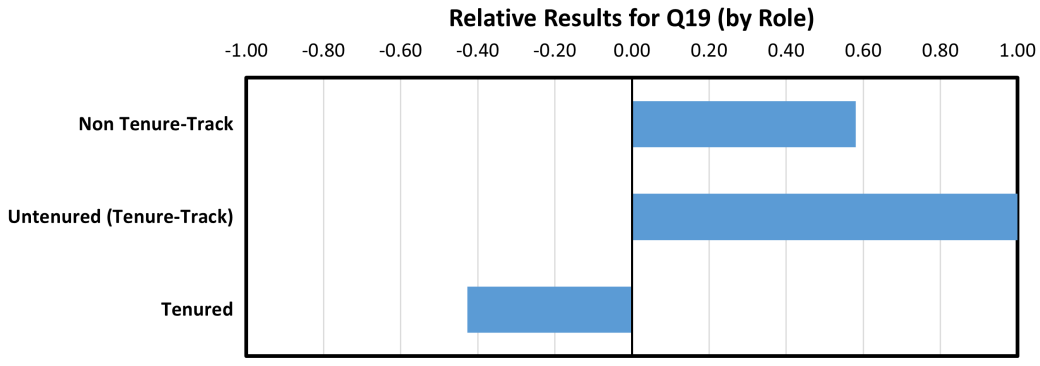


(b)

Figure 31. Relative results for Q19 (*How would you rate the quality of GAI-produced work in your field?*), disaggregated by (a) department, (b) role.

3.20 Question 20: Familiarity with the Honor Manual

Are you familiar with The Citadel's Honor Manual and what it says about plagiarism?

This question asked participants to self-report whether they were familiar with The Citadel's Honor Manual [1], and in particular the parts dealing with plagiarism. Figure 32 shows the campus-wide aggregate results. Figure 33 breaks down the results by department and faculty role. The overwhelming majority of participants responded 'Yes' to this question.

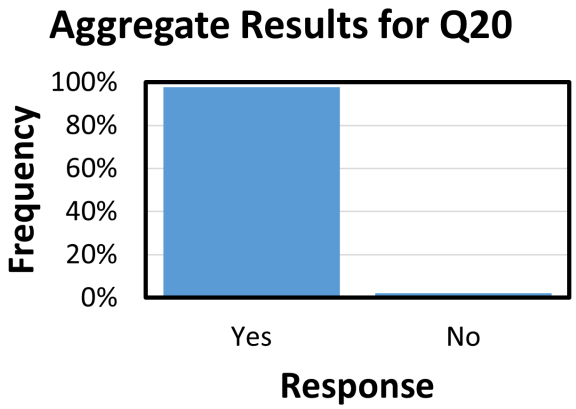
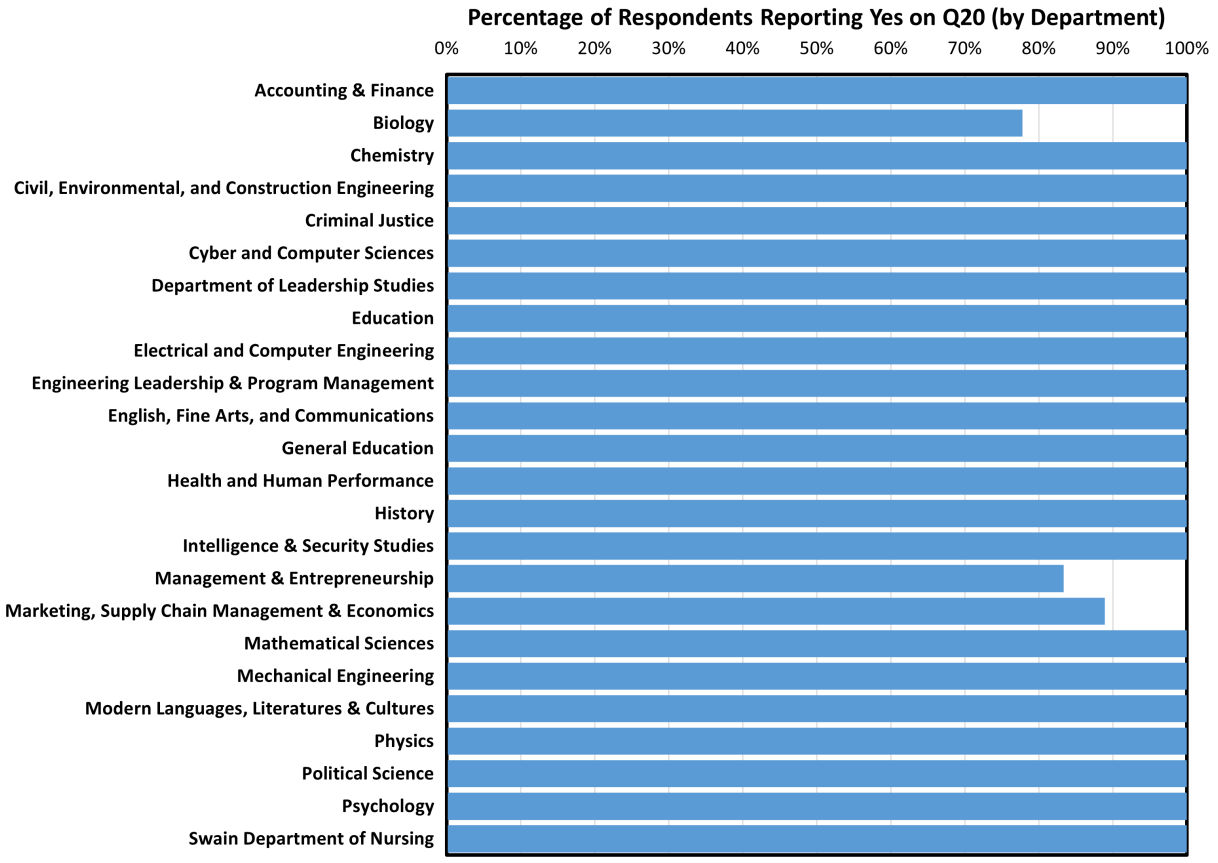
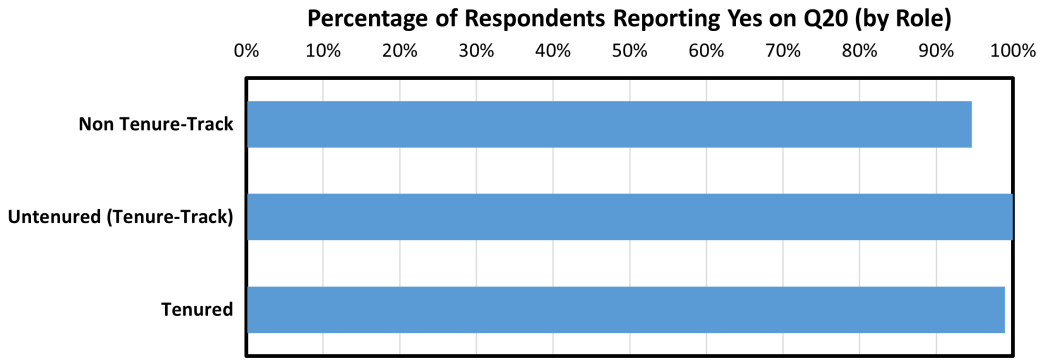


Figure 32. Campus-wide aggregate results for Q20 (*Are you familiar with The Citadel's Honor Manual and what it says about plagiarism?*).



(a)



(b)

Figure 33. Relative results for Q20 (*Are you familiar with The Citadel's Honor Manual and what it says about plagiarism?*), disaggregated by (a) department, (b) role.

3.21 Question 21: Is Unauthorized GAI an Honor Violation?

Do you believe that unauthorized use of GAI is an Honor Violation (a violation of the Honor Code)?

This question asked participants whether they believed the unauthorized use of GAI was an Honor Violation (a violation of The Citadel's Honor Code: 'A cadet does not lie, cheat, or steal, nor tolerate those who do' [1]). Figure 34 shows the campus-wide aggregate results. Figure 35 breaks down the results by department and faculty role.

Only 87% of participants responded 'Yes' to this question. The remaining 13% responded 'No,' despite the fact that the Provost had explicitly and unambiguously defined unauthorized use of GAI as an Honor Violation more than a year before the survey was implemented. From the Faculty Senate Meeting Minutes for November 10th, 2023 [2]:

> Dr. Selden addressed the corps of cadets earlier this week regarding AI and the honor code. We need to get the entire corps on message. Take this message back to your colleagues in your departments: it is important for faculty in the classroom to remind students of the honor code and have conversations in your classroom. Dr. Selden told the corps that if students are in doubt, they should talk to their professor (don't assume!), and **when they submit assignments completed with generative AI without permission, that is an honor violation**. [2] [emphasis added]

The qualifier 'unauthorized,' by definition, makes such use illicit and therefore an Honor Violation according to the Honor Manual[1]. Even if it is the policy of a particular faculty member to authorize the use of GAI on all of their own assignments, one would expect them to still consider unauthorized use of GAI in another faculty member's class an Honor Violation.

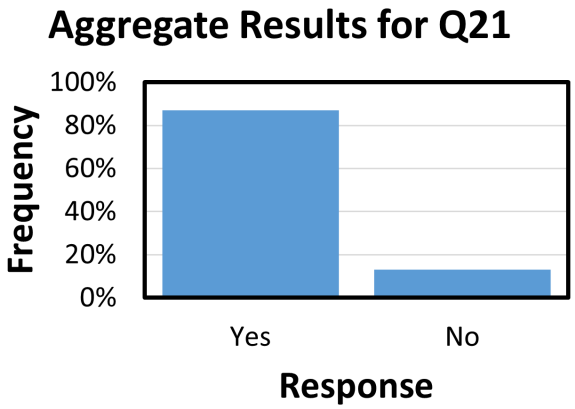
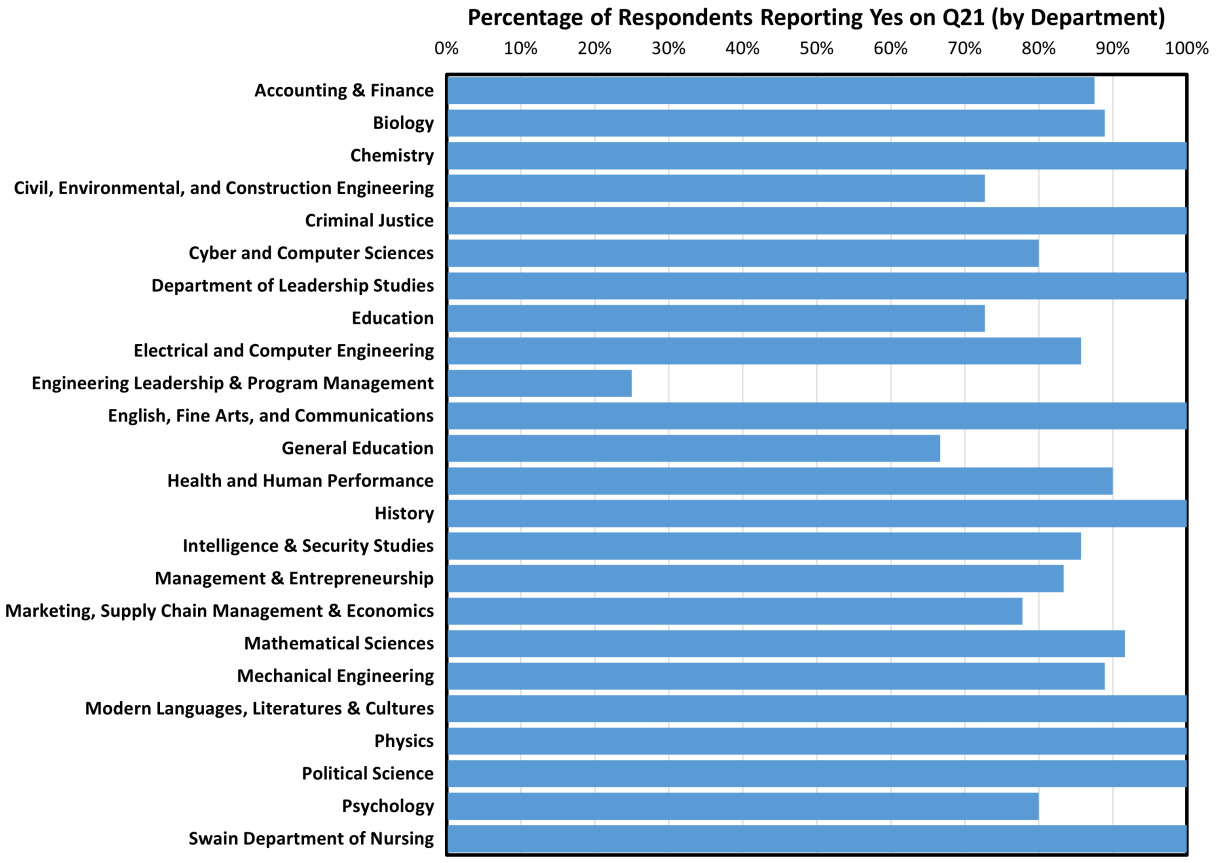


Figure 34. Campus-wide aggregate results for Q21 (*Do you believe that unauthorized use of GAI is an Honor Violation (a violation of the Honor Code)?*).



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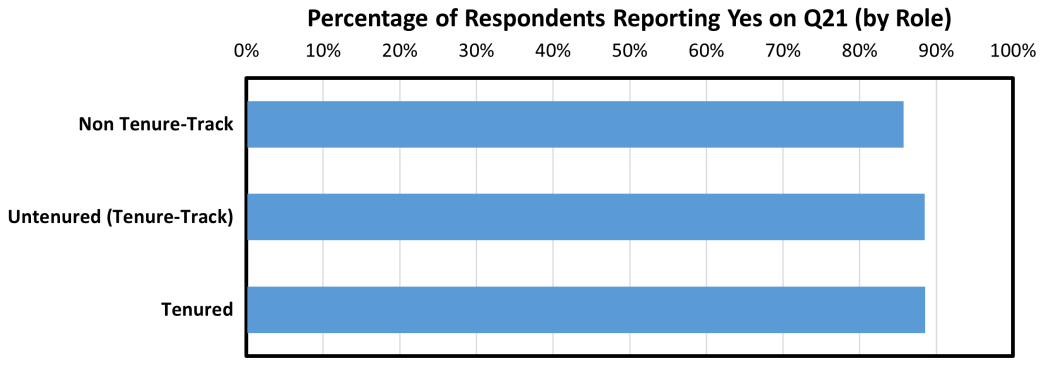


(b)

Figure 35. Relative results for Q21 (*Do you believe that unauthorized use of GAI is an Honor Violation (a violation of the Honor Code)?*), disaggregated by (a) department, (b) role.

3.22 Question 22: Referral to the Honor Committee

Have you ever referred a student to the Honor Committee for an Honor Violation involving GAI?

This question asked participants whether they had ever referred a student for an Honor Violation involving GAI. Figure 36 shows the campus-wide aggregate results. Only 10 faculty (about 5% of participants) reported making such a referral. For reference, the Krause Center for Leadership and Ethics reports that there were 29 such referrals in the two years prior to this survey.

Figure 37 breaks down the results by faculty role. Notably, not a single one of the faculty who reported making a referral was an untenured (tenure-track) faculty member.

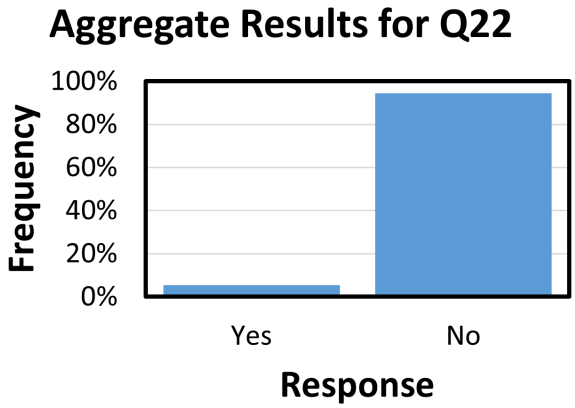


Figure 36. Campus-wide aggregate results for Q22 (*Have you ever referred a student to the Honor Committee for an Honor Violation involving GAI?*).

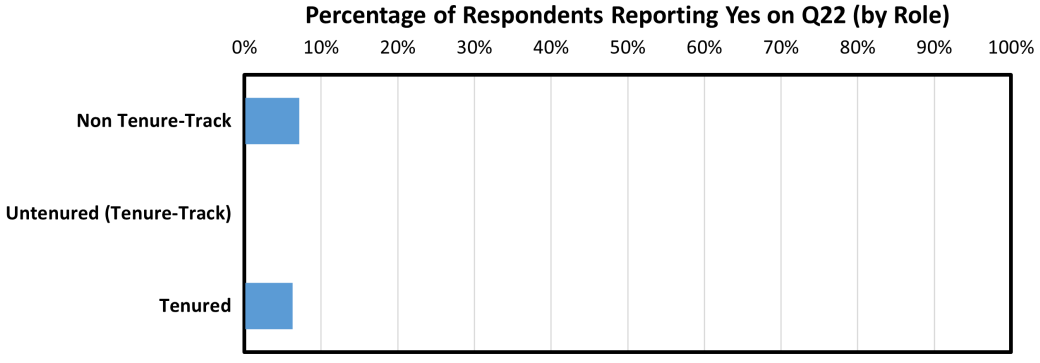


Figure 37. Relative results for Q22 (*Have you ever referred a student to the Honor Committee for an Honor Violation involving GAI?*), disaggregated by role.

3.23 Question 23: Faculty Satisfaction with Referral Outcome

When you referred a student to the Honor Committee for an Honor Violation involving GAI, were you satisfied with the outcome?

Of the 10 survey participants who reported having referred a student to the Honor Committee, 6 participants (60%) reported being satisfied with the outcome, and the remaining 4 participants (40%) reported being dissatisfied.

3.24 Question 24: Reasons for Dissatisfaction

If you were not satisfied, why not?

Below are the responses from the four survey participants who reported dissatisfaction:

> The Honor Committee dismissed the case for lack of evidence, even though I felt I had met the standard for "beyond a reasonable doubt." It felt like the Honor Committee did not take my case seriously.
>
> The results of Turnitin were deemed not sufficient evidence and my professional testimony of the student's overall written work was not enough to find the student guilty.
>
> Because they are still here. The only way this thing works is if you actually carry out punishments. This honor remediation is not enough. I get it, the school cannot afford to kick students out. Just get rid of the honor code and let instructors handle it in that case.
>
> Students are disincentivized to see AI as a problem if they themselves use it and/or view it as helpful. They themselves don't understand AI or its effects. Let others judge AI offenses. The current system is not tenable.

For reference, below are independent data provided by the Krause Center for Leadership and Ethics:

- Of the 29 GAI-related cases referred to the Honor Committee over the two years prior to this survey, 14 cases (48%) went to trial and 15 cases (52%) did not go to trial.
- Of the 15 cases that did not go to trial, 2 cases were never investigated (the final decision was 'Do Not Investigate'), and 13 cases were investigated but dismissed by the Vice Chair for Investigation (VCI).
- Of the 14 cases that did go to trial, 10 cases (71%) were found In Violation of the Honor Code for Cheating, and 4 cases (29%) were found Not In Violation of the Honor Code.
- Of the 10 cases that were found In Violation, 2 cases (20%) resulted in the student resigning from The Citadel, and 8 cases (80%) resulted in Honor Remediation.

3.25 Question 25: Frequency of Grade Appeals

Have you ever had a student appeal your assigned grade due to an act of plagiarism involving GAI?

This question asked participants whether they had ever had a student appeal their final grade due to an act of plagiarism involving GAI. Figure 38 shows the campus-wide aggregate results, and Figure 39 breaks down the results by faculty role. Only 10 faculty (about 5% of participants) reported receiving such an appeal. For reference, according to the Office of the Provost, there were 2 documented grade appeals involving GAI-related issues in the two years prior to this survey. The difference (2 versus 10) could be attributed to the fact that not all appeals reach the Office of the Provost; many are resolved at the instructor, department head, or dean level.

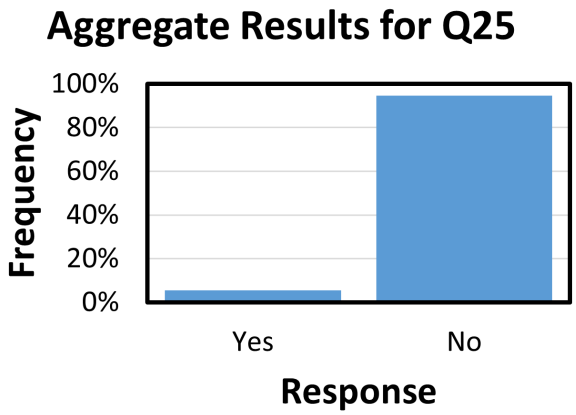


Figure 38. Campus-wide aggregate results for Q25 (*Have you ever had a student appeal your assigned grade due to an act of plagiarism involving GAI?*).

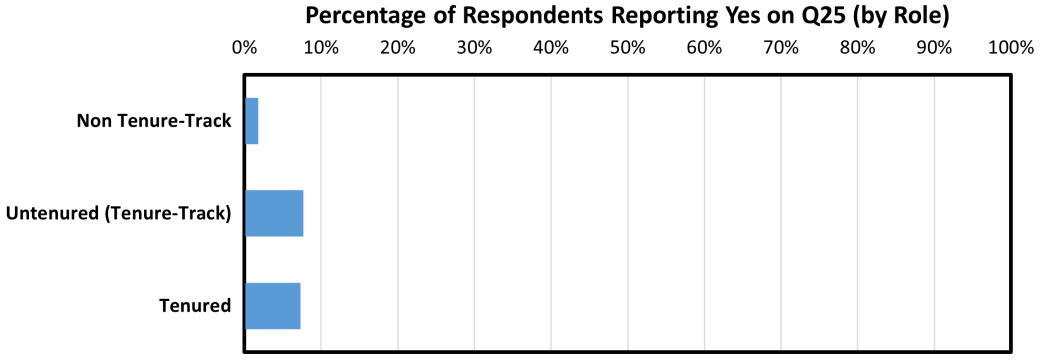


Figure 39. Relative results for Q25 (*Have you ever had a student appeal your assigned grade due to an act of plagiarism involving GAI?*), disaggregated by role.

3.26 Question 26: Frequency of Grade Changes

If so, was the grade changed?

Of the 10 survey participants who reported receiving a GAI-related grade appeal, 4 participants (40%) reported that the grade was changed, and the remaining 6 participants (60%) reported that the grade was not changed. For reference, according to the Office of the Provost, one of the two documented grade appeals resulted in a grade change (again, not all appeals reach the Office of the Provost).

3.27 Question 27: Optimism about the Future of Education

How optimistic are you about the future of higher education in the age of GAI?

This question asked participants to rate how optimistic they were about the future of higher education in the age of GAI using a Likert scale, from 1: 'Not at all' to 5: 'Highly.' The campus-wide aggregate results are shown in Figure 40.

Figure 41 breaks down the results by department and faculty role. Here, a score of 0 corresponds to the overall campus average. A positive score indicates that a department reported greater than average optimism, while a negative score indicates that a department reported lower than average optimism. For example, the department that reported the greatest amount of optimism was Marketing, Supply Chain Management & Economics. The department that reported the lowest amount of optimism was Political Science.

When it comes to faculty role, tenured faculty tended to report a lower amount of optimism, on average, than both non tenure-track faculty and untenured faculty.

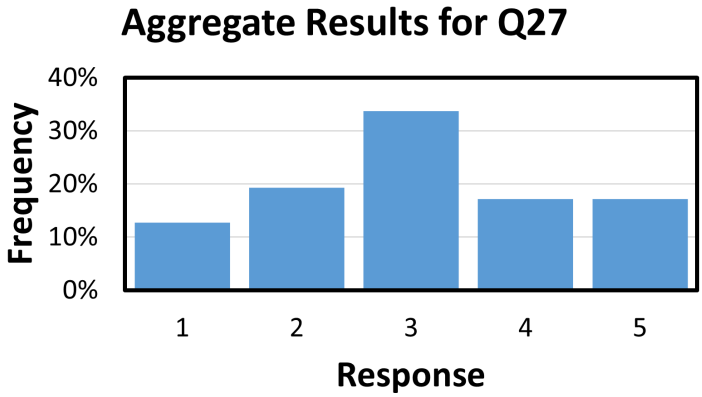
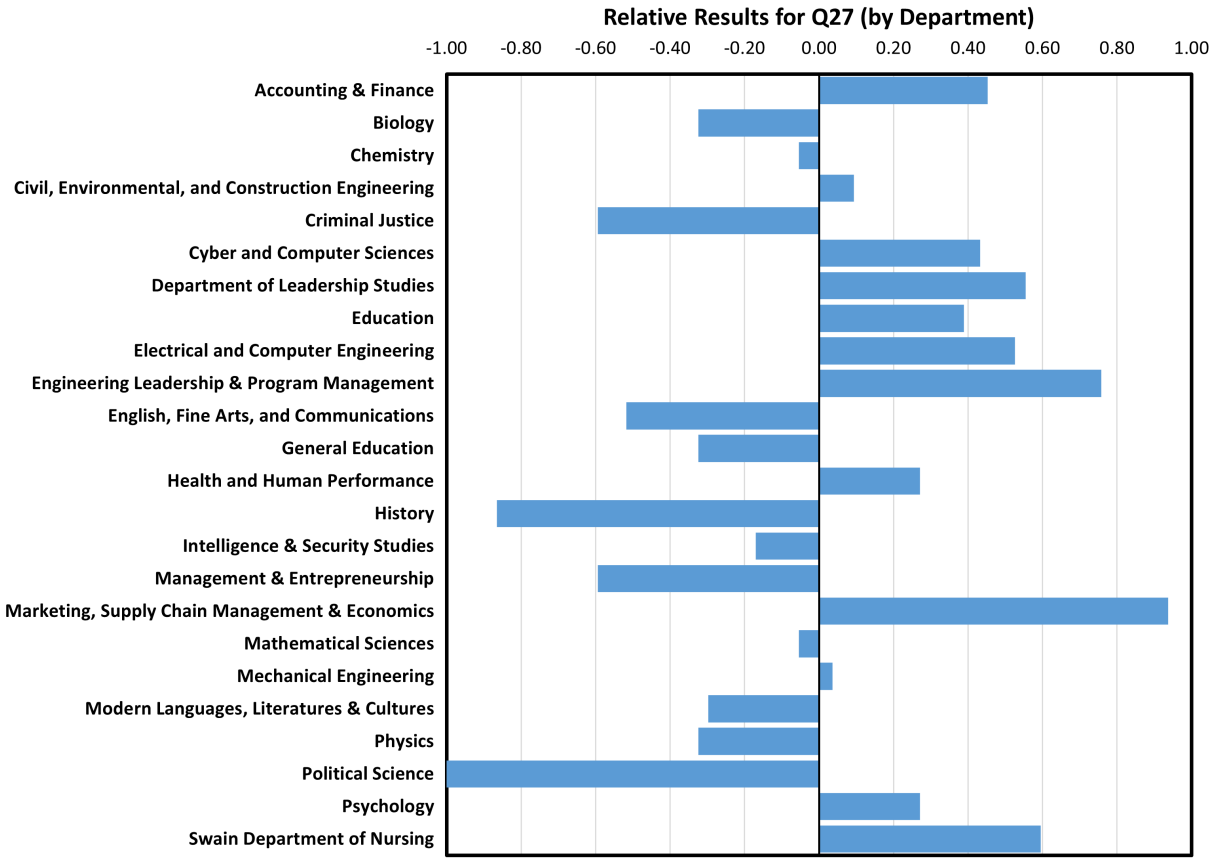


Figure 40. Campus-wide aggregate results for Q27 (*How optimistic are you about the future of higher education in the age of GAI?*).



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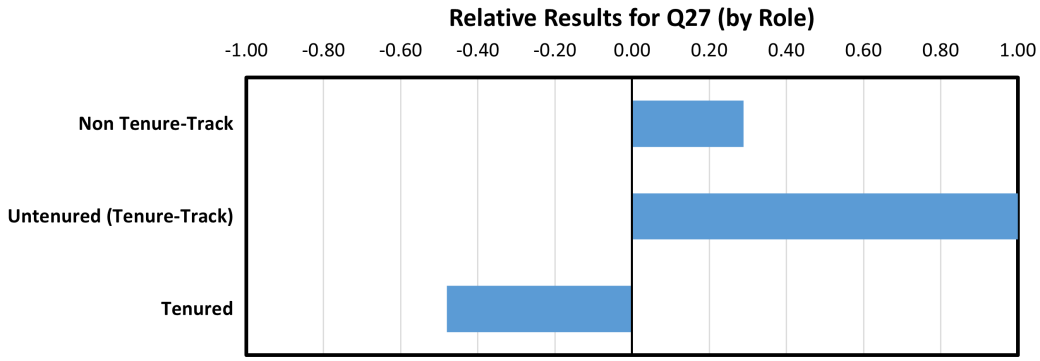


(b)

Figure 41. Relative results for Q27 (*How optimistic are you about the future of higher education in the age of GAI?*), disaggregated by (a) department, (b) role.

3.28 Question 28: Faculty Interest in Future Training

What kind of GAI-related training would you be interested in attending in the future?

Below are a few selected responses

> Comparing GAI work with actual student work. How to detect GAI use
>
> A walkthrough of how students may use AI, their level of input for a sample of assignments, and a breakdown of the level of quality and factual accuracy of the generated result.
>
> I believe GAI should be embraced. Any training that helps educators enable students with GAI.
>
> None. The whole concept undermines the point of learning in my field.
>
> How GAI is handled by the Honor Court
>
> A once a month optional training option would be good to have to stay up to date as things move quickly.
>
> I would like to take courses like the following: GAI literacy for students in the social sciences; GAI and Critical Thinking; The Future of Work and AI in the Social Sciences; Generative AI for Academic Research and Writing; AI and Public Policy Design; Creating multimedia content (videos, posters) with AI
>
> I wanted to share a course concept that I believe could significantly enhance our academic offerings and provide our students with a timely, practical understanding of artificial intelligence in business and organizational strategy. The course would be based on the strategic framework outlined in Ingrain AI, a book authored by John Munsell. This framework is designed to help organizations—from the executive suite to departmental teams—adopt and implement AI effectively. What makes this approach compelling is its focus on aligning AI tools with core business functions while training internal leaders to champion AI transformation within their teams. The curriculum could include modules on: AI strategy development for enterprise and SMBs Cross-functional deployment of AI (Finance, HR, Sales, Ops) Productivity optimization using current AI models Ethical considerations and organizational governance in AI "Train the Trainer" techniques to scale AI adoption internally I believe this course aligns well with our mission to prepare students for the evolving demands of the modern workplace. It also provides practical tools and a thought leadership angle that can differentiate our program.
>
> #1) I would want to see a technical training on how AI really works. Even if I do not understand all of the math, I would still like to see it and know what it does. #2) Similarly, I would want to see a technical training on how AI detection software actually works. Again, I may not understand all the math, but I want to know how it is deciding whether a piece of writing is AI-generated or not. #3) I would want to see a training on the types of software that help students avoid AI-detection (with examples, etc.)

3.29 Question 29: Faculty-Requested Guidance

What specific guidance, policies, or additional support would you want when it comes to GAI?

Below are a few selected responses:

> Guidelines and procedures to hold faculty accountable when it comes to GAI. There has been use of GAI in institutional procedure, including faculty evaluation. So far, there is no concrete policy and penalty to hold faculty accountable.
>
> I would like to see the faculty, staff, students, and administration truly support a faculty member's decision to not allow the use of GAI in one's classroom. Trainings to this point in time seem to not only favor its use but promotes it.
>
> Continued and unquestioned freedom to deny its use entirely in my courses; explicit acknowledgment by administration that some academic endeavors are simply not served by this technology in any substantive way.
>
> Think the school should have a clear policy on what would "count" as proof of using GAI when not allowed.
>
> clarification on standard of evidence required to take possible unauthorized use case to honor board
>
> A definite statement from the administration that faculty members have the authority to determine whether a student used GAI unethically or not.
>
> I would like to see an option where faculty can file academic integrity concerns with a faculty-led panel, first, and that panel decides if the misconduct occurred or not. From there, that panel can forward their findings to the Honor Court, with the understanding that the act is not in question anymore.
>
> It would be ideal if The Citadel had a single, clear, and consistent policy for how faculty should deal with plagiarism involving GAI. I know there is no one-size-fits-all solution, but right now it feels like the faculty are completely on their own. Right now it feels like the students know they can get away with using AI to cheat, either because they think the faculty do not know how to detect it, or because they know that the reliability of AI detectors has been called into question, or because the bar for conviction by the Honor Court is so high, or because they know that remediation is a more likely outcome than expulsion at present. It would be nice if The Citadel as a whole would take a hard line stance on "no cheating, even with AI," consistent with the Honor Code and the Core Values. In short, it would be nice if the administration would "side" with the faculty more often.
>
> A secondary court or judicial apparatus (made up of adults) that creates consequences for AI use. A database of students who have engaged in unauthorized AI use and have been reprimanded. This allows us to see if they have had a one-on-one discussion prior and now should not be offered a second chance.

3.30 Question 30: Faculty Additional Comments

Is there anything else you think we should know that was not addressed here?

Below are a few selected responses:

> The Citadel needs to think very carefully about the message it is sending to students when they are allowed to use GAI. Too many students this year see no point in attempting to do work themselves–the attitude is, "why bother when AI can do it for me?" This raises serious questions for the future of higher education, as well as whether students leave college prepared to participate in the civic life of society (not just earning a paycheck), whether they have the ability to think for themselves or to distinguish information from misinformation, especially as AI harvests its own hallucinations. It also raises questions of whether they can adapt when AI replaces their future jobs.

> I see a lot of two extremes when I talk to my colleagues about AI: they are either very optimistic and cavalier about it, or they are extremely pessimistic and have a grim perspective. I think that an open, honest discussion has become necessary to dispel myths, on both ends of the spectrum

> The fundamental issue with any short cuts (cheat, plagiarism, GAI, Generative human intelligence (Chegg, Course Hero, etc.)) is an undermining of the educational endeavor. Students who can not answer a question about why they are in a course or lecture, why they are being asked to complete a reading, assignment, or project will always be tempted to take the path of least resistance to completion. Particular technological tools can only be evaluated within a shared value system, centered on a common goal. Conversations about the honor code, GAI, and plagiarism should not be about the mis-use of tools; it should be about the activities and practices that lead to transformational learning, growth and preparation for our students.

> It seems to me that a lot of people take for granted that AI is somehow "better" than human beings at some (or even all) of the tasks that it is designed to do. My experience has been the opposite. AI software works for certain things, some of the time. But there are times when it makes incredibly stupid mistakes that even a small child would catch. Instead of recognizing that, a lot of people seem to assume that the AI is correct. As an institution of learning, we need to advocate for authentic intelligence over artificial intelligence. We need to teach our students that they can (and should) be better than AI when they graduate. They need to be able to recognize when AI makes mistakes. Statements such as "AI is the future; get on board or you'll be obsolete" and "Which version are you using? They came out with a better version last month" are not the answer. The real issue is, What kind of future do we want, and how can we prepare our students for it? Regardless of the version, AI software will always make mistakes, and our students need to be able to recognize that when it happens.

3.31 Question 31: Self-Reported Department

What is your Department?

This question asked faculty to report their department. The overall department response rates are shown in Figure 1.

3.32 Question 32: Self-Reported Role

Which of the following best describes your role at The Citadel?

This question asked faculty to report their role (*i.e.*, tenure status). Of the 178 who self-identified, 56 (roughly 31.5%) identified as Non Tenure-Track, 26 (roughly 14.6%) identified as Untenured (Tenure-Track), and 96 (roughly 53.9%) identified as Tenured.

4 CLIMATE INDICES

The following climate indices—Openness, Self-Confidence, Concern, Detection, Trust (in Turnitin), and Action—attempt to quantify the relative climate in each department when it comes to GAI-related issues. Each index draws from a department's responses to one or more of the survey questions, as summarized in Table 1. Each index ranges from -1 to $+1$, with 0 representing the campus-wide average. The full details of how each index was calculated are given in Appendix B.

This committee recognizes that no number can perfectly capture the climate of a group of people. Our intention in defining the climate indices is to show each department more or less where it stands relative to the other departments, and likewise when it comes to faculty role. These numbers should not be interpreted as objective metrics, but rather as proxy indicators meant to start conversations. The reader is advised to keep in mind each department's response rate (see Figure 1) when interpreting the climate indices.

Table 1. Correlation matrix relating each climate index to the survey questions from which it draws.

Question	**Openness**	**Self-Confidence**	**Concern**	**Detection**	**Trust (in Turnitin)**	**Action**
Q1		⋆				
Q2	⋆					
Q3	⋆	⋆				
Q4						
Q5						
Q6	⋆					
Q7			⋆			
Q8	⋆					
Q9			⋆			⋆
Q10			⋆			⋆
Q11			⋆		⋆	⋆
Q12					⋆	
Q13			⋆		⋆	
Q14			⋆			
Q15				⋆		
Q16						
Q17			⋆			
Q18			⋆			⋆
Q19	⋆					
Q20						⋆
Q21			⋆			⋆
Q22						⋆
Q23						
Q24						
Q25						
Q26						
Q27	⋆					
Q28						
Q29						
Q30						

4.1 Openness: How open are faculty to adopting GAI?

The Openness index takes into account the following considerations:

- How many tasks, in total, the group selected on Q2 (*Which of the following tasks would you trust a GAI agent to do?*)
- The fraction of the group reporting at least some training on Q3 (*Which of the following types of GAI-related training have you completed?*)
- How many benefits, in total, the group selected on Q6 (*What do you see as potential benefits of GAI in education?*)
- How many types of assignments, in total, the group selected on Q8 (*On which of the following types of assignments have you allowed your students to use GAI?*)
- How high the group's average score was on Q19 (*How would you rate the quality of GAI-produced work in your field?*)
- How high the group's average score was on Q27 (*How optimistic are you about the future of higher education in the age of GAI?*)

These are averaged in an apples-to-apples manner, as described in Appendix B. An Openness index of 0 corresponds to the campus-wide average Openness index. A positive Openness index indicates that the group may be more 'open' than average, while a negative Openness index indicates that the group may be less 'open' than average.

Figure 42 shows a comparison of Openness indices by department and by faculty role. The department most 'open' to adopting GAI, according to the Openness index, is Cyber and Computer Sciences. The department least 'open' to adopting GAI appears to be History. It must be emphasized that a negative Openness index does *not* necessarily mean that a department is *averse* to adopting GAI; it simply means that it is less open than the average department at The Citadel. Furthermore, depending on the department, openness to adopting GAI may or may not be a good thing. We leave such interpretation to the reader.

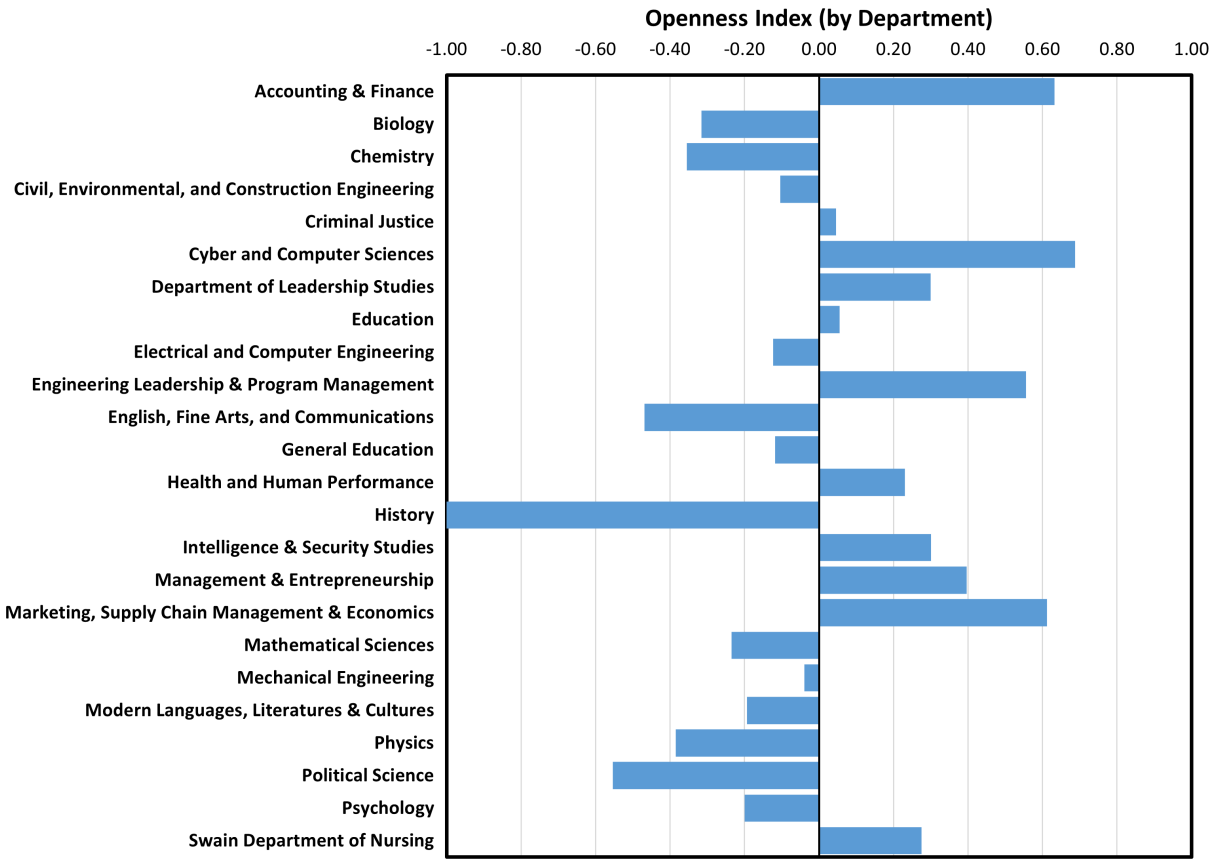
When it comes to faculty role, untenured faculty appear to be more 'open' to adopting GAI, on average, than both non tenure-track and tenured faculty.

4.2 Self-Confidence: How confident are faculty in their knowledge of GAI?

The Self-Confidence index takes into account the following considerations:

- The group's average score on Q1 (*How knowledgeable are you when it comes to GAI?*)
- The fraction of the group reporting at least some training on Q3 (*Which of the following types of GAI-related training have you completed?*)

In particular, the Self-Confidence index measures the apples-to-apples *difference* between a group's self-reported knowledge and its self-reported training, as described in Appendix B. A Self-Confidence index of 0 means that the group's self-reported knowledge matches exactly its self-reported training. A positive Self-Confidence index indicates that, on average, the group reported more knowledge than training, while a negative Self-Confidence index indicates that, on average, the group reported less knowledge than training.



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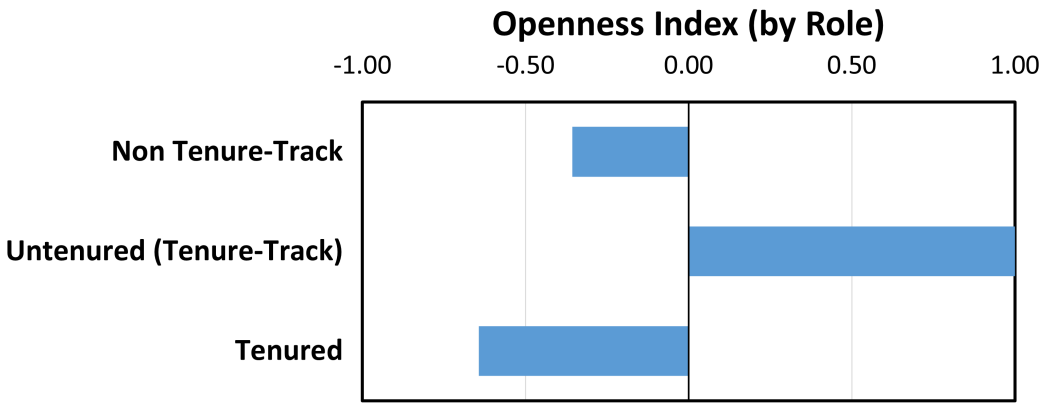
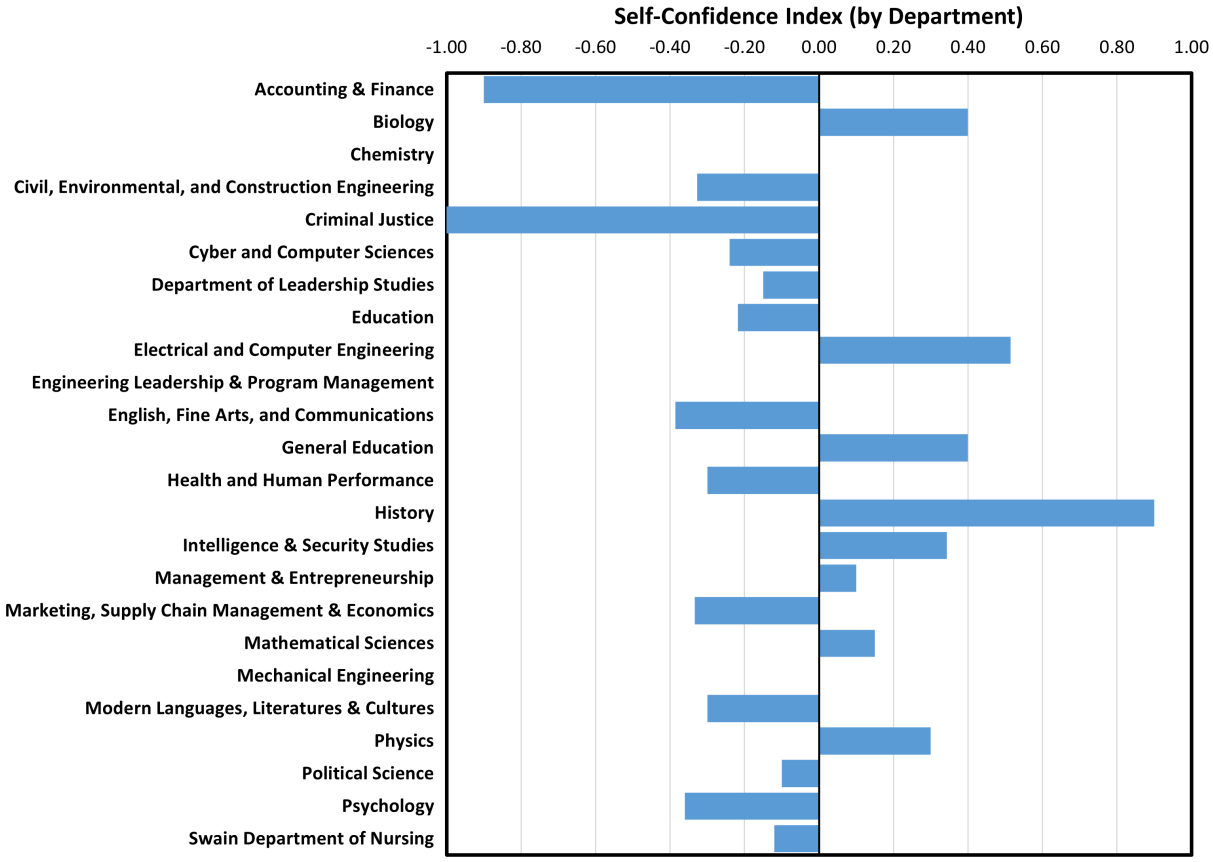


(b)

Figure 42. Openness index (*How open are faculty to adopting GAI?*) by (a) department and (b) role. An Openness index of zero corresponds to the campus-wide average.



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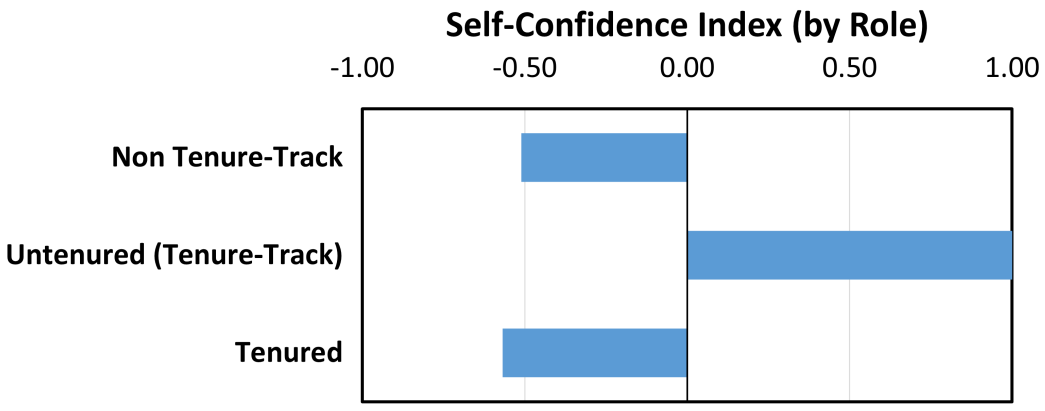


(b)

Figure 43. Self-Confidence index (*How confident are faculty in their knowledge of GAI?*) by (a) department and (b) role. A Self-Confidence index of zero means that the group's self-reported knowledge matches exactly its self-reported training.

Figure 43 shows a comparison of Self-Confidence indices by department and by faculty role. For example, the most 'self-confident' department, according to the Self-Confidence index, appears to be History. The least 'self-confident' department would seem to be Criminal Justice.

When it comes to faculty role, untenured faculty appear to be more 'self-confident' than both non tenure-track and tenured faculty.

4.3 Concern: How concerned are the faculty about student misuse of GAI?

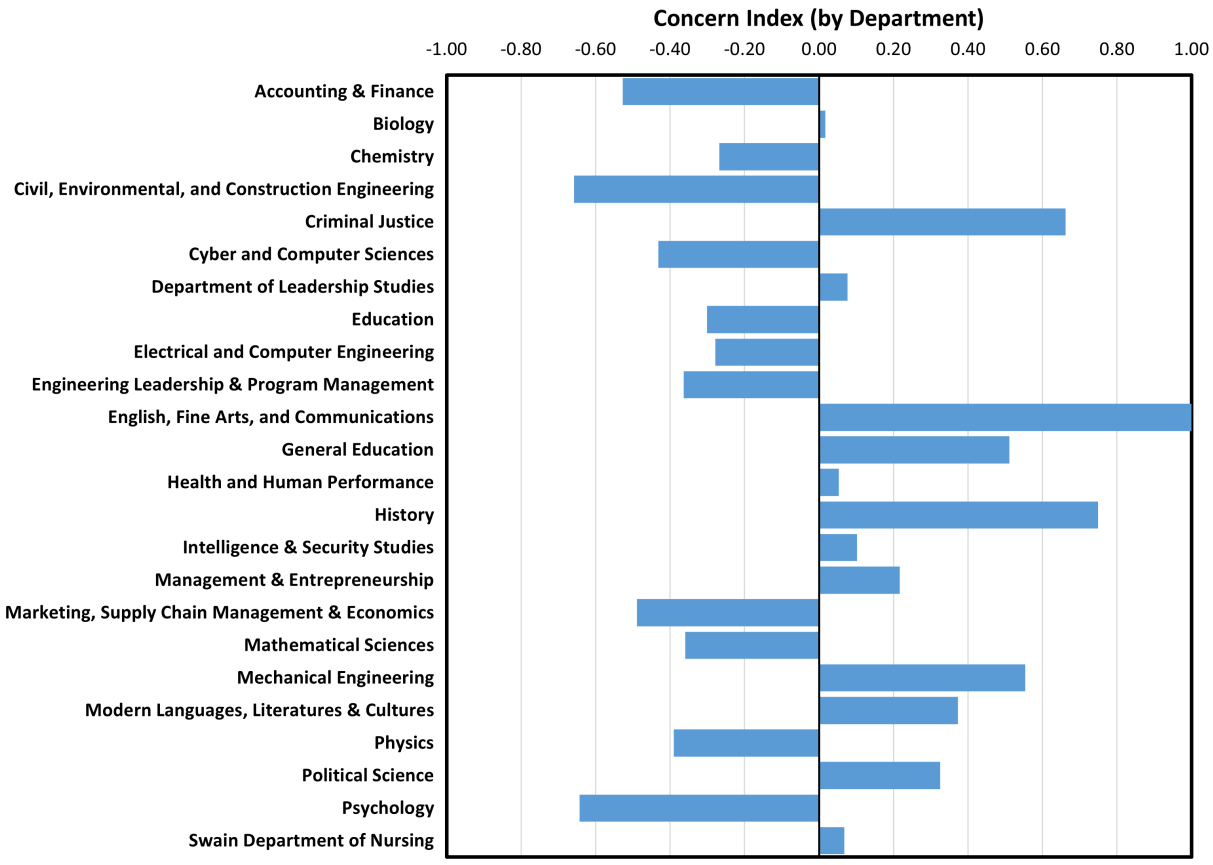
The Concern index takes into account the following considerations:

- How many risks, in total, the group selected on Q7 (*What do you see as potential risks of GAI in education?*)
- How many strategies, in total, the group selected on Q9 (*Which of the following strategies have you used to address the potential use of GAI on your assignments?*)
- The proportion of the group that selected 'Yes' on Q10 (*Do you have a single, consistent statement on the use of GAI in each of your syllabi and Canvas courses?*)
- The proportion of the group that selected 'Yes' on Q11 (*Have you ever used Turnitin to check for unauthorized use of GAI?*)
- How low the group's average score was on Q13 (*Approximately what minimum percentage of GAI-produced content, as estimated by Turnitin, do you believe requires follow-up action?*)
- The proportion of the group that selected 'Yes' on Q14 (*Have you ever encountered student work that you suspect involved the unauthorized use of GAI?*)
- How many abuses, in total, the group selected on Q17 (*In which of the following ways have you observed or do you suspect that your students misuse GAI?*)
- The proportion of the group that selected at least one consequence on Q18 (*Which of the following consequences have you imposed or would you impose for unacknowledged or unauthorized use of GAI?*)
- The proportion of the group that selected 'Yes' on Q21 (*Do you believe that unauthorized use of GAI is an Honor Violation (a violation of the Honor Code)?*)

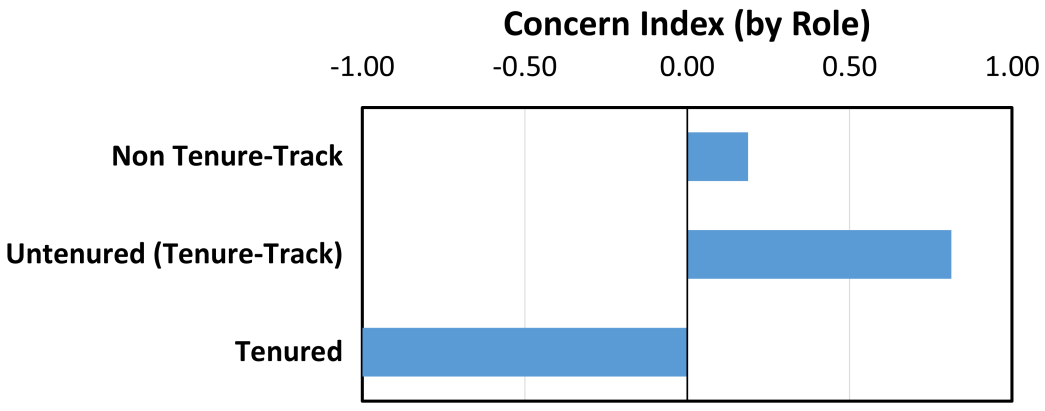
These are averaged in an apples-to-apples manner, as described in Appendix B. A Concern index of 0 corresponds to the campus-wide average Concern index. A positive Concern index indicates that the group may be more 'concerned' than average, while a negative Concern index indicates that the group may be less 'concerned' than average.

Figure 44 shows a comparison of Concern indices by department and by faculty role. For instance, the most 'concerned' department on campus, according to the Concern index, appears to be English, Fine Arts, and Communications. The least 'concerned' department would appear to be either Civil, Environmental, and Construction Engineering or Psychology. As in the case of the Openness index, it must be emphasized that a negative Concern index does *not* necessarily mean that a department is *unconcerned* about student misuse of GAI; it simply means that it is less concerned than the average department at The Citadel.

When it comes to faculty role, it seems that untenured faculty tend to be more 'concerned,' on average, than both non tenure-track and tenured faculty.



(a)



(b)

Figure 44. Concern index (*How concerned are the faculty about student misuse of GAI?*) by (a) department and (b) role. A Concern index of zero corresponds to the campus-wide average.

4.4 Detection: How frequently are faculty seeing students misuse GAI?

The Detection index is an indicator of the group's average score on Q15 (*Roughly how many times per semester do you encounter student work that you suspect involved the unauthorized use of GAI?*). Figure 45 shows a comparison of Detection indices by department and by faculty role. Note that Figure 45 is identical to Figure 26. The department that reported the most cases of GAI misuse was Modern Languages, Literatures, & Cultures. The department that reported the fewest cases of GAI misuse was Psychology. In fact, Psychology was the only department that reported *zero* cases of GAI misuse. When it comes to faculty role, untenured faculty tended to report the least amount of GAI misuse, on average.

4.5 Trust (in Turnitin): How much do faculty trust Turnitin to detect GAI?

The Trust (in Turnitin) index takes into account the following considerations:

- The proportion of the group that selected 'Yes' on Q11 (*Have you ever used Turnitin to check for unauthorized use of GAI?*)
- The group's average score on Q12 (*How confident are you in Turnitin's ability to detect GAI-produced work?*)
- How low the group's average score was on Q13 (*Approximately what minimum percentage of GAI-produced content, as estimated by Turnitin, do you believe requires follow-up action?*)

These are averaged in an apples-to-apples manner, as described in Appendix B. A Trust (in Turnitin) index of 0 corresponds to the campus-wide average Trust (in Turnitin) index. A positive Trust (in Turnitin) index indicates that the group may be more 'trusting' of Turnitin than average, while a negative score indicates that the group may be less 'trusting' of Turnitin than average.

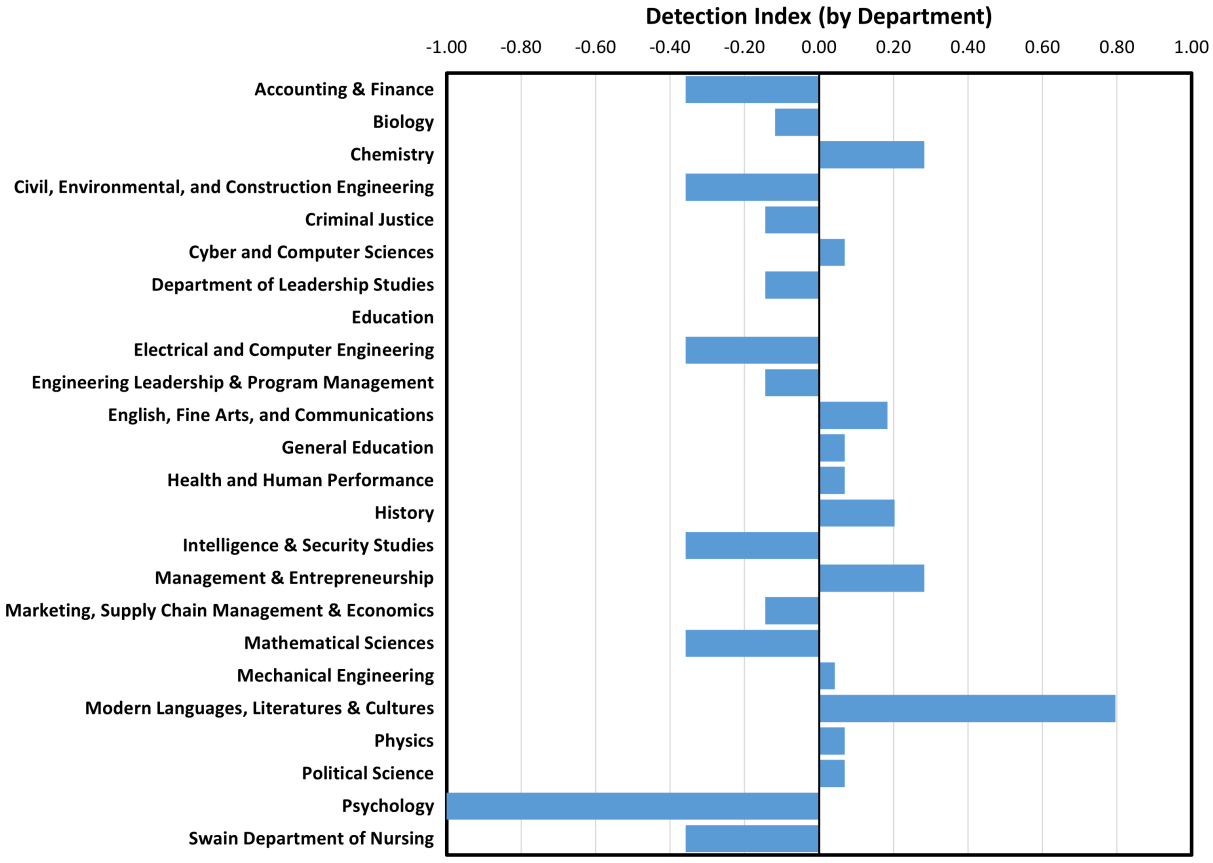
Figure 46 shows a comparison of Trust (in Turnitin) indices by department and by faculty role. The department most 'trusting' of Turnitin, according to the Trust (in Turnitin) index, appears to be Political Science. The department least 'trusting' of Turnitin seems to be either Civil, Environmental, and Construction Engineering or Physics. As in the case of the Openness and Concern indices, it must be emphasized that a negative Trust (in Turnitin) index does *not* necessarily mean that a department *distrusts* Turnitin; it simply means that it is less 'trusting' of Turnitin than the average department at The Citadel.

When it comes to faculty role, tenured faculty appear to be less 'trusting' of Turnitin, on average, than both non tenure-track and untenured faculty.

4.6 Action: How much are faculty doing to deter student misuse of GAI?

The Action index takes into account the following considerations:

- How many strategies, in total, the group selected on Q9 (*Which of the following strategies have you used to address the potential use of GAI on your assignments?*)
- The proportion of the group that selected 'Yes' on Q10 (*Do you have a single, consistent statement on the use of GAI in each of your syllabi and Canvas courses?*)



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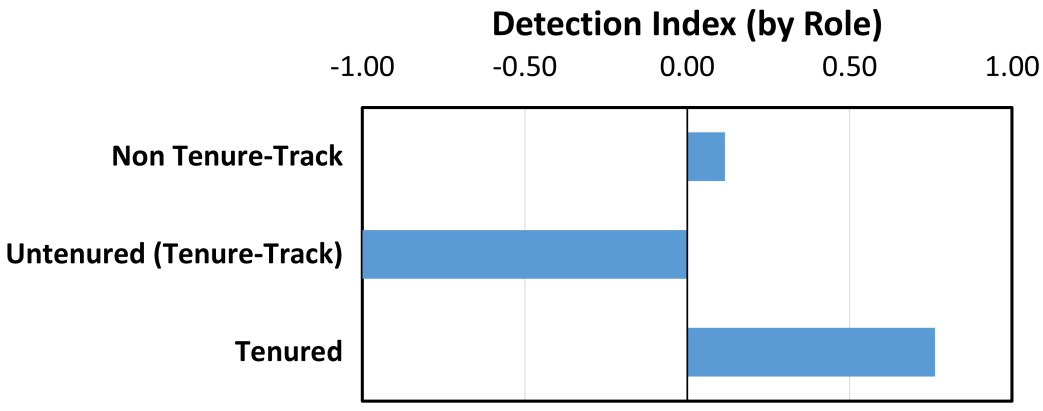
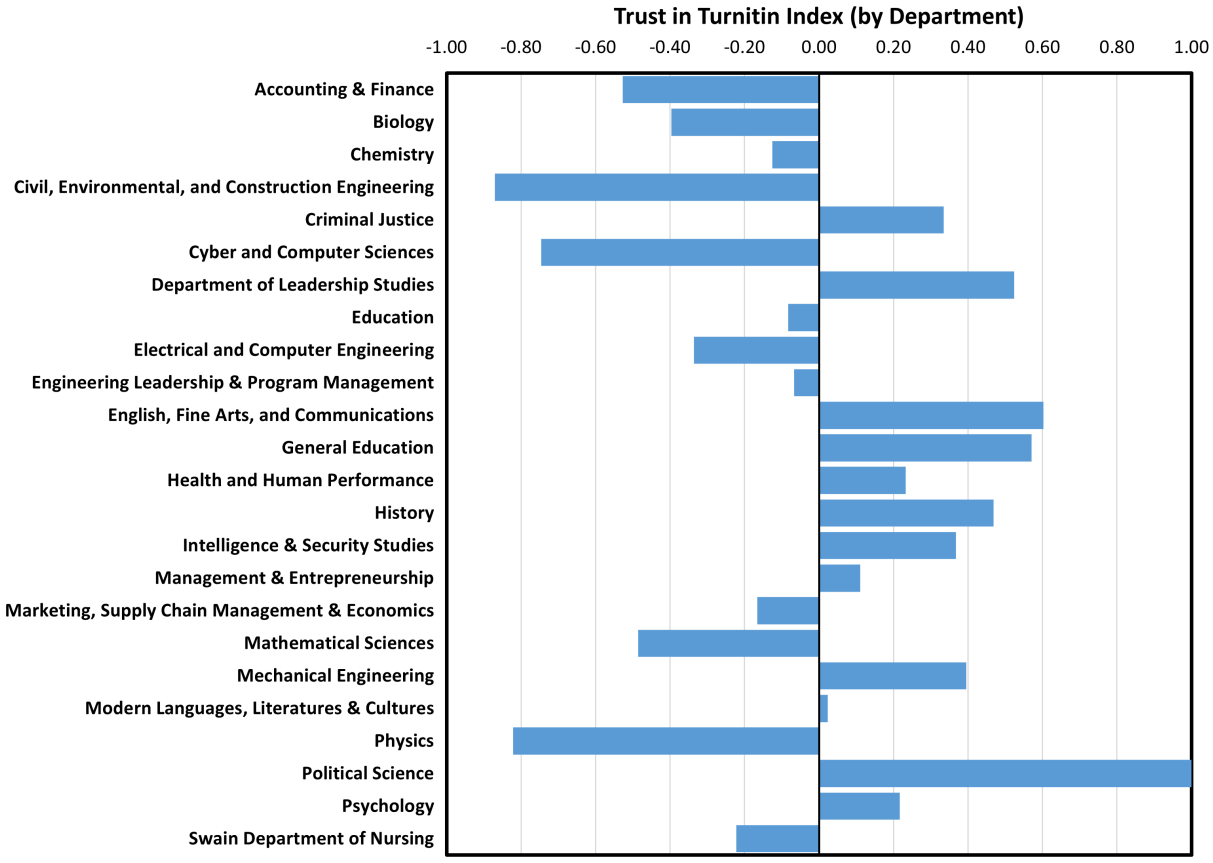


(b)

Figure 45. Detection index (*How frequently are faculty seeing students misuse GAI?*) by (a) department and (b) role. A Detection index of zero corresponds to the campus-wide average.



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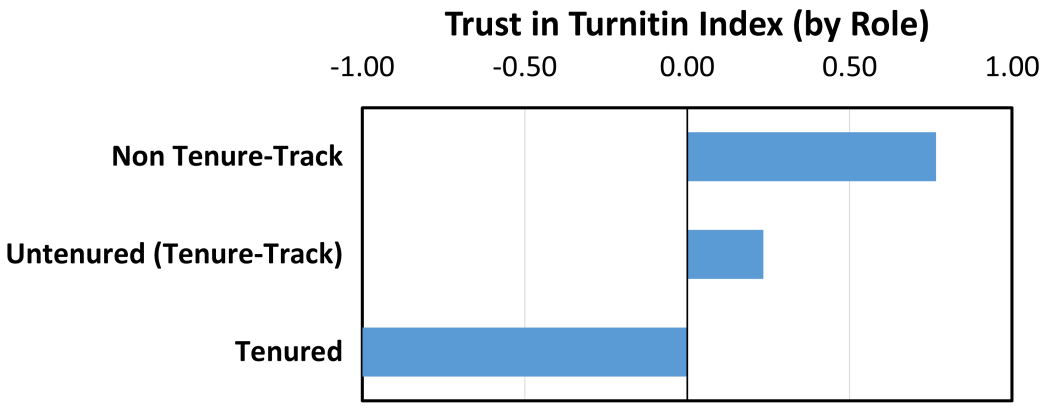


(b)

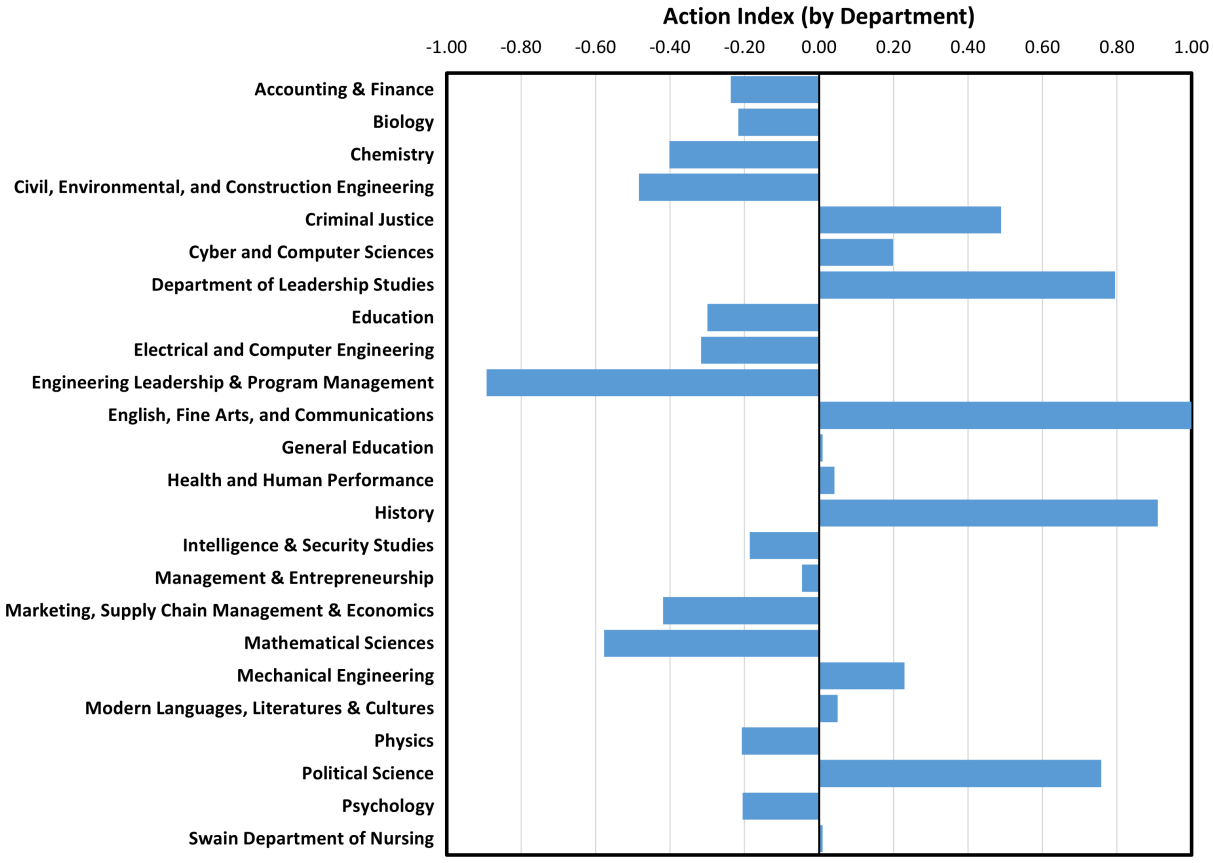
Figure 46. Trust (in Turnitin) index (*How much do faculty trust Turnitin to detect GAI?*) by (a) department and (b) role. A Trust (in Turnitin) index of zero corresponds to the campus-wide average.

- The proportion of the group that selected 'Yes' on Q11 (*Have you ever used Turnitin to check for unauthorized use of GAI?*)
- How many consequences, in total, the group selected on Q18 (*Which of the following consequences have you imposed or would you impose for unacknowledged or unauthorized use of GAI?*)
- The proportion of the group that selected 'Yes' on Q20 (*Are you familiar with The Citadel's Honor Manual and what it says about plagiarism?*)
- The proportion of the group that selected 'Yes' on Q21 (*Do you believe that unauthorized use of GAI is an Honor Violation (a violation of the Honor Code)?*)
- The proportion of the group that selected 'Yes' on Q22 (*Have you ever referred a student to the Honor Committee for an Honor Violation involving GAI?*)

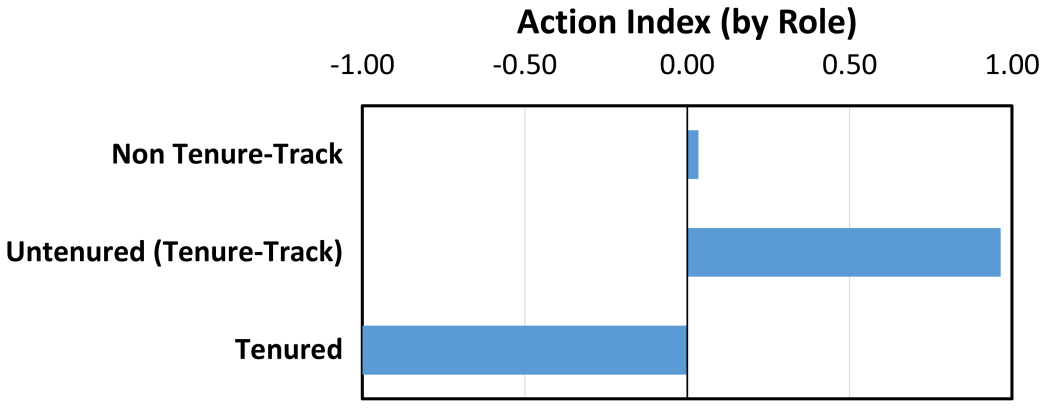
These are averaged in an apples-to-apples manner, as described in Appendix B. An Action index of 0 corresponds to the campus-wide average Action index. A positive Action index indicates that the group may be more 'active' than average, while a negative Action index indicates that the group may be less 'active' than average.

Figure 47 shows a comparison of Action indices by department and by faculty role. The most 'active' department, according to the Action index, is English, Fine Arts, & Communications. The least 'active' department would seem to be Engineering Leadership & Program Management. Once again, it must be emphasized that a negative Action index does *not* necessarily mean that a department is *inactive*; it simply means that it is less 'active' than the average department at The Citadel.

When it comes to faculty role, it would appear that untenured faculty tend to be more 'active' than average, while tenured faculty tend to be less 'active' than average.



(a)



(b)

Figure 47. Action index (*How much are faculty doing to deter student misuse of GAI?*) by (a) department and (b) role. An Action index of zero corresponds to the campus-wide average.

5 CLIMATE BY SCHOOL/DEPARTMENT

Figures 48-71 show the climate indices grouped by school and department

5.1 Tommy & Victoria Baker School of Business

5.1.1 Accounting & Finance

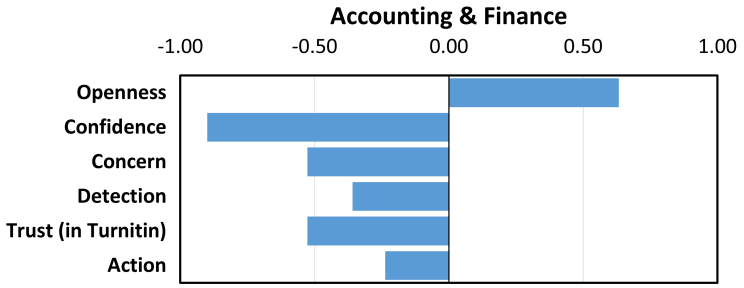


Figure 48. Climate indices for Accounting & Finance.

5.1.2 Management & Entrepreneurship

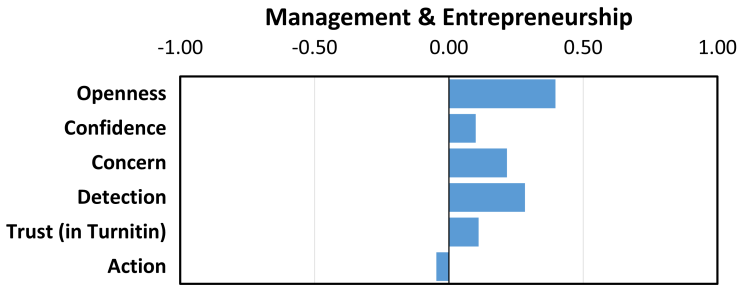


Figure 49. Climate indices for Management & Entrepreneurship.

5.1.3 Marketing, Supply Chain Management & Economics

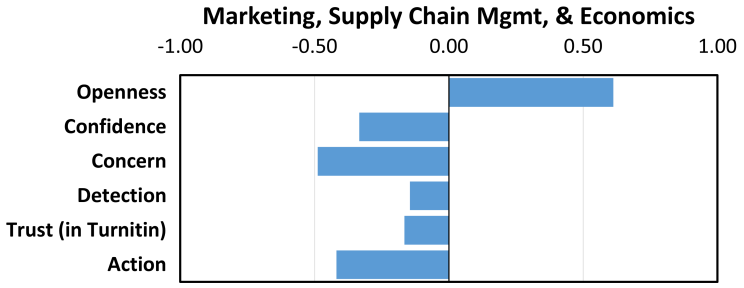


Figure 50. Climate indices for Marketing, Supply Chain Management & Economics.

5.2 Zucker Family School of Education

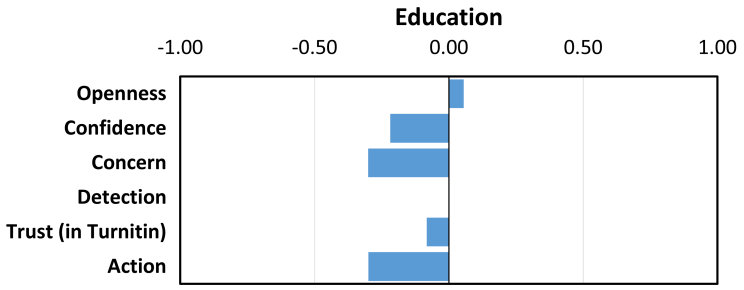


Figure 51. Climate indices for the Zucker Family School of Education.

5.3 School of Engineering

5.3.1 Civil, Environmental, and Construction Engineering

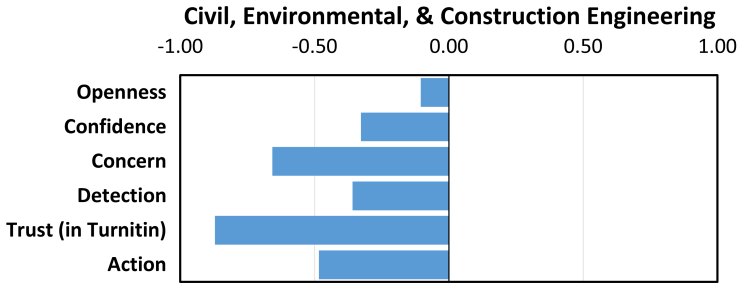


Figure 52. Climate indices for Civil, Environmental, and Construction Engineering.

5.3.2 Electrical and Computer Engineering

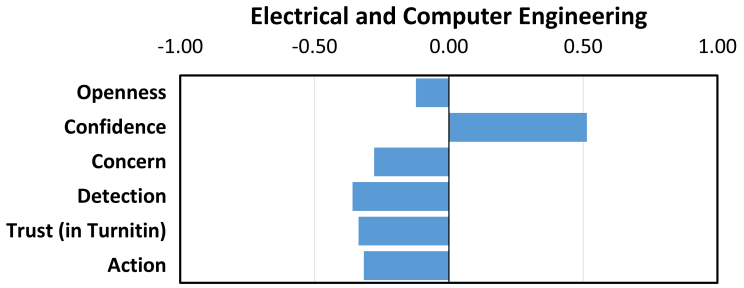


Figure 53. Climate indices for Electrical and Computer Engineering.

5.3.3 Engineering Leadership & Program Management

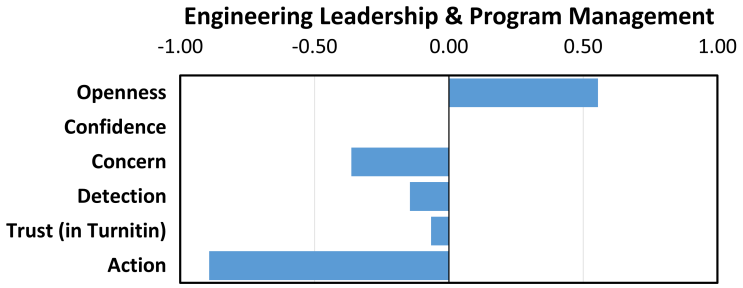


Figure 54. Climate indices for Engineering Leadership & Program Management.

5.3.4 Mechanical Engineering

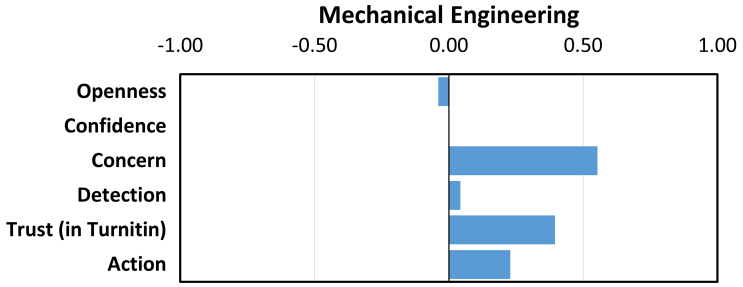


Figure 55. Climate indices for Mechanical Engineering.

5.4 General Education

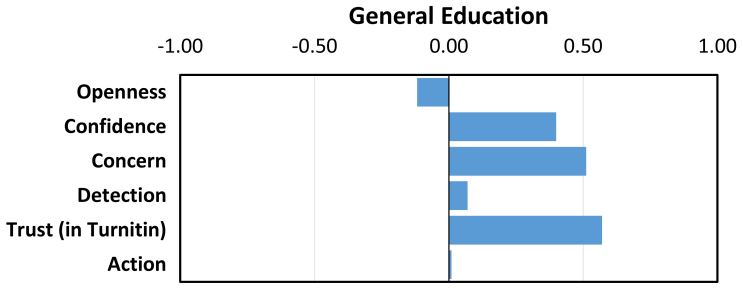


Figure 56. Climate indices for General Education.

5.5 School of Humanities and Social Sciences

5.5.1 Criminal Justice

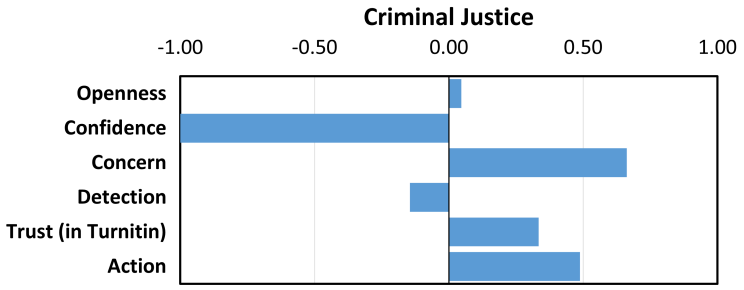


Figure 57. Climate indices for Criminal Justice.

5.5.2 English, Fine Arts, and Communications

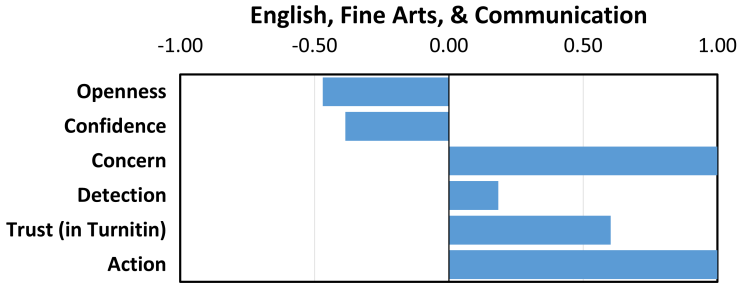


Figure 58. Climate indices for English, Fine Arts, and Communications.

5.5.3 History

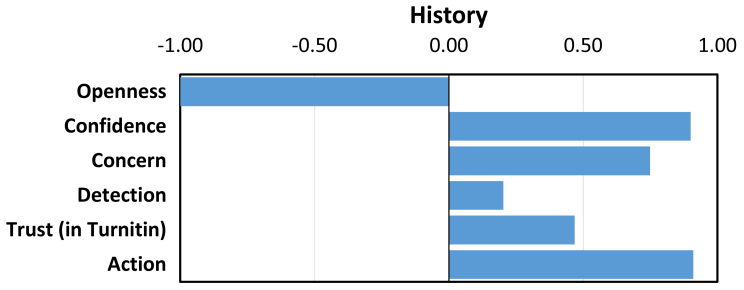


Figure 59. Climate indices for History.

5.5.4 Intelligence & Security Studies

Figure 60. Climate indices for Intelligence & Security Studies.

5.5.5 Modern Languages, Literatures & Cultures

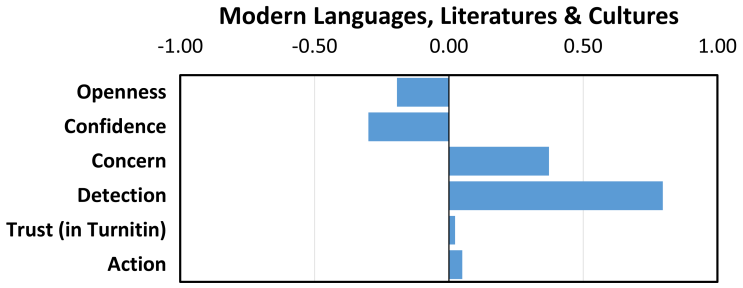


Figure 61. Climate indices for Modern Languages, Literatures & Cultures.

5.5.6 Political Science

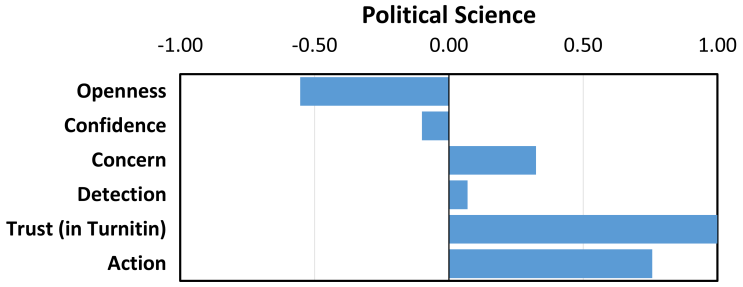


Figure 62. Climate indices for Political Science.

5.5.7 Psychology

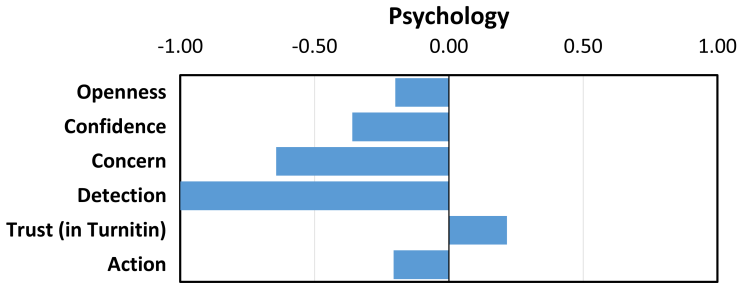


Figure 63. Climate indices for Psychology.

5.6 Department of Leadership Studies

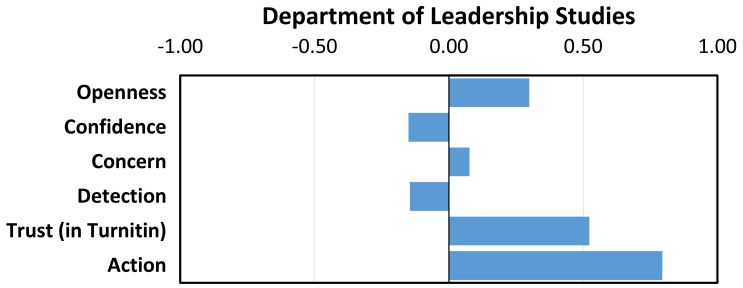


Figure 64. Climate indices for Leadership Studies.

5.7 Swain Family School of Science and Mathematics

5.7.1 Biology

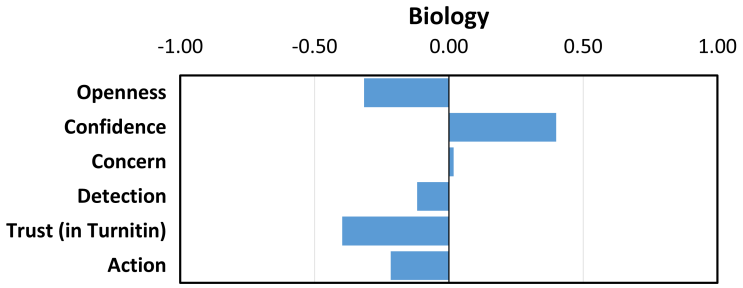


Figure 65. Climate indices for Biology.

5.7.2 Chemistry

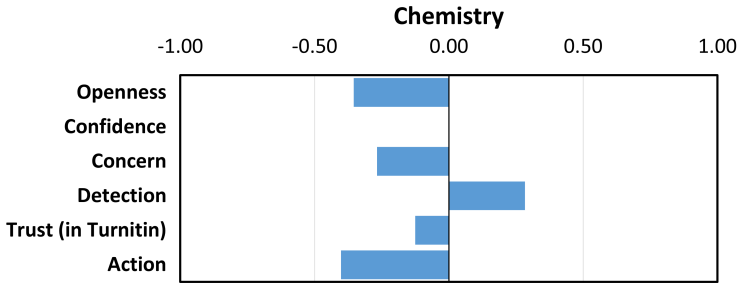


Figure 66. Climate indices for Chemistry.

5.7.3 Cyber and Computer Sciences

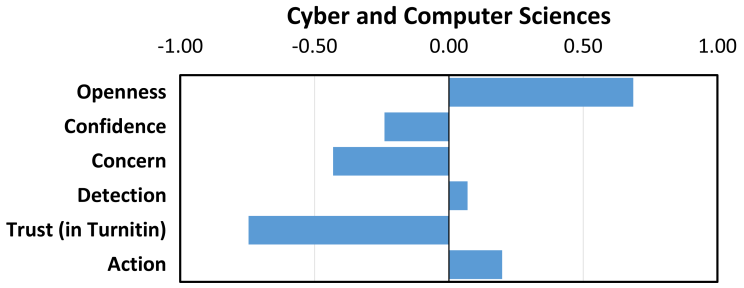


Figure 67. Climate indices for Cyber and Computer Sciences.

5.7.4 Health and Human Performance

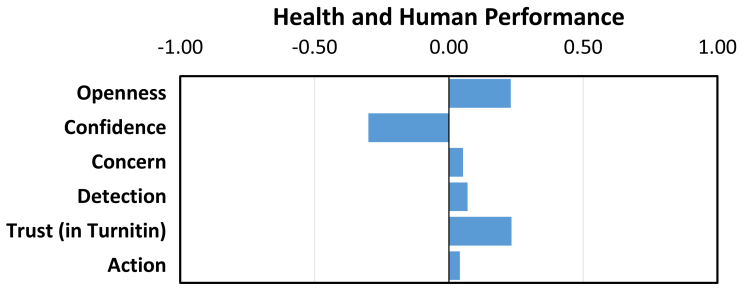


Figure 68. Climate indices for Health and Human Performance.

5.7.5 Mathematical Sciences

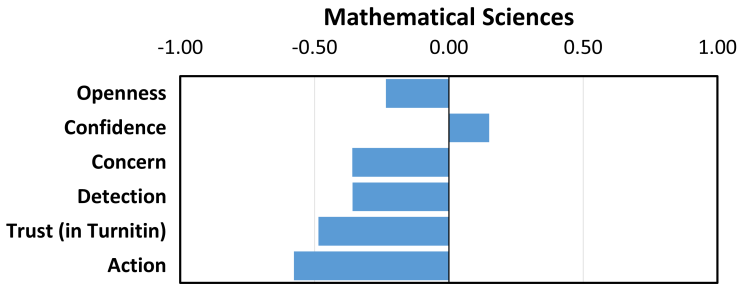


Figure 69. Climate indices for Mathematical Sciences.

5.7.6 Swain Department of Nursing

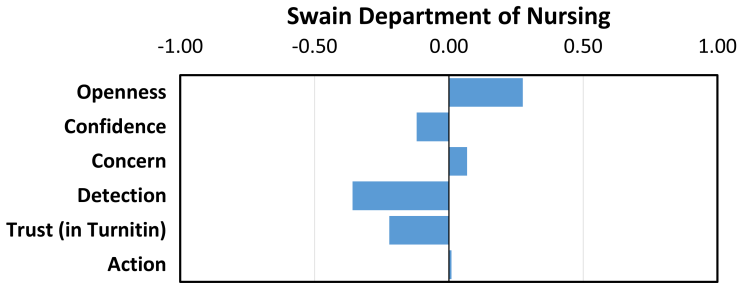


Figure 70. Climate indices for Nursing.

5.7.7 Physics

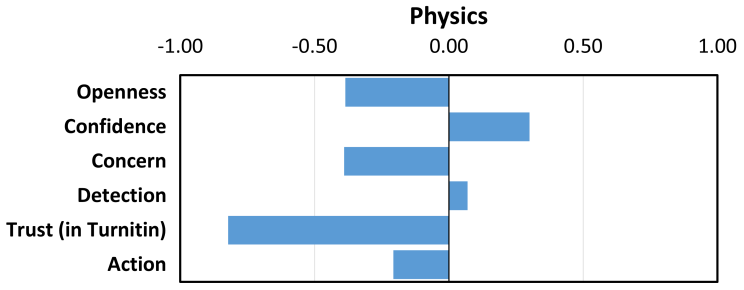


Figure 71. Climate indices for Physics.

6 CLIMATE BY FACULTY ROLE

Figures 72-74 show the climate indices grouped by faculty role.

6.1 Non Tenure-Track

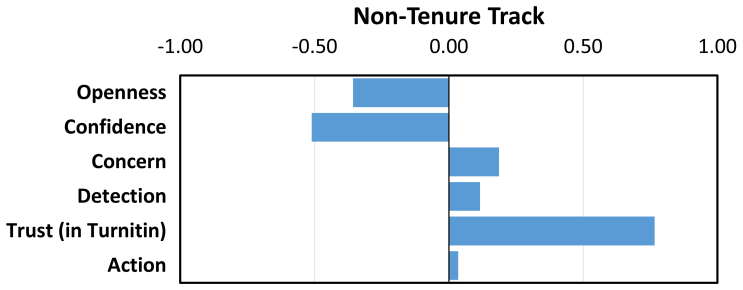


Figure 72. Climate indices for Non Tenure-Track faculty.

6.2 Untenured (Tenure-Track)

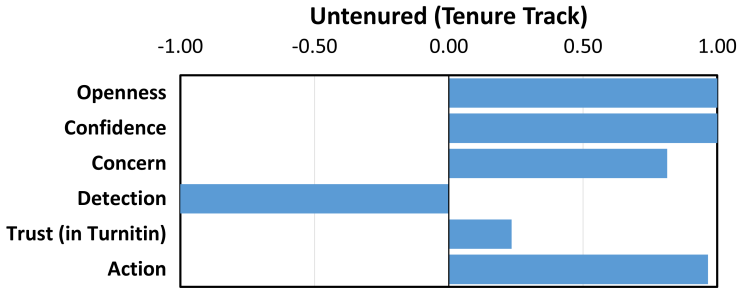


Figure 73. Climate indices for Untenured (Tenure-Track) faculty.

6.3 Tenured

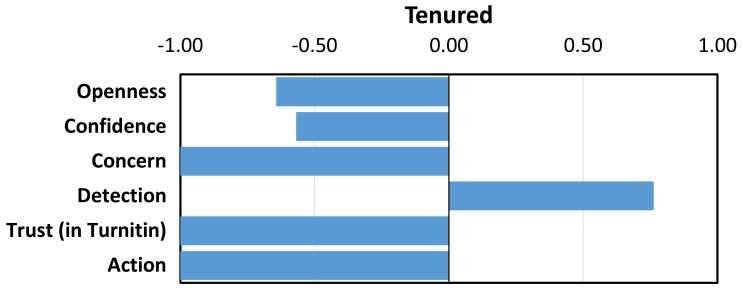


Figure 74. Climate indices for Tenured faculty.

7 CONCLUSIONS AND RECOMMENDATIONS

It will not surprise anyone that different faculty hold very different views concerning the appropriate use of GAI in higher education. In the words of one survey respondent:

> I see a lot of two extremes when I talk to my colleagues about AI: they are either very optimistic and cavalier about it, or they are extremely pessimistic and have a grim perspective. I think that an open, honest discussion has become necessary to dispel myths, on both ends of the spectrum.

It is hoped that the data presented in this report will serve as both a springboard and a valuable resource for such campus-wide conversations.

Although this committee ultimately leaves the interpretation of the survey results to the reader, we believe that all readers can reasonably agree on at least two conclusions:

1. Everyone on campus stands to benefit from additional education and training on matters of GAI in higher education
2. A non-negligible subset of the faculty perceives either an ambiguity in The Citadel's existing GAI policy, or else an inconsistency between policy and action

Accordingly, this committee recommends the following:

1. That stakeholders representing the entire institution—faculty, staff, students, administration, and alumni—come together in good faith; objectively evaluate The Citadel's existing GAI-related policies (and their enforcement) in light of the results of the present survey; formulate a single, consistent, and unambiguous GAI Policy to address any and all concerns; and commit to that new policy, unequivocally, moving forward
2. That all faculty, staff, students, and administrators be required to complete mandatory, third-party GAI training on a recurring basis. At minimum, this training should address:
   a. What GAI is and how it works: the "nuts and bolts" of LLM's
   b. What GAI can do and does well
   c. What GAI cannot do or does poorly
   d. The practical ways in which GAI is actually used in different fields and industries
   e. The benefits to be gained from using GAI properly
   f. The pitfalls (and practical, real-world consequences) of over-relying on or otherwise misusing GAI
   g. The prevalence of GAI use/misuse by students
   h. Best practices for course, assignment, and assessment design in the age of GAI
   i. Best practices for GAI detection, with or without third-party detection software
   j. The Citadel's newly affirmed GAI Policy and its enforcement

   Due to the rapid evolution of GAI technology, such training will need to be updated each time it is offered.

COMMITTEE MEMBERSHIP

- **JENNIFER ADAIR**: Senior Instructor; English, Fine Arts & Communications
- **ADAM DEVORIA**: Assistant Professor; Mechanical Engineering
- **JESSICA HIGDON (EX OFFICIO)**: Assistant Provost for Teaching and Learning, and Director for the Center for Excellence and Innovation in Teaching, Learning, and Distance Education (CEITL&DE)
- **RENE HURKA**: Instructor; Physics
- **SCOTT LUCAS**: Professor and Head; English, Fine Arts & Communications
- **JORDANA NAVARRO**: Faculty Advisor to the Honor Court and Associate Professor; Cyber and Computer Sciences
- **JOHN SANDERS (CHAIR)**: Associate Professor; Mechanical Engineering
- **CRAIG STREETER (EX OFFICIO)**: Associate Director for Honor and Character Development; Krause Center for Leadership and Ethics
- **ANDREW WILLIAMS (EX OFFICIO)**: Dean; School of Engineering

ACKNOWLEDGMENTS

The committee members wish to thank the Faculty Senate for voting to constitute this committee; Provost Selden and Associate Provost Bower for providing valuable feedback on the survey questions; and Kelley Kinney, Cara Dombroski, and Pamela T. King in the Office of Institutional Research for digitizing and implementing the survey.

FUNDING STATEMENT

The committee members declare that no funds, grants, or other compensation were received during the preparation of this report.

DATA AVAILABILITY AND CONFIDENTIALITY

The committee members declare that they do not have, nor have they ever had, access to the raw, disaggregated survey results: only to the aggregated and partially disaggregated results presented here. Requests for any data related to this report should be directed to the Office of Institutional Research. Note that any such requests may be denied in order to maintain the confidentiality of the survey responses. In particular, let it be known that this committee has instructed the Office of Institutional Research never to disaggregate the survey responses by both department and tenure status simultaneously, at any time or for any reason, as that could compromise the anonymity of the responses.

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[1] *The Honor Manual of the South Carolina Corps of Cadets*. The Citadel, The Military College of South Carolina.

[2] Mushal, A., 2023. Faculty Senate Meeting Minutes for November 10th, 2023.

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[4] Stone, B. W., 2025. "Generative AI in higher education: Uncertain students, ambiguous use cases, and mercenary perspectives". *Teaching of Psychology (Special Issue: Artificial Intelligence and the Teaching of Psychology),* ***52***(3), pp. 347–356.

APPENDIX A SURVEY QUESTIONS

1. How knowledgeable are you when it comes to GAI? [Likert scale, from 1: 'Not at all' to 5: 'Highly']
2. Which of the following tasks would you trust a GAI agent to do? Check all that apply.
    - Grade assignments
    - Grade exams
    - Create assignments
    - Create rubrics
    - Write a textbook
    - Tutor students
    - Provide feedback to students
    - Do a literature search
    - Analyze data
    - Record meeting minutes
    - Summarize meeting minutes
    - Program assessment
    - Diagnose a student with a learning disability
    - Design an airplane
    - Perform surgery
    - Create a legal defense
    - Select the best candidate for a job
    - None of the above
3. Which of the following types of GAI-related training have you completed? Check all that apply.
    - No training whatsoever
    - Trainings offered through the Citadel
    - Trainings offered outside the Citadel (please describe)
4. Rate the extent to which you have experienced pressure to use GAI [Likert scale, from 1: 'Little or no pressure' to 5: 'Significant pressure']
5. Rate the extent to which you have experienced encouragement to use GAI [Likert scale, from 1: 'Little or no encouragement' to 5: 'Significant encouragement']
6. What do you see as potential benefits of GAI in education? Check all that apply.
    - Improved accessibility
    - Increased creativity/
    - Research support
    - Improved writing skills
    - Enhanced writing instruction
    - Content development
    - Assignment design

- Tutoring/personalized learning
- Automating administrative tasks
- Preparing students for the
- Other (please specify)
- None of the above

7. What do you see as potential risks of GAI in education? Check all that apply.

   - Academic dishonesty/Plagiarism
   - Diminished ownership of one's actions or decisions
   - Diminished work ethic
   - Loss of writing skills
   - Loss of critical thinking skills
   - Lack of accountability
   - Data privacy breach
   - Misinformation and/or disinformation
   - Perpetuating societal biases
   - Widening the equity gap
   - Other (please specify)
   - None of the above

8. On which of the following types of assignments have you allowed your students to use GAI? Check all that apply.

   - Homework
   - Discussion posts
   - Papers/Essays
   - Tests/Exams
   - Reports
   - Group projects
   - Computer code
   - Research projects
   - Presentations
   - None of the above

9. Which of the following strategies have you used to address the potential use of GAI on your assignments? Check all that apply.

   - Giving more open-ended assignments
   - Putting more emphasis on critical thinking
   - Openly discussing GAI with your students
   - Alternative assessment methods (e.g., oral presentations or oral exams)
   - Tracking progress on assignments (e.g., file version history)
   - In-class assignments
   - Hand-written assignments
   - Obtaining multiple writing samples for later comparison
   - Personal reflections

- Requiring a design statement
- Requiring citations to course material (not in public domain)
- Requiring students to apply course concepts to new situations
- Student peer review
- Other (please specify)
- None of the above

10. Do you have a single, consistent statement on the use of GAI in each of your syllabi and Canvas courses? [Yes/No]

11. Have you ever used Turnitin to check for unauthorized use of GAI? [Yes/No]

12. How confident are you in Turnitin's ability to detect GAI-produced work? [Likert scale, from 1: 'Not at all' to 5: 'Highly']

13. Approximately what minimum percentage of GAI-produced content, as estimated by Turnitin, do you believe requires follow-up action? Enter anything between 0% and 100% or select 'I would not or do not use Turnitin at all.'

14. Have you ever encountered student work that you suspect involved the unauthorized use of GAI? [Yes/No]

15. Roughly how many times per semester do you encounter student work that you suspect involved the unauthorized use of GAI? Select only one option.

    - 0
    - 1-5
    - 6-10
    - 11-15
    - 16-20
    - 21 or more
    - Not applicable

16. On which of the following types of assignments have you suspected the unauthorized use of GAI? Check all that apply.

    - Homework
    - Discussion posts
    - Papers/Essays
    - Tests/Exams
    - Reports
    - Group projects
    - Computer code
    - Research projects
    - Presentations
    - None of the above

17. In which of the following ways have you observed or do you suspect that your students misuse GAI? Check all that apply.

- Writing text for them
- Editing text they have written
- Creating presentations for them
- Writing computer code for them
- Doing calculations/computations for them
- Making logical inferences for them
- Summarizing/paraphrasing sources for them
- Compiling citations/bibliographies for them
- Failing to acknowledge their use of GAI on an assignment
- Other (please specify)
- None of the above

18. Which of the following consequences have you imposed or would you impose for unacknowledged or unauthorized use of GAI? Check all that apply.

    - Reduced grade (up to and including zero) on the assignment
    - Having to redo the assignment
    - Additional work
    - Automatic F in the course
    - Referral to the Honor Committee
    - Other (please specify)
    - None of the above

19. How would you rate the quality of GAI-produced work in your field? [Likert scale, from 1: 'Very low' to 5: 'Very high']

20. Are you familiar with The Citadel's Honor Manual and what it says about plagiarism? [Yes/No]

21. Do you believe that unauthorized use of GAI is an Honor Violation (a violation of the Honor Code)? [Yes/No]

22. Have you ever referred a student to the Honor Committee for an Honor Violation involving GAI? [Yes/No]

23. If so, were you satisfied with the outcome? [Yes/No]

24. If you were not satisfied, why not? [Free response]

25. Have you ever had a student appeal your assigned grade due to an act of plagiarism involving GAI? [Yes/No]

26. If so, was the grade changed? [Yes/No]

27. How optimistic are you about the future of higher education in the age of GAI? [Likert scale, from 1: 'Not at all' to 5: 'Highly']

28. What kind of GAI-related training would you be interested in attending in the future? [Free response]

29. What specific guidance, policies, or additional support would you want when it comes to GAI? [Free response]

30. Is there anything else you think we should know that was not addressed here? [Free response]

31. What is your Department? Select only one option.

    - Accounting & Finance
    - Biology
    - Chemistry
    - Civil, Environmental, and Construction Engineering
    - Criminal Justice
    - Cyber and Computer Sciences
    - Department of Leadership Studies
    - Education
    - Electrical and Computer Engineering
    - Engineering Leadership & Program Management
    - English, Fine Arts, and Communications
    - General Education
    - Health and Human Performance
    - History
    - Intelligence & Security Studies
    - Management & Entrepreneurship
    - Marketing, Supply Chain Management & Economics
    - Mathematical Sciences
    - Mechanical Engineering
    - Modern Languages, Literatures & Cultures
    - Physics
    - Political Science
    - Psychology
    - Swain Department of Nursing

32. Which of the following best describes your role at The Citadel? Select only one option.

    - Non Tenure-Track
    - Untenured (Tenure-Track)
    - Tenured

APPENDIX B CALCULATION OF THE CLIMATE INDICES

In this appendix, we describe in detail how each of the climate indices was computed.

Openness: How open are faculty to adopting GAI?

To calculate the Openness index for a specific group (department or faculty role), we begin by computing the following:

- The total number of tasks the group selected on Q2 (*Which of the following tasks would you trust a GAI agent to do?*), scaled in such a way as to make it into a decimal number between 0 and 1. A score of 0 would indicate that all members of that group selected 'None of the above,' while a score of 1 would indicate that all members of that group selected every single task.
- The fraction of the group reporting at least some training on Q3 (*Which of the following types of GAI-related training have you completed?*), expressed as a decimal number between 0 and 1.
- The total number of benefits the group selected on Q6 (*What do you see as potential benefits of GAI in education?*), scaled in such a way as to make it into a decimal number between 0 and 1. A score of 0 would indicate that all members of that group selected 'None of the above,' while a score of 1 would indicate that all members of that group selected every single benefit.
- The total number of assignments the group selected on Q8 (*On which of the following types of assignments have you allowed your students to use GAI?*), scaled in such a way as to make it into a decimal number between 0 and 1. A score of 0 would indicate that all members of that group selected 'None of the above,' while a score of 1 would indicate that all members of that group selected every single assignment.
- The group's average score on Q19 (*How would you rate the quality of GAI-produced work in your field?*), scaled in such a way as to make it into a decimal number between 0 and 1. With Likert scale questions such as this one, the scaling consists of dividing the average score by 5.
- The group's average score on Q27 (*How optimistic are you about the future of higher education in the age of GAI?*), scaled in such a way as to make it into a decimal number between 0 and 1. With Likert scale questions such as this one, the scaling consists of dividing the average score by 5.

Next, we compute the *arithmetic average* of the above numbers, each of which falls between 0 and 1, thus achieving an apples-to-apples comparison. Let us refer to this average as the group's 'Openness score.' We compute the Openness score for all such groups. We then compute the overall average for the entire campus.

Next we consider the *difference* between the group's Openness score and the overall campus average. This difference could be positive or negative, depending on whether the group's score is higher or lower than the overall campus average. Finally, we scale this difference in such a way as to make it into a decimal number between -1 and $+1$. We do this by dividing the specific group's difference by the maximum absolute difference among all such groups. Mathematically:

$$\text{Openness Index} = \frac{\text{Openness Score} - \text{Campus Average}}{\max|\text{Openness Score} - \text{Campus Average}|}. \tag{B.1}$$

Self-Confidence: How confident are faculty in their knowledge of GAI?

To calculate the Self-Confidence index for a specific group (department or faculty role), we begin by computing the following:

- The group's average score on Q1 (*How knowledgeable are you when it comes to GAI?*), scaled in such a way as to make it into a decimal number between 0 and 1. With Likert scale questions such as this one, the scaling consists of dividing the average score by 5.
- The fraction of the group reporting at least some training on Q3 (*Which of the following types of GAI-related training have you completed?*), expressed as a decimal number between 0 and 1.

Next, we compute the *difference* between these two numbers, each of which falls between 0 and 1, thus achieving an apples-to-apples comparison. Let us refer to this difference as the group's 'Self-Confidence score.' Note that the Self-Confidence score could be positive or negative.

Finally, we scale the group's Self-Confidence score in such a way as to make it into a decimal number between -1 and $+1$. We do this by dividing the specific group's Self-Confidence score by the maximum absolute Self-Confidence score among all such groups. Mathematically:

$$\text{Self-Confidence Index} = \frac{\text{Self-Confidence Score}}{\max|\text{Self-Confidence Score}|}. \tag{B.2}$$

Concern: How concerned are the faculty about student misuse of GAI?

To calculate the Concern index for a specific group (department or faculty role), we begin by computing the following:

- The total number of risks the group selected on Q7 (*What do you see as potential risks of GAI in education?*), scaled in such a way as to make it into a decimal number between 0 and 1. A score of 0 would indicate that all members of that group selected 'None of the above,' while a score of 1 would indicate that all members of that group selected every single risk.
- The total number of strategies the group selected on Q9 (*Which of the following strategies have you used to address the potential use of GAI on your assignments?*), scaled in such a way as to make it into a decimal number between 0 and 1. A score of 0 would indicate that all members of that group selected 'None of the above,' while a score of 1 would indicate that all members of that group selected every single strategy.
- The proportion of the group that selected 'Yes' on Q10 (*Do you have a single, consistent statement on the use of GAI in each of your syllabi and Canvas courses?*), expressed as a decimal number between 0 and 1.

- The proportion of the group that selected 'Yes' on Q11 (*Have you ever used Turnitin to check for unauthorized use of GAI?*), expressed as a decimal number between 0 and 1.
- The group's average response on Q13 (*Approximately what minimum percentage of GAI-produced content, as estimated by Turnitin, do you believe requires follow-up action?*), expressed as a decimal number between 0 and 1, and then subtracted from 1. In this way, a score of 0 would indicate that the group's average response on Q13 was 100% (highest threshold for follow-up and therefore least amount of concern), while a score of 1 would indicate that the group's average response on Q13 was 0% (lowest threshold for follow-up and therefore greatest amount of concern).
- The proportion of the group that selected 'Yes' on Q14 (*Have you ever encountered student work that you suspect involved the unauthorized use of GAI?*), expressed as a decimal number between 0 and 1.
- The total number of abuses the group selected on Q17 (*In which of the following ways have you observed or do you suspect that your students misuse GAI?*), scaled in such a way as to make it into a decimal number between 0 and 1. A score of 0 would indicate that all members of that group selected 'None of the above,' while a score of 1 would indicate that all members of that group selected every single abuse.
- The proportion of the group that selected at least one consequence on Q18 (*Which of the following consequences have you imposed or would you impose for unacknowledged or unauthorized use of GAI?*), expressed as a decimal number between 0 and 1.
- The proportion of the group that selected 'Yes' on Q21 (*Do you believe that unauthorized use of GAI is an Honor Violation (a violation of the Honor Code)?*), expressed as a decimal number between 0 and 1.
- For departments, the estimated department response rate (blue bars) shown in Figure 1.

Next, we compute the *arithmetic average* of the above numbers, each of which falls between 0 and 1, thus achieving an apples-to-apples comparison. Let us refer to this average as the group's 'Concern score.' We compute the Concern score for all such groups. We then compute the overall average for the entire campus.

Next we consider the *difference* between the group's Concern score and the overall campus average. This difference could be positive or negative, depending on whether the group's score is higher or lower than the overall campus average. Finally, we scale this difference in such a way as to make it into a decimal number between -1 and $+1$. We do this by dividing the specific group's difference by the maximum absolute difference among all such groups. Mathematically:

$$\text{Concern Index} = \frac{\text{Concern Score} - \text{Campus Average}}{\max|\text{Concern Score} - \text{Campus Average}|}. \tag{B.3}$$

Detection: How frequently are faculty seeing students misuse GAI?

To calculate the Detection index for a specific group (department or faculty role), we begin by computing the group's average score on Q15 (*Roughly how many times per semester do you encounter student work that you suspect involved the unauthorized use of GAI?*), scaled

in such a way that it becomes a decimal number between 0 and 1. Let us refer to this as the group's 'Detection score.' A Detection score of 0 would indicate that the group reported an average of 0 instances of unauthorized use of GAI, while a Detection score of 1 would indicate that the group reported an average of '21 or more.' We compute the Detection score for all such groups. We then compute the overall average for the entire campus.

Next we consider the *difference* between the group's Detection score and the overall campus average. This difference could be positive or negative, depending on whether the group's score is higher or lower than the overall campus average. Finally, we scale this difference in such a way as to make it into a decimal number between -1 and $+1$. We do this by dividing the specific group's difference by the maximum absolute difference among all such groups. Mathematically:

$$\text{Detection Index} = \frac{\text{Detection Score} - \text{Campus Average}}{\max|\text{Detection Score} - \text{Campus Average}|}. \tag{B.4}$$

Trust (in Turnitin): How much do faculty trust Turnitin to detect GAI?

To calculate the Trust (in Turnitin) index for a specific group (department or faculty role), we begin by computing the following:

- The proportion of the group that selected 'Yes' on Q11 (*Have you ever used Turnitin to check for unauthorized use of GAI?*), expressed as a decimal number between 0 and 1.
- The group's average score on Q12 (*How confident are you in Turnitin's ability to detect GAI-produced work?*), scaled in such a way as to make it into a decimal number between 0 and 1. With Likert scale questions such as this one, the scaling consists of dividing the average score by 5.
- The group's average response on Q13 (*Approximately what minimum percentage of GAI-produced content, as estimated by Turnitin, do you believe requires follow-up action?*), expressed as a decimal number between 0 and 1, and then subtracted from 1. In this way, a score of 0 would indicate that the group's average response on Q13 was 100% (highest threshold for follow-up and therefore least amount of trust), while a score of 1 would indicate that the group's average response on Q13 was 0% (lowest threshold for follow-up and therefore greatest amount of trust).

Next, we compute the *arithmetic average* of the above numbers, each of which falls between 0 and 1, thus achieving an apples-to-apples comparison. Let us refer to this average as the group's 'Trust (in Turnitin) score.' We compute the Trust (in Turnitin) score for all such groups. We then compute the overall average for the entire campus.

Next we consider the *difference* between the group's Trust (in Turnitin) score and the overall campus average. This difference could be positive or negative, depending on whether the group's score is higher or lower than the overall campus average. Finally, we scale this difference in such a way as to make it into a decimal number between -1 and $+1$. We do this by dividing the specific group's difference by the maximum absolute difference among all such groups. Mathematically:

$$\text{Trust (in Turnitin) Index} = \frac{\text{Trust (in Turnitin) Score} - \text{Campus Average}}{\max|\text{Trust (in Turnitin) Score} - \text{Campus Average}|}. \quad \text{(B.5)}$$

Action: How much are faculty doing to deter student misuse of GAI?

To calculate the Action index for a specific group (department or faculty role), we begin by computing the following:

- The total number of strategies the group selected on Q9 (*Which of the following strategies have you used to address the potential use of GAI on your assignments?*), scaled in such a way as to make it into a decimal number between 0 and 1. A score of 0 would indicate that all members of that group selected 'None of the above,' while a score of 1 would indicate that all members of that group selected every single strategy.
- The proportion of the group that selected 'Yes' on Q10 (*Do you have a single, consistent statement on the use of GAI in each of your syllabi and Canvas courses?*), expressed as a decimal number between 0 and 1.
- The proportion of the group that selected 'Yes' on Q11 (*Have you ever used Turnitin to check for unauthorized use of GAI?*), expressed as a decimal number between 0 and 1.
- The total number of consequences the group selected on Q18 (*Which of the following consequences have you imposed or would you impose for unacknowledged or unauthorized use of GAI?*), scaled in such a way as to make it into a decimal number between 0 and 1. A score of 0 would indicate that all members of that group selected 'None of the above,' while a score of 1 would indicate that all members of that group selected every single consequence.
- The proportion of the group that selected 'Yes' on Q20 (*Are you familiar with The Citadel's Honor Manual and what it says about plagiarism?*), expressed as a decimal number between 0 and 1.
- The proportion of the group that selected 'Yes' on Q21 (*Do you believe that unauthorized use of GAI is an Honor Violation (a violation of the Honor Code)?*), expressed as a decimal number between 0 and 1.
- The proportion of the group that selected 'Yes' on Q22 (*Have you ever referred a student to the Honor Committee for an Honor Violation involving GAI?*), expressed as a decimal number between 0 and 1.

Next, we compute the *arithmetic average* of the above numbers, each of which falls between 0 and 1, thus achieving an apples-to-apples comparison. Let us refer to this average as the group's 'Action score.' We compute the Action score for all such groups. We then compute the overall average for the entire campus.

Next we consider the *difference* between the group's Action score and the overall campus average. This difference could be positive or negative, depending on whether the group's score is higher or lower than the overall campus average. Finally, we scale this difference in such a way as to make it into a decimal number between -1 and $+1$. We do this by dividing

the specific group's difference by the maximum absolute difference among all such groups. Mathematically:

$$\text{Action Index} = \frac{\text{Action Score} - \text{Campus Average}}{\max |\text{Action Score} - \text{Campus Average}|}. \tag{B.6}$$

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