

ARTIFICIAL INTELLIGENCE AT ST. NORBERT COLLEGE

Spring 2026 Campus Survey

Insights & Recommendations on the Use of AI
Students · Faculty · Staff

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Based on 446 anonymous responses collected Spring 2026

This report was prepared with the assistance of Claude, an AI assistant developed by Anthropic. AI was used to analyze the anonymous survey data, generate the charts, and draft the narrative. All findings were verified against the original survey data, and the analysis, conclusions, and recommendations were reviewed and approved by the IAIPC Working Group.

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Executive Summary

This survey grew out of the work of the College's AAC&U Institute on AI, Pedagogy and the Curriculum (IAIPC) working group, with a goal to develop an instrument that could be administered over the next several years to measure how the use, attitudes, and perceptions of AI among students, faculty, and staff at St. Norbert College, change over time. After reviewing instruments developed by peer institutions, the working group adapted — with permission — a survey created by Concordia College (Moorhead, MN), which best matched our priorities of simplicity and a clear focus on the measures we most wanted to track. Because the instrument is designed to be repeated, this report also establishes a **baseline** against which future results can be measured.

In Spring 2026, the College surveyed students, faculty, and staff to understand how artificial intelligence is being used on campus and how the community wants the institution to respond. **446 people responded** — 268 students, 41 faculty, 115 staff, and a small number of graduate students — making this one of the broadest snapshots of AI attitudes the College has gathered to date.

The headline finding is that **AI is already mainstream at St. Norbert**. Roughly four in five students and nearly two in three faculty and staff report using AI tools, with ChatGPT the overwhelmingly dominant platform. Yet adoption has run well ahead of institutional guidance. Faculty practices are inconsistent, ethics conversations in the classroom are uneven, and a sizeable, principled minority — concerned about the environment, academic integrity, and the mission of a liberal arts education — actively rejects AI. The community is not asking whether to engage with AI; it is asking the College for **clear, values-driven direction**.



Five findings shape this report:

- **Adoption is broad but uneven.** Use is high across all groups, but is concentrated in a few commercial tools and a handful of use cases (brainstorming, organizing thoughts, problem-solving).
- **An ethics-instruction gap exists.** Students report learning about AI ethics, but only 23% say their professors have discussed it “quite a bit” or “very much.” Learning is happening largely outside the classroom.
- **Faculty are ready for clarity.** 84% have already added an AI statement to their syllabi and every faculty respondent agrees ethics training should be part of every student’s education — but they describe campus practice as “all over the place.”
- **A principled minority opposes AI.** Ethical concerns — environmental impact, academic integrity, and erosion of independent thinking — are the single largest reason for non-use, not lack of access or skill.

- **Infrastructure and trust lag behind usage.** Staff and faculty want institutionally supported, data-secure tools; confidence in data security trails their sense of being supported.

These findings point toward a coordinated institutional response: a clear, mission-aligned AI policy framework, embedded ethics instruction, secure tooling, and faculty development. Specific recommendations appear at the end of this report.

About the Survey

The anonymous survey was distributed campus-wide in Spring 2026 and routed respondents to role-specific questions for students, faculty, or staff. This report reflects **446 responses**: 268 students (260 undergraduate, 8 graduate), 41 faculty, and 115 staff; a small number of records had no role recorded and are excluded from role-level breakdowns.

The survey was open for two and a half weeks, from **February 18 to March 6, 2026**. Participation was encouraged through targeted communications to faculty, staff, and students via MySNC, flyers with a QR code placed throughout campus, and a two-day table in Michaels Commons. The full survey instrument is reproduced in Appendix A.

Because participation was voluntary, respondents who feel strongly about AI — positively or negatively — may be overrepresented, and figures should be read as indicative of the engaged community rather than precise population estimates. Not every respondent answered every question, so the base (n) varies by item and is noted on each chart. Percentages are rounded and multi-select items can sum to more than 100%.

The figures in this report are drawn from the survey's **March 9, 2026 data export**. Several campus colleagues independently analyzed the same survey, and their work is reflected throughout the findings that follow — including a faculty-focused topline summary, the Qualtrics student results report, and a student statistical analysis (MATH 221) that modeled relationships within the data. Where these analyses draw on slightly different dataset versions, such as a cleaned subset or Qualtrics' native reporting, response counts and percentages differ by a few points, but the direction of every finding is consistent. Differences of this size do not affect the conclusions or recommendations presented here. The contributions of these colleagues are gratefully acknowledged. These analyses are reproduced in Appendices B through D.

Response Rates and Precision

At the time the survey was administered, the campus comprised approximately 1,456 students, 306 staff, and 132 faculty.¹ The resulting response rates and approximate margins of error (at 95% confidence, with a finite-population correction) are summarized below.

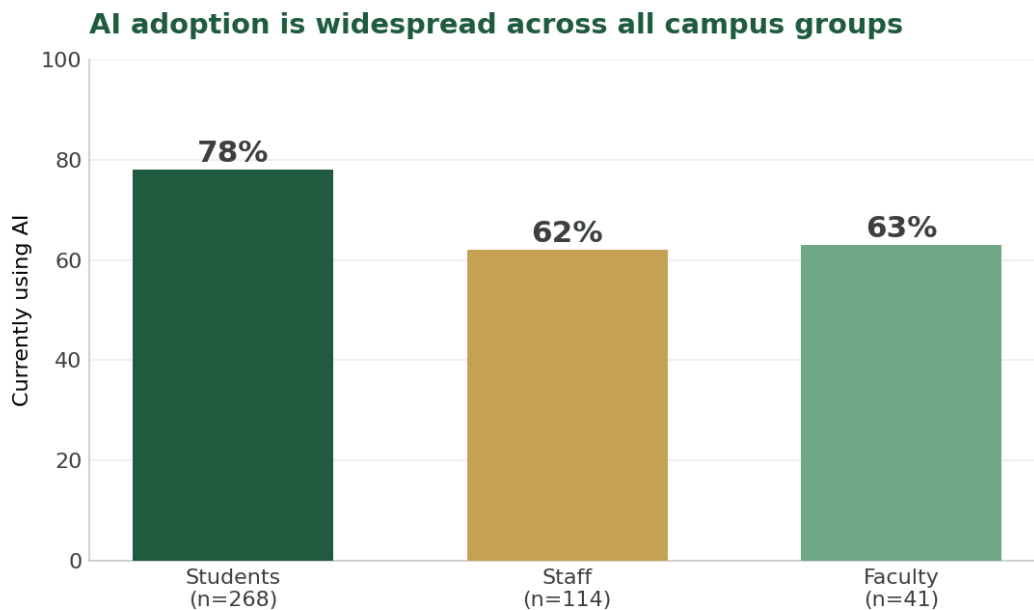
Group	Population	Respondents	Response rate	Margin of error
Students	1,456	278	19%	±5.3%
Staff	306	115	38%	±7.2%
Faculty	132	41	31%	±12.8%

Three implications follow. First, the **headline findings hold comfortably** — effects such as 78% student usage, ethics as the leading reason for non-use, and the near-unanimous faculty support for ethics training are far larger than any margin of error. Second, **faculty sub-group percentages should be read as directional rather than precise**: with roughly 40 faculty respondents (and fewer on some items), figures

like the syllabus-policy breakdown carry margins of error in the range of ± 13 – 17% . Third, although students provided the largest sample, they had the **lowest coverage (19%)**, so their results are the most exposed to voluntary-response bias. Because this instrument is designed to be repeated, increasing student participation in future waves would do the most to strengthen the data's value over time.

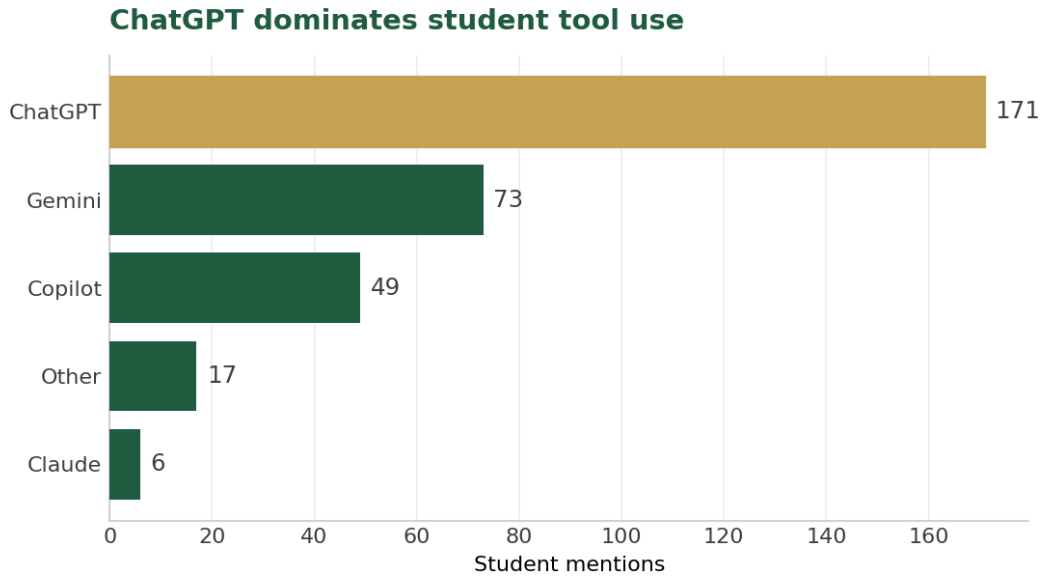
Finding 1 — AI Use Is Already Widespread

AI adoption is not an emerging trend at St. Norbert; it is the current reality. **78% of students** report using AI this semester, alongside **62% of staff** and **63% of faculty** (a parallel analysis on a slightly larger faculty sample put the faculty figure at about 65%). Among students, 61% use it in at least one class and roughly half use it in their personal lives. This is a campus-wide behavior, not a pocket of early adopters.



Share of respondents in each group who report currently using AI tools.

Usage is heavily concentrated in a small number of commercial tools. **ChatGPT is dominant** in every group, far ahead of Google Gemini and Microsoft Copilot. This concentration is significant: it means students and employees are largely relying on consumer products with personal accounts, outside any institutional agreement governing data privacy, security, or appropriate use.



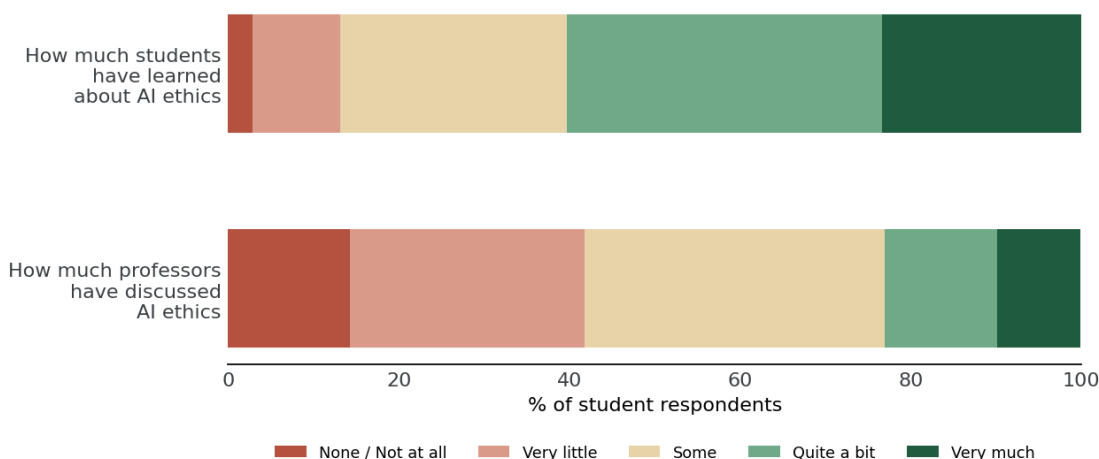
AI tools used by students (multiple selections allowed).

How people use AI is also fairly consistent across roles. The most common uses are **brainstorming, organizing thoughts, and problem-solving**. Staff frequently use AI for administrative and service work — drafting emails, summarizing meetings, taking notes — while faculty add research and course-preparation tasks. Notably, a substantial share of students (about 1 in 3) report using AI to complete homework, underscoring why clear academic-integrity expectations matter.

Finding 2 — An Ethics-Instruction Gap

Students are not ethics-blind — 60% say they have learned “quite a bit” or “very much” about the ethical issues surrounding AI. The problem is **where that learning is coming from**. Only 23% say their professors have discussed AI ethics “quite a bit” or “very much,” while 42% say their professors have addressed it “very little” or “not at all.” The classroom is not yet the primary venue for these conversations.

Students learn AI ethics, but not mainly from their professors

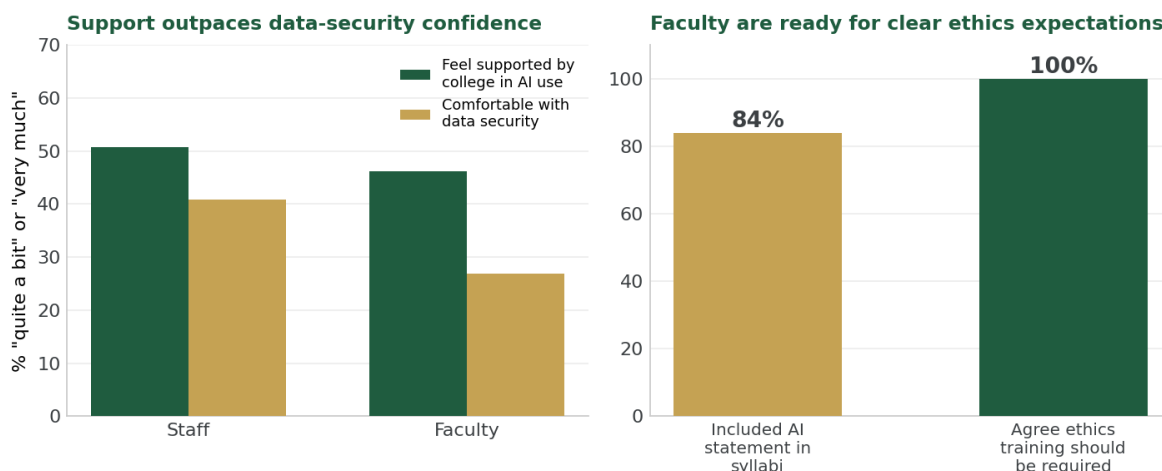


Students report learning about AI ethics, but far less of it is happening in their classes.

This gap matters for an institution grounded in a Catholic, Norbertine mission of ethical formation. Students are forming their AI ethics elsewhere — from peers, social media, and the tools themselves — rather than through guided reflection with faculty. Their own views reflect that uncertainty: only 27% believe “most” of their fellow students use AI ethically, while 31% think “very few” or “none” do. **Faculty are even more skeptical:** in a parallel analysis, only about 9% of faculty believed most of their students were using AI ethically, and roughly a third thought “very few” or “none” were. Both groups, viewing the same behavior from different vantage points, share a quiet uncertainty about whether AI is being used with integrity. There is, however, an appetite to close the gap: **65% of students agree** that training in ethical AI use should be part of their St. Norbert education.

Finding 3 — Faculty Are Ready for Clear Expectations

Faculty are arguably the most decisive group in the survey. **Every single faculty respondent (100%)** agreed or strongly agreed that training in AI ethics should be part of every St. Norbert student’s education — a rare unanimous signal. And they are already acting: **84% have included an AI statement** in their Spring 2026 syllabi.



Left: feeling supported vs. data-security confidence among employees. Right: faculty readiness signals.

That near-universal adoption of **some** statement, however, masks wide variation in what those statements say. A parallel faculty analysis breaking down the syllabus policies found that roughly **23% prohibit AI outright**, about 23% permit limited use for specific tasks, around 13% actively encourage it alongside academic-honesty expectations, and 10% allow it with instructor guidance — with the remainder using other language or, in roughly 15% of cases, including no statement at all. A student moving across four courses can easily encounter four different sets of rules.

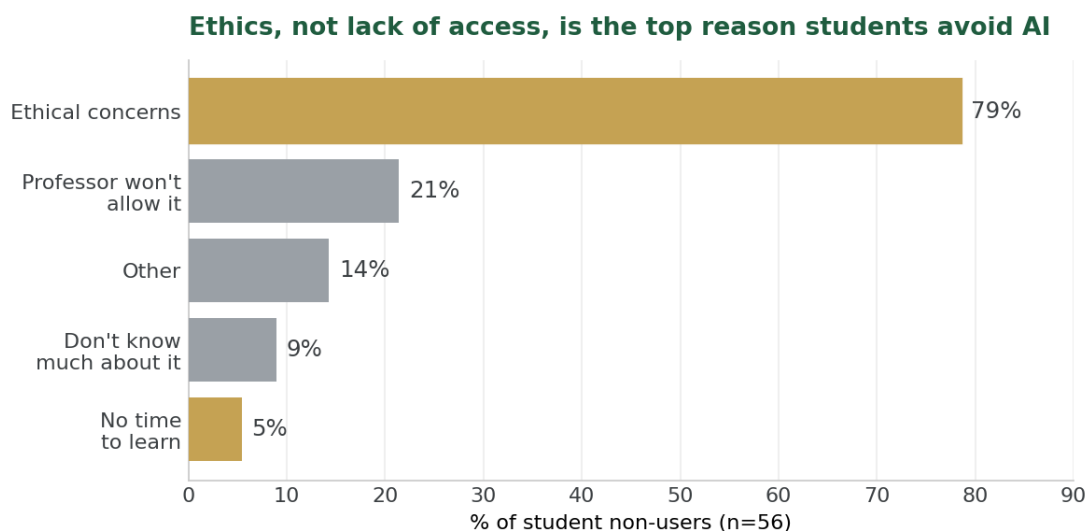
The faculty themselves describe the campus picture as fragmented. In their own words, students are “confused because faculty are all over the place,” and they want institutional support to “reimagine assessment” rather than face AI course-by-course. The willingness is there; what is missing is a **shared framework** that gives faculty cover and consistency.

“Students seek clarity regarding expectations. In the absence of explicit guidance, the use of these tools can become inconsistent and unfocused.” — Faculty respondent

“I think it is malpractice if we don’t attempt to teach our students the proper and ethical use of AI. They will be forced to use it in their employment after graduation.” — Faculty respondent

Finding 4 — A Principled Minority Opposes AI

Not everyone is on board, and the reasons are striking. Among students who do not use AI, **ethical concerns are by far the top reason (79%)** — far ahead of not being allowed by a professor (21%) or not knowing much about it (9%). Non-use is overwhelmingly a **values-based choice, not a skills or access gap**. The same pattern holds for staff and faculty, where “I’m not a proponent of AI” and “ethical concerns” lead the list.



Why student non-users avoid AI. Ethics, not access or ability, dominates.

A separate statistical analysis of the data reinforced this pattern: students who expressed ethical concerns reported using dramatically fewer AI tools, a relationship that was statistically significant and explained roughly 8% of the variation in tool use. One caveat is worth stating plainly — the students flagged here are largely non-users to begin with, so part of the relationship is definitional. It should therefore be read as confirming that **ethics is the leading reason people opt out**, not as evidence that easing those concerns would automatically increase adoption. Either way, it shows this opposition is substantial and principled rather than incidental.

The open-ended comments give this number a voice. Three concerns recur repeatedly: the **environmental cost** of AI (water and energy use of data centers), **academic integrity** and the **erosion of independent thinking**, and **mission alignment** — whether promoting AI is consistent with the values of a liberal arts, Norbertine education. These are not uninformed objections; they are thoughtful positions that deserve to be engaged rather than overridden.

“I feel AI takes away from our purpose at a liberal arts college, which is to think in new ways. We will become dependent if it is not regulated.” — Student respondent

“The harm that AI use does to human cognition and creativity, plus the environmental effects it causes.” — Student respondent, on why they don’t use AI

“The social justice side of AI (and data centers) needs to be at the forefront of all education regarding its use.” — Faculty respondent

Critically, opposition does not always mean disengagement. Several skeptics still want to be **informed** — “I do not like the direction the world is going with AI, but... I want to be prepared to use it.” Any institutional approach should make room for critical, even reluctant, engagement rather than assuming enthusiasm.

Finding 5 — Infrastructure and Trust Lag Behind Usage

Employees are using AI faster than the institution is equipping them to do so safely. Among staff and faculty, the sense of being **supported** by the College outpaces their **confidence in data security**. Roughly half of staff feel meaningfully supported, but only about 4 in 10 are comfortable with the security of data they share with AI tools — and among faculty, data-security comfort drops to roughly 1 in 4.

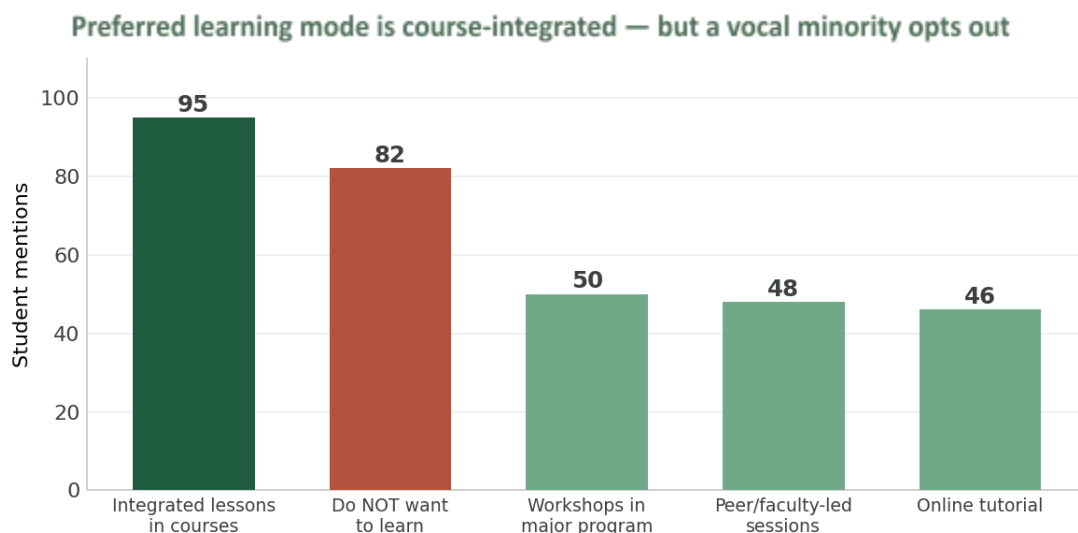
The comments point to a clear, actionable wish: a **College-supported, data-secure AI environment** rather than a patchwork of personal subscriptions. Staff describe wanting “a closed AI platform” trained on College policies, campus-wide access to a full version of a tool, and clear guidance on what data is safe to enter. Interest in learning more about AI ethics is also high among employees — over 60% of staff and faculty are “quite a bit” or “very much” interested — signaling real demand for professional development.

“I would love to have a closed AI platform in which it can begin to learn SNC policies and procedures. I would expand my use of AI if I knew the information I was entering was secure.” — Staff respondent

“I would love to see a campus-wide program adoption instead of it being disjointed and people using/paying for memberships on their own.” — Staff respondent

What the Community Wants Next

When asked how they would like to learn about AI, students most often chose **lessons integrated into their existing courses** — ahead of standalone workshops, peer or faculty-led sessions, and online tutorials. This reinforces Finding 2: the classroom is the preferred venue, even though it is currently underused for AI ethics. At the same time, a vocal group (82 mentions) explicitly said they do **not** want to learn about AI, consistent with the principled opposition in Finding 4.



Preferred ways to learn about AI among students (multiple selections allowed).

Interest in formal AI credentials is more modest. About 30% of students expressed strong interest (“quite a bit” or “very much”) in an AI Foundations Certificate and about 27% in an AI Skills Certificate, while roughly a third had no interest at all. Certificates may serve a motivated segment, but they are not where the broad demand lies — that demand is for **AI literacy woven into the regular curriculum.**

Recommendations for College Leadership

The survey points to a community that has already adopted AI and is now asking the institution for direction that reflects its values. The following recommendations are ordered roughly by priority and feasibility.

1. Establish a clear, mission-aligned AI policy framework

Faculty describe practice as “all over the place,” and students want expectations “flagged” up front. Develop a College-wide framework that sets baseline expectations while preserving course-level discretion, and **anchor it explicitly in the Norbertine mission** so that ethical, environmental, and social-justice concerns are addressed rather than sidelined. The measured spread of syllabus policies — from outright bans to active encouragement — shows how much expectations currently vary from course to course. Both faculty comments and the parallel campus analyses stressed that any such framework should be **reviewed and updated annually**, since the landscape is changing too quickly for a static policy to hold.

2. Embed AI ethics into the curriculum, not alongside it

Students learn best in their courses and overwhelmingly prefer integrated instruction, yet that is exactly where AI ethics is currently weakest. Support departments in building AI-ethics discussion into existing courses — emphasizing critical evaluation, academic integrity, and the societal and environmental dimensions students themselves raised — rather than relying on optional add-ons.

3. Provide a secure, College-supported AI environment

Usage is concentrated in personal accounts on consumer tools, and data-security confidence is low — especially among faculty. Evaluate an institutionally licensed, data-secure AI offering with clear guidance on what information may and may not be entered. This directly answers the repeated request for “a closed platform” and reduces institutional data risk.

4. Invest in faculty and staff development

Faculty unanimously support ethics training and over 60% of employees want to learn more. Offer practical professional development on assessment redesign, ethical course policies, and effective tool use. Faculty who are “trying to figure out how to best utilize” AI need structured support to do so well.

5. Engage — don’t dismiss — the skeptics

The principled opposition is informed and mission-relevant. Create space for critical perspectives in policy discussions and ensure that any AI initiative does not compel use. Framing AI literacy as the capacity to evaluate AI critically — including choosing **not** to use it — will resonate far more broadly than a posture of pure adoption.

6. Offer targeted credentials as a complement, not the core

Roughly 30% of students show real interest in AI certificates. A focused Foundations or Skills credential can serve this motivated segment and signal workforce readiness — but it should complement, not substitute for, the broader push to weave AI literacy through the everyday curriculum.

Closing note

The Spring 2026 survey shows a community that is thoughtful, divided, and ready for leadership. AI is already woven into how St. Norbert learns and works. The opportunity now is to shape that reality deliberately — grounded in the College's mission, honest about the costs and concerns, and focused on helping every member of the community engage with AI wisely and on their own terms.

Appendices

The following materials accompany this report and are compiled, in full, in the complete report package (PDF). They are provided for transparency and to support replication of the analysis in future survey waves.

Appendix A — Survey Instrument

The complete Qualtrics survey as administered, including the introduction and the role-specific question blocks for students, faculty, and staff. Adapted with permission from an instrument developed by Concordia College (Moorhead, MN).

Appendix B — Faculty Topline Summary

A colleague-prepared summary of selected faculty results, highlighting AI adoption, syllabus AI statements, the consensus on ethics training, classroom-policy inconsistency, and data-security comfort.

Appendix C — Student Results Report (Qualtrics)

Qualtrics' native results report for the student question blocks, including usage, tools, and uses of AI as reported by student respondents.

Appendix D — Student Statistical Analysis (MATH 221)

A student data-analysis project examining AI usage by role and modeling the relationship between contexts of AI use, number of tools used, and expressed ethical concerns. The ethics-and-usage model referenced in Finding 4 appears here.