

AI in Higher Education: Understanding the Present and Shaping the Future



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AI use is skyrocketing and will transform the future of higher education.

Driven by advancements in generative AI and predictive modeling, technology in higher education is undergoing rapid evolution — transforming the landscape in ways many did not anticipate. Institutions are beginning to harness AI's potential — in all its forms — to enhance learning experiences, streamline operations, and facilitate data-informed decision-making.



Building on the groundwork laid by last year's [research](#), Ellucian's 2nd Annual AI in Higher Education Survey delves deeper into the perceptions and applications of AI-infused technologies among higher education administrators. This year's findings shed light on AI's changing influence and increasing value across academia, outlining the challenges and opportunities it introduces.

The survey highlights a notable surge in AI adoption, from 26% of respondents in 2023 to 61% of respondents in 2024 reporting that they use AI for both personal and professional purposes. Furthermore, 93% of administrators anticipate their use of AI for work will increase over the next two years. This uptick is primarily motivated by the aim to enhance efficiency and productivity within various institutional roles, as identified by 80% of the respondents.

However, this growing enthusiasm is tempered by rising concerns, such as ethical considerations and the need for training and support. Nearly 80% of administrators foresee a negative impact of AI on academic integrity, with critical thinking and mental health also expected to suffer as a result of the widespread adoption of AI technologies.

Despite the concerns surrounding AI, the general sentiment among administrators remains optimistic regarding its potential advantages for staff, faculty, and students alike. For the second consecutive year, respondents expressed confidence that AI capabilities, such as predictive analytics, will have a large positive impact on enrollment, student success, and beyond.

To facilitate AI adoption and ensure that the potential benefits of AI are realized, administrators continue to call for resources and support. Mirroring last year's findings, 70% of administrators express a desire for training on AI and its applications in higher education and nearly 60% report needing additional budget and resources to support implementation.

This report gathers insights from 445 higher education administrators and unpacks trends shaping AI's future in higher education. Based on these insights, the report concludes with specific recommendations for institutions and technology companies aiming to leverage AI effectively while addressing AI's challenges.

As you explore this year's report, keep the following in mind:

The term 'artificial intelligence' has been applied and interpreted in many different ways. When asking respondents what their definition of AI was, we received wide-ranging responses, from "AI is an everyday tool designed to simplify life and provide guidance on various issues" to "Computer algorithms that can gather data from a wide variety of sources and formulate real language responses and incorporate new data as it becomes available to hone the responses for greater accuracy." To ensure that responses throughout the survey were appropriately aligned, we provided respondents with the following unified definition of AI.

An AI system is a machine-based tool that produces outputs like predictions, content, recommendations, or decisions through reasoning, learning, and actions — often beyond the capabilities of human analysis.

Respondents were asked to indicate their primary area of responsibility at their institutions by selecting from the following list. This self-identification is used to segment the survey results by functional area throughout the report.

Academic Affairs

(e.g., provost, academic unit/
department, library)

Data & Analytics

(e.g., institutional research, business
intelligence, learning analytics)

Information Technology

(e.g., IT support, enterprise IT,
academic technology)

Executive Leadership

(e.g., president, chancellor, vice
president, secretary of the board)

Business & Operations

(e.g., HR, finance, bursar,
financial aid)

Student Affairs

(e.g., student life, enrollment,
admissions, registrar, advising)

External Affairs

(e.g., advancement, alumni relations,
marketing, community relations)

"I see using AI at work increasing as we are looking at a wider adoption across our campus. We are here to get students ready for life after school; this will include a need for them to be very knowledgeable and comfortable with AI."

Data & Analytics, 2-Year Public

"I believe as AI continues to advance, it will provide greater opportunities than presently available in both my personal and professional life in an attempt to simplify efforts, save time, and increase productivity/efficiency wherever possible."

External Affairs, Public University

"AI will offer tools that will make the tasks that you undertake in your day-to-day life very simple. Instead of spending hours, we will be spending minutes in completing a task."

Student Affairs, Public University

"As we continue to integrate AI into our systems, it's important to remember that these technologies are tools to enhance, not replace, the critical human elements of education."

Information Technology, 2-Year Public

AI adoption in higher education has outpaced expectations.

In the past year, AI adoption among higher education administrators has exceeded their own expectations — and it's still growing. 84% of respondents reported using AI in either their professional or personal lives, with 61% using it in both contexts. Looking ahead, almost all administrators anticipate greater reliance on AI in their work over the next two years.

84%

of respondents reported having used AI for work, personal activities, or both.

The number of administrators using AI in both their personal and work lives has more than doubled in the past year

Individual AI Adoption Year-Over-Year

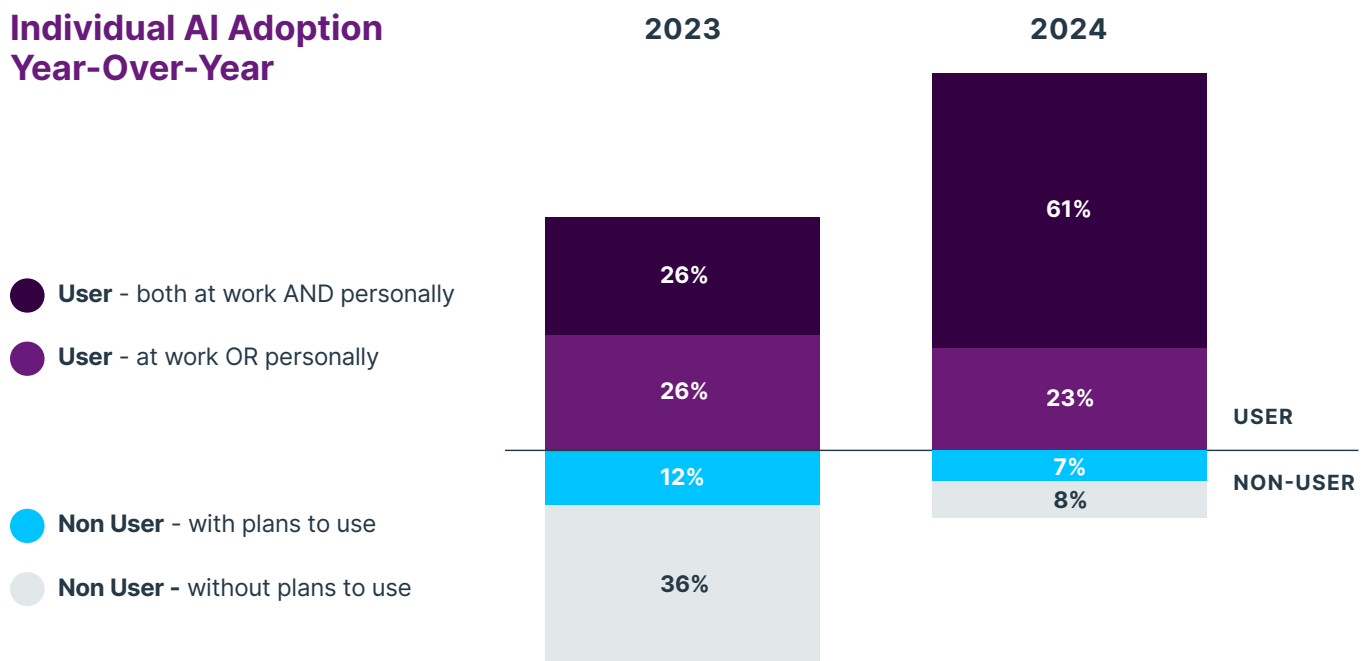


Figure 1: 2023 & 2024 Survey Question: "Which of the following best describes how you have used artificial intelligence (AI)?" 2023 n = 1383, 2024 n = 445; 2023 percentages have been adjusted to match the question options included in the 2024 survey removing respondents who selected "I am not familiar with AI".

The number of respondents who indicated that they have used AI for both personal and work activities has increased 2.3x in the past year. While this growth is impressive, it's even more interesting in reference to our 2023 results. Last year, 48% of respondents had not yet adopted AI, with 36% indicating no intention to do so. This year, only 15% of respondents indicated they are not currently using AI, outpacing initial usage expectations.

It is clear that over the past year, AI has become a tool that even more hesitant administrators are choosing to use. This adoption boom has not occurred in isolation. Public discourse about AI technology has grown substantially, and an ever-increasing number of technology providers are finding innovative and effective ways to infuse AI into existing products. Empowered by the increased awareness and availability of these technologies, higher education administrators are leveraging AI to streamline their workflows and better serve their students.

But adoption varies across business units

Looking across business units, AI adoption is highest among External Affairs professionals, with more than **3 in 4 External Affairs administrators** reporting that their department currently uses AI. Adoption is also high across Data & Analytics and Executive Leadership with 63% and 62% adoption, respectively. The high level of AI adoption in these business units is likely due in part to the strong fit between their workstreams and the AI features and higher education use cases that are perceived as most valuable, which we will see later in the report. Administrators in External Affairs, for example, can leverage generative AI to quickly draft marketing copy while predictive analytics are a cornerstone of data functions and can help strengthen strategic planning initiatives lead by executive leaders.

AI Adoption by Business Units

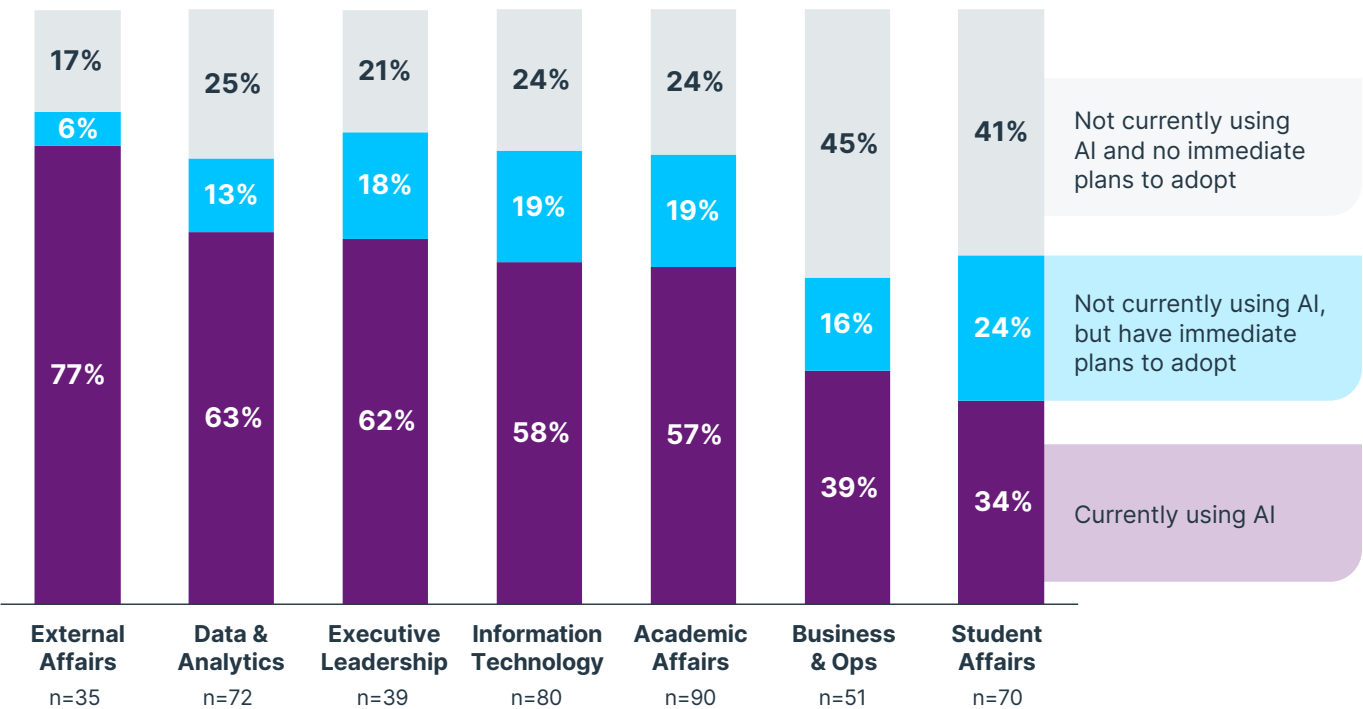


Figure 2: 2024 Survey Questions: "Are you currently using AI technologies in your department or business unit?"
"Which of the following best describes your primary area of responsibility at your institution?"

However, AI adoption is lowest in the **Business & Operations** and **Student Affairs** divisions, with only 39% and 34% of administrators, respectively, reporting current use.

Student Affairs teams are most likely to have plans for AI adoption with nearly a quarter indicating that, while their business unit has not adopted AI technology yet, they have plans to do so. Respondents noted that AI could aid the early alert systems commonly used to identify students that may be at risk academically or otherwise. These systems enable campus personnel to intervene proactively to improve student retention and success. The most basic early alert systems rely on faculty and staff to manually raise a concern about a student by filling out a form when they notice excessive absences, flagging grades, or other causes for alarm. AI-infused early alert systems plug directly into campus data systems and apply predictive models to identify at-risk students.

Interestingly, 45% of **Business & Operations** professionals indicated that their departments do not currently use AI and that they have no immediate plans to adopt these technologies — the highest proportion of any segment. These administrators were also most likely to indicate that they had no personal motivation or intention to use AI (10% selecting).

The reticence to adopt AI may stem from the high-stakes nature of their work and low tolerance for risk. For administrators in HR, finance, bursar, and financial aid offices, an inaccurate or unreliable AI output could result in significant human or financial consequences. It's understandable that they are cautious about these risks, and that cautiousness may be the driving the hesitance to adopt AI among Business & Operations users.

When asked about barriers to AI adoption, **over 1 in 3 Business & Operations** professionals cited a limited understanding of AI technologies, with many expressing concerns about its reliability and accuracy in their comments on the survey. Despite their hesitance to adopt AI, Business & Operations professionals do see the potential for these tools to drive value in their departments. To overcome their barriers and ensure that value is realized, it will be critical for leadership to involve Business & Operations end users in the selection and implementation of new AI tools. This will allow these administrators to raise their concerns about the downstream human impact of AI use cases early in the technology adoption process. It will also ensure that solution providers are being fully transparent about how they are leveraging AI, how mistakes and faulty AI output (also known as hallucinations) are caught and addressed, and how human oversight and subject matter expertise is incorporated into the workstreams their technology supports.

“We have a complex institutional awarding matrix. My concern is if we adopt AI too soon to process our awarding, it will not truly understand the human side of reviewing a student's and parent's financial/home/business situation.”

**Business & Operations,
Private, Not-for-Profit**



Administrators anticipate their use of AI will increase over the next two years

93% of respondents expect their use of AI for work purposes will increase over the next two years and only 1% expected a decrease in usage over that same period.

Next-2-Year Expected Change in AI Use for Work Purposes by Business Units

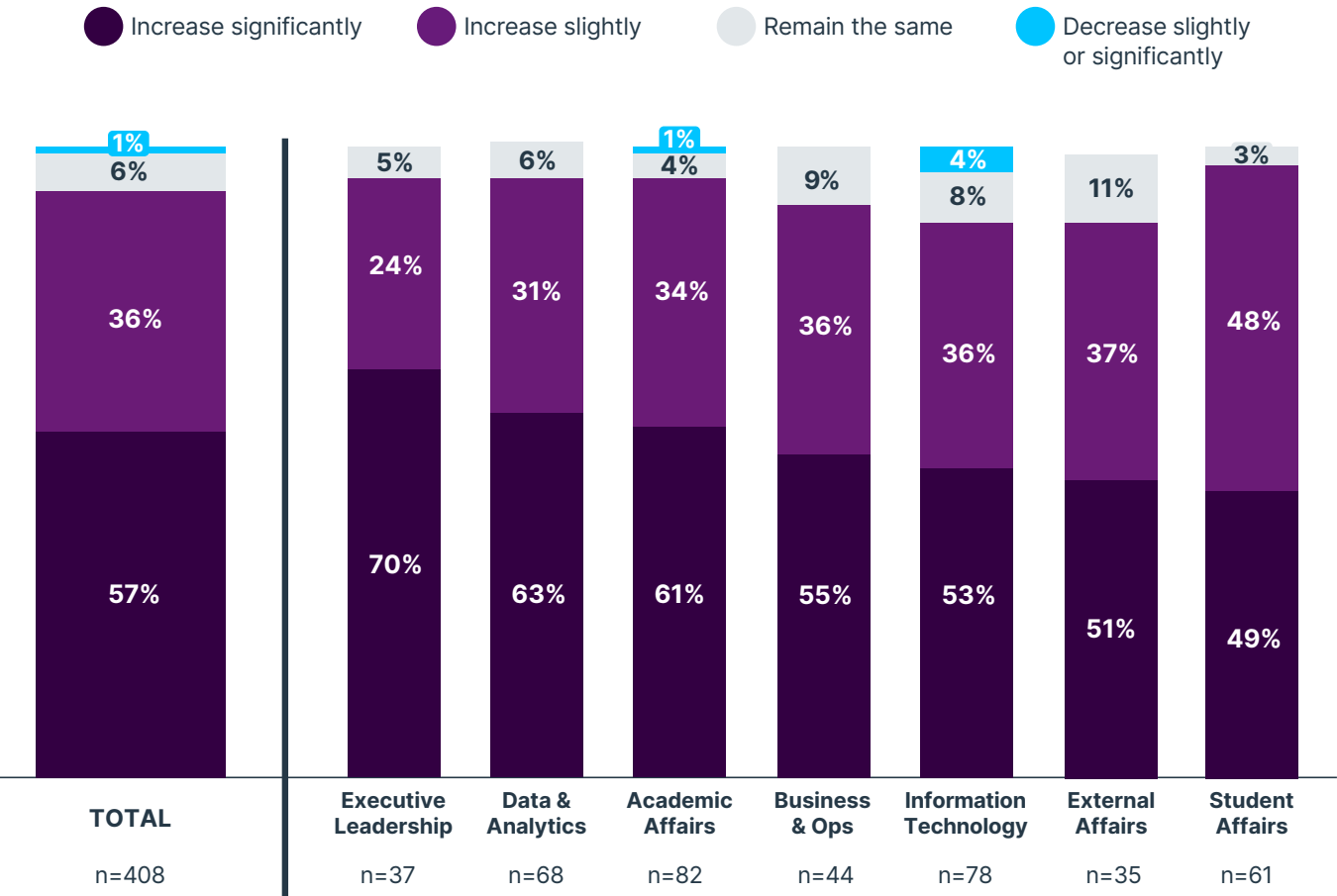


Figure 3: 2024 Survey Questions: “Over the next 2 years, how do you think your frequency of AI use will change for... your own work use?” “Which of the following best describes your primary area of responsibility at your institution?”

Executive Leaders projected the greatest increase in individual work-related AI use with 70% indicating that they expected their use of AI technologies for work purposes to increase significantly in the next two years.

More than half of executive leaders also indicated that they expect AI use in their business units to increase significantly over the next two years. They also anticipated the greatest increases in AI adoption at their institutions, with nearly 60% of executives indicating that they expected AI use on their campus to increase significantly in the next 2 years.

The high adoption rate and anticipated increases in usage is likely being driven by Executive Leaders' heightened awareness of and belief in the value AI can bring to functional areas across the institution. In fact, executive leaders responded most positively across all higher education professionals when asked about the impact of AI across institutional functions, reaffirming their belief that not only will usage increase but it will also have a net positive impact.

In contrast, anticipated declines in work-related AI use were highest among **Information Technology** professionals, with 4% of respondents indicating that they expected their use to decrease slightly over the next two years - a significant proportion. IT professionals tend to be enthusiastic early adopters of new technology and it is possible that as they identify which AI tools and use cases are a best fit, they will scale back their use accordingly.

“There is easier access to AI tools, and it’s becoming more acceptable now that more people understand it can be used to assist, not take over for the work of a human being.”

Executive Leadership,
Private, Not-for-Profit

Respondents Expecting a Net Positive Impact of AI on Higher Education Functions by Business Unit

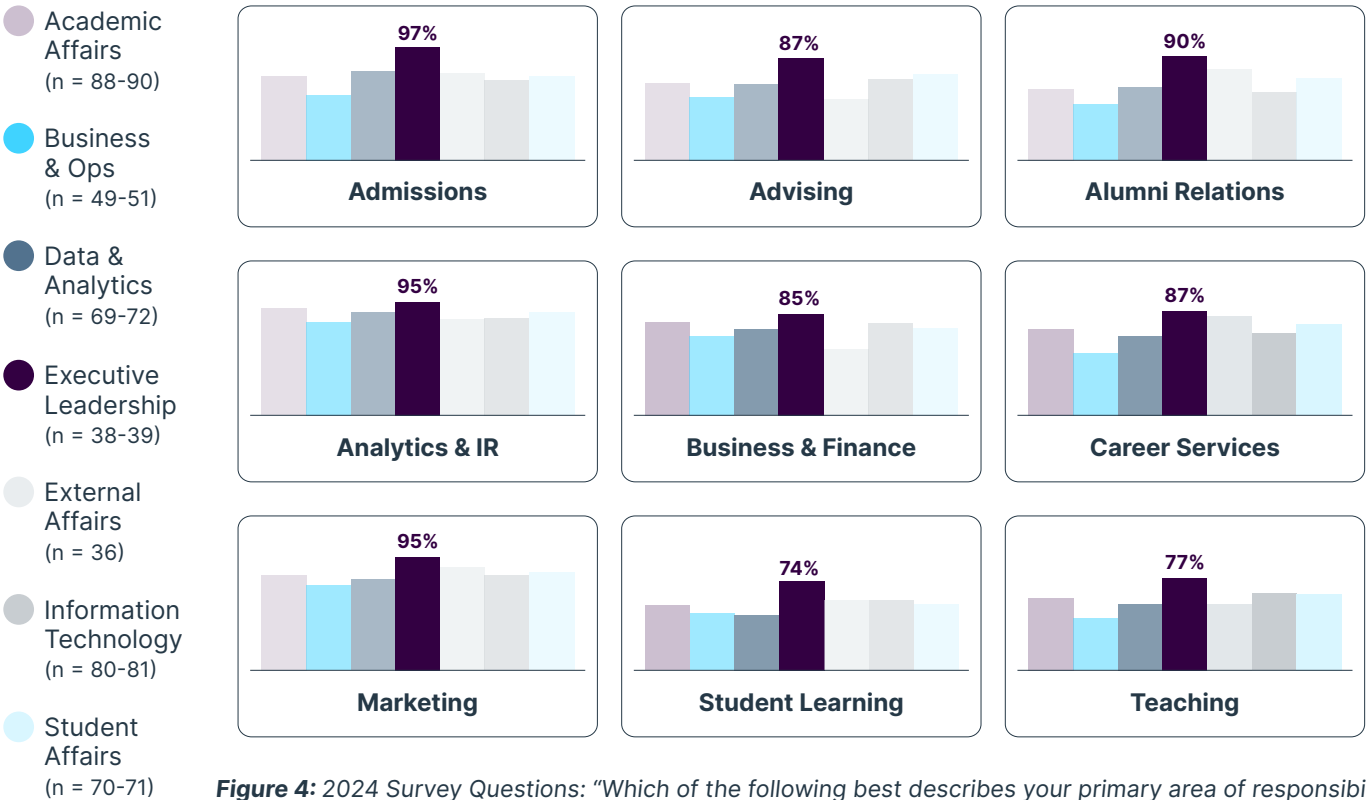


Figure 4: 2024 Survey Questions: “Which of the following best describes your primary area of responsibility at your institution?” “Thinking about the higher education industry at large, please indicate how you feel the adoption of AI technology will impact the following functions.” Chart shows the % of respondents selecting “AI will do somewhat more good than harm” or “AI will do much more good than harm”

When we asked our respondents to speculate about AI use across their institution, not a single person expected AI use at their institution to decrease over the next two years and only 5% indicated that they expected the amount of AI use to remain the same. That means 95% of respondents expect AI adoption to continue to grow.

Next-2-Year Expected Change in AI Use Across Contexts

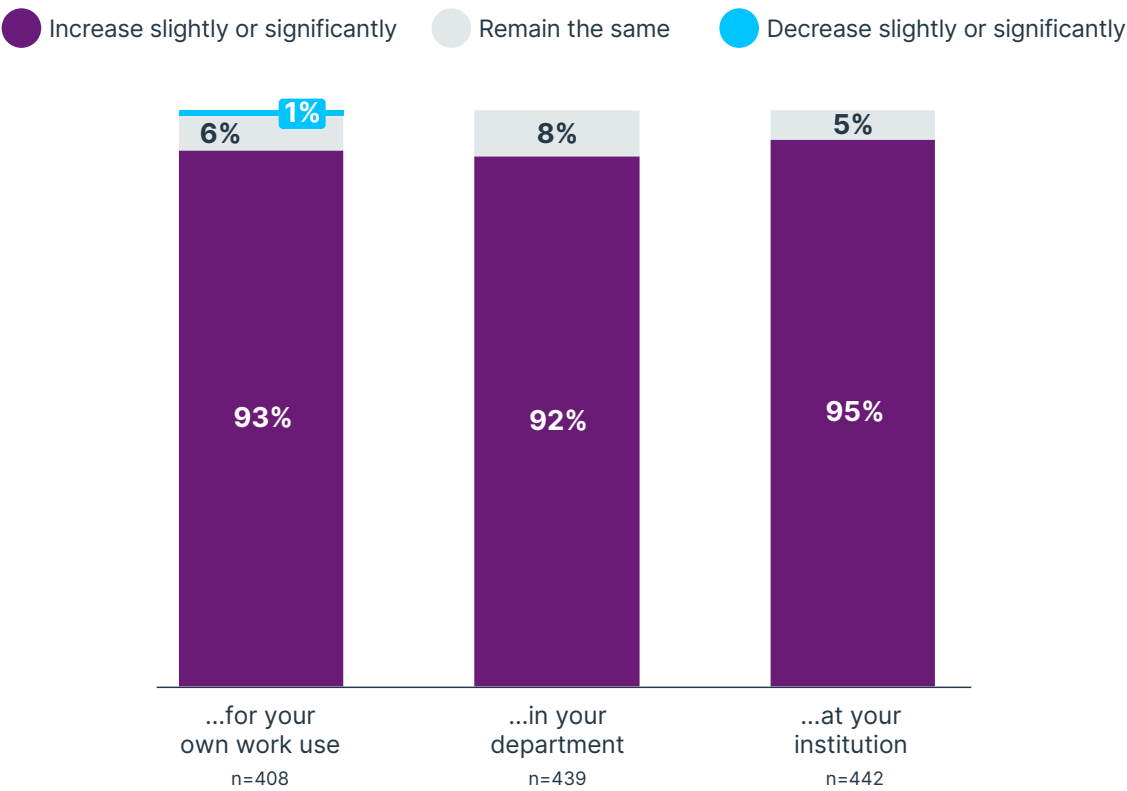


Figure 5: 2024 Survey Questions: “Over the next 2 years, how do you think your frequency of AI use will change for... your own work use?” “How do you think the frequency of AI use in your department will change over the next 2 years?” “Overall, how do you think the frequency of AI use at your institution will change over the next 2 years?”

Adoption is being motivated by a desire to increase efficiency and productivity — which will broadly benefit institutional functions.

A desire to improve efficiency and productivity was the most commonly cited motivation for adopting AI for administrators across all functional areas. In External Affairs, 94% of respondents chose “I want to improve my efficiency and productivity” as one of their reasons for personally adopting AI — the highest among all departments. Business & Operations was least likely to select this reason, and yet nearly three out of four respondents still chose this answer option.

Motivations for Personal AI Adoption by Functional Area

		Functional Area							
#1 Choice		Total	Academic Affairs	Business & Operations	Data & Analytics	Executive Leadership	External Affairs	Information Technology	Student Affairs
#2 Choice	n	445	90	52	72	39	36	82	71
I want to improve my efficiency and productivity		80%	80%	73%	78%	87%	94%	78%	79%
I enjoy trying out new technologies		50%	46%	42%	60%	51%	42%	56%	45%
I fear that if I do not learn to use AI I will fall behind in my career		37%	41%	31%	40%	36%	28%	39%	34%
Using AI will help me better support students		33%	48%	15%	22%	38%	19%	23%	55%
Other Reason		5%	6%	6%	6%	5%	11%	6%	1%
I have no plans to use AI		4%	7%	10%	4%	3%	0%	2%	4%

Figure 6: 2024 Survey Questions: “What is motivating you to use AI? Please select all that apply.” “Which of the following best describes your primary area of responsibility at your institution?”

After improving efficiency and productivity, secondary motivators for AI adoption varied across business units. Student-facing functions also view AI as a way to enhance their ability to support learners. Meanwhile, administrators in other areas are often driven by the simple enjoyment of trying new technologies.

Confidence in the transformative impact of predictive analytics and generative AI has increased year-over-year

While administrators are primarily adopting AI to increase their own productivity, they see value in AI features that could be applied for gains beyond simple efficiencies. When asked which AI features would have the greatest positive impact on their departments, nearly half of respondents selected predictive analytics — an increase of 15 percentage points over last year. And when given the opportunity to suggest specific AI features that would be valuable for their campuses, many respondents described predictive models and AI-powered analytics dashboards to support decision making.

“I would like our institution to begin to utilize AI services for the complexities of delivering student funding accurately and in timely manner, provided AI can provide a demonstrated track record of accuracy/success.”

Student Affairs, Public 4-year

AI Features with the Greatest Perceived Positive Impact Year-over-Year

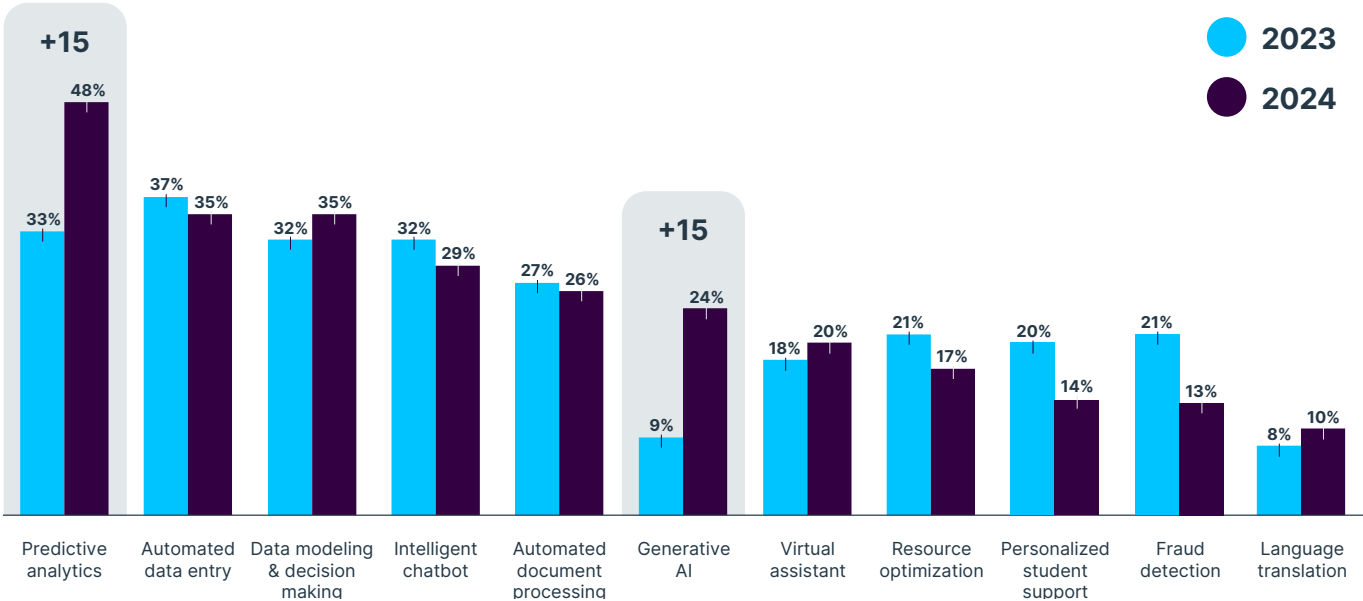


Figure 7: 2023 & 2024 Survey Question: “What AI functionality would have the greatest positive impact on your department?” Select up to three.” 2023 n = 1148, 2024 n = 440

“If you could add one AI feature, what would it be?”

“AI-powered analytics dashboard. This tool would aggregate and analyze data from various sources, such as student performance, resource utilization, and financial metrics, to provide real-time insights and predictive analytics. Administrators could use this feature to make data-driven decisions, optimize resource allocation, identify trends, and proactively address challenges, ultimately improving the efficiency and effectiveness of our operations.”

**Information Technology,
Private, Not-for-Profit**

As with predictive analytics, the percentage of respondents indicating that generative AI features would have the greatest positive impact on their department also increased 15 percentage points over last year. The perceived value of generative AI features has increased alongside an explosion of adoption and heightened enthusiasm for this tools, as administrators share the ways they have used generative AI to streamline and improve their workflows.

AI use is expected to increase across all use cases tested — especially predictive models and marketing

This desire for predictive analytics carries through into responses around use cases for AI. Over 75% of respondents believe that the use of predictive analytics for enrollment, student success, and advancement will increase at their institutions over the next two years.

Additionally, marketing materials and scheduling optimization continue to be strong use cases, indicating that respondents are not only thinking about how they use AI to improve backend processes, but also how they show up in the market and to students.



Next-2-Year Expected Change in AI Use: Administrator Use Cases

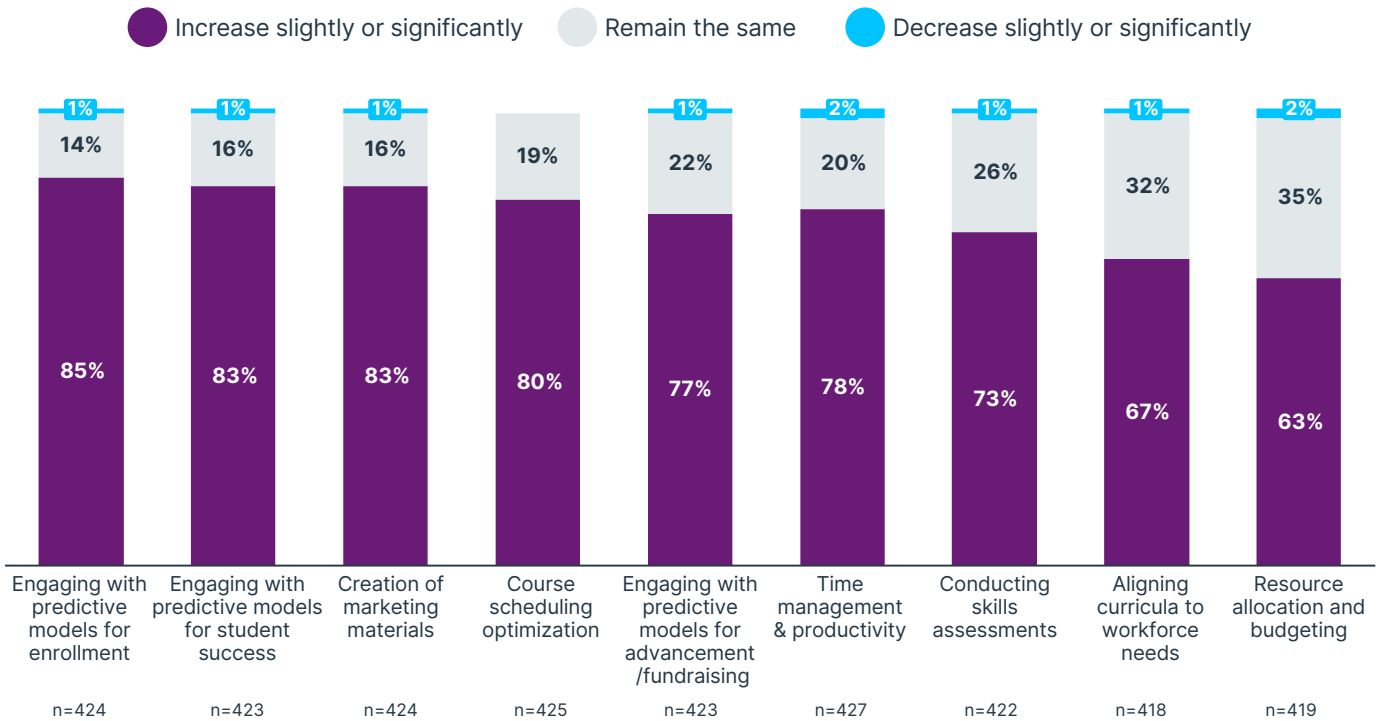


Figure 8: 2024 Survey Question: “Now, think specifically about administrators at your institution. Over the next 2 years, how do you think the frequency of AI use will change for the following use cases?”

Notably, none of the use cases are expected to decline in frequency, with fewer than 2% of respondents indicating any anticipated decrease.

Enthusiasm for AI is tempered by growing concerns and support needs.

Concerns about data privacy and model bias have increased year-over-year while other concerns have declined

As AI use has permeated campuses over the past year, administrators are increasingly expressing concerns about bias and data security related to the use of these technologies. At the same time, fewer administrators are citing limited understanding, cost, and bandwidth issues as personal barriers to AI adoption. The top concerns have meaningfully shifted in a year.

Barriers to Personal AI Adoption Year-Over-Year

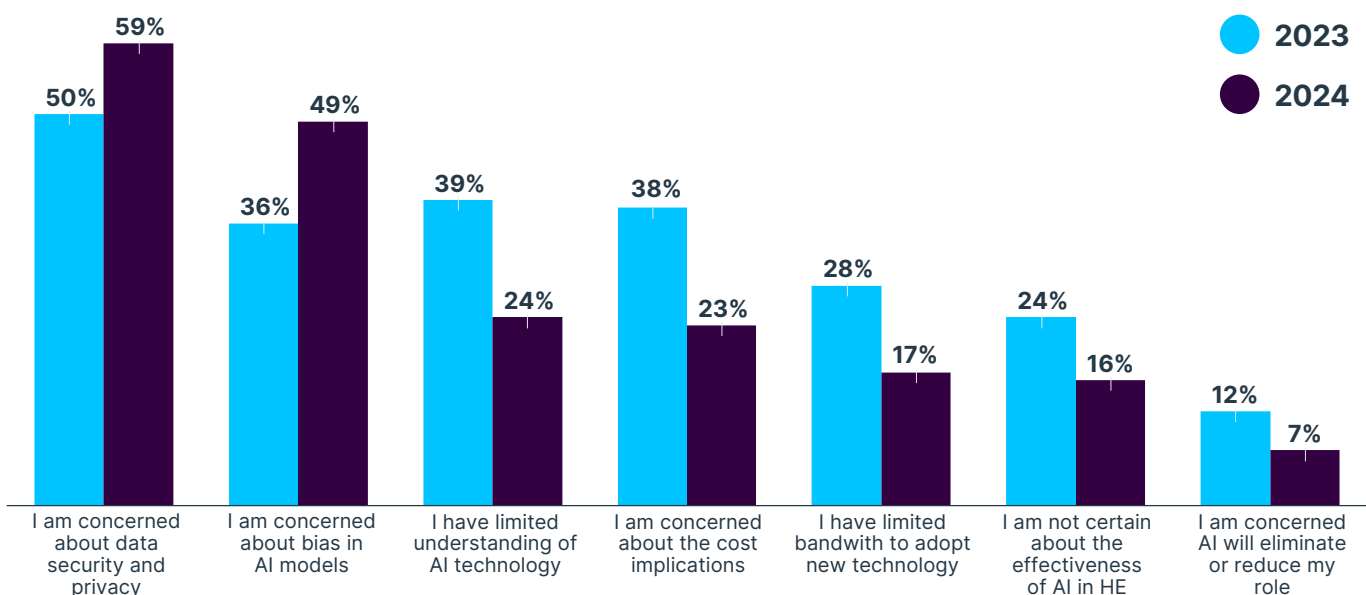


Figure 9: 2023 & 2024 Survey Question: "What barriers or concerns do you have about adopting AI?",
2023 n = 1133, 2024 n = 445

In the open-ended commentary on this question, **Academic Affairs** professionals indicated concerns about AI's environmental impact as a significant barrier. Although sustainability wasn't a primary focus of this year's survey, it remains a vital part of the mission for many institutions, and concerns about AI's environmental impact should be noted. This presents a significant challenge for the technology industry to address.

"I believe everyone's use of AI will increase, but with the resources required for AI support, usage should be considered and not trivial in order to minimize environmental impact."

Academic Affairs, Private, Not-for-Profit

While AI's current impact on electricity consumption and greenhouse gas (GHG) emissions are undeniable and not sustainable, these technologies have the potential to support sustainability goals in the future. Technology companies should consider partnering with faculty researchers with relevant expertise to accelerate the development of solutions to address these sustainability issues.

At the institutional level, the top three barriers to AI adoption were limited understanding of AI, concerns about Data Security and Privacy, and the cost of implementation.

“Many sustainability related objectives could benefit from AI, such as modeling and calculating universities’ GHG emissions, searching suppliers’ sustainability profiles, assessing social and environmental supply chain risks, etc.”

Business & Operations,
Public University

Institutional Barriers to AI Adoption

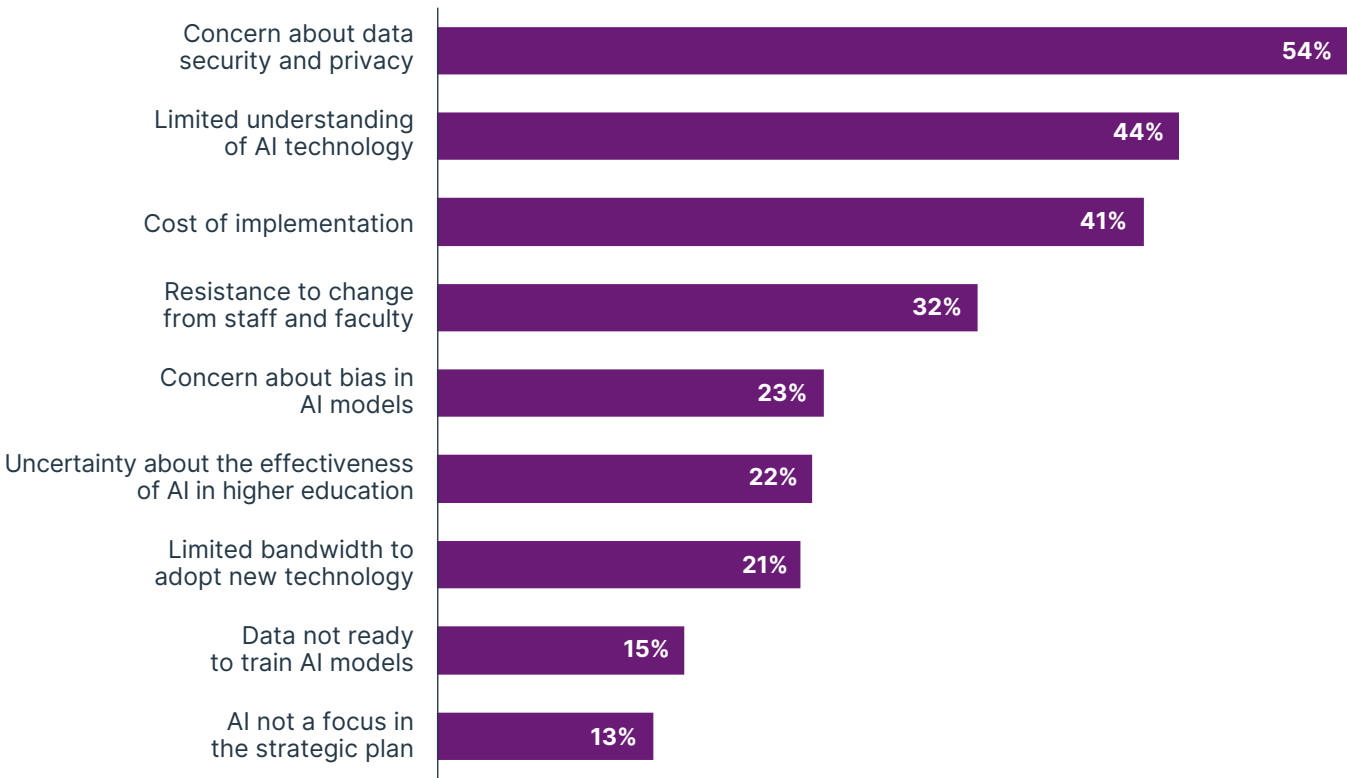


Figure 10: 2024 Survey Question: “What are your institution’s main barriers to adopting AI? Select up to 3 barriers.” n = 441

This pattern held true for all segments except those in Academic Affairs who cited resistance to change from staff and faculty as the second strongest barrier, edging cost of implementation out of the top three.

Administrators expect that AI adoption will have a negative impact on mental health, critical thinking, and academic integrity

When looking at institutional functions, administrators expect AI to provide the greatest value in **non-academic areas** such as:



However, as AI adoption moves closer to the core academic mission of the institution, administrators become more skeptical. Concerns are particularly pronounced in areas such as teaching and instruction and student learning. In fact, over 20% of respondents expect AI to do more harm than good in these academic areas with nearly 30% expecting AI to harm student learning.

Expected Impact of AI on Higher Education at Large

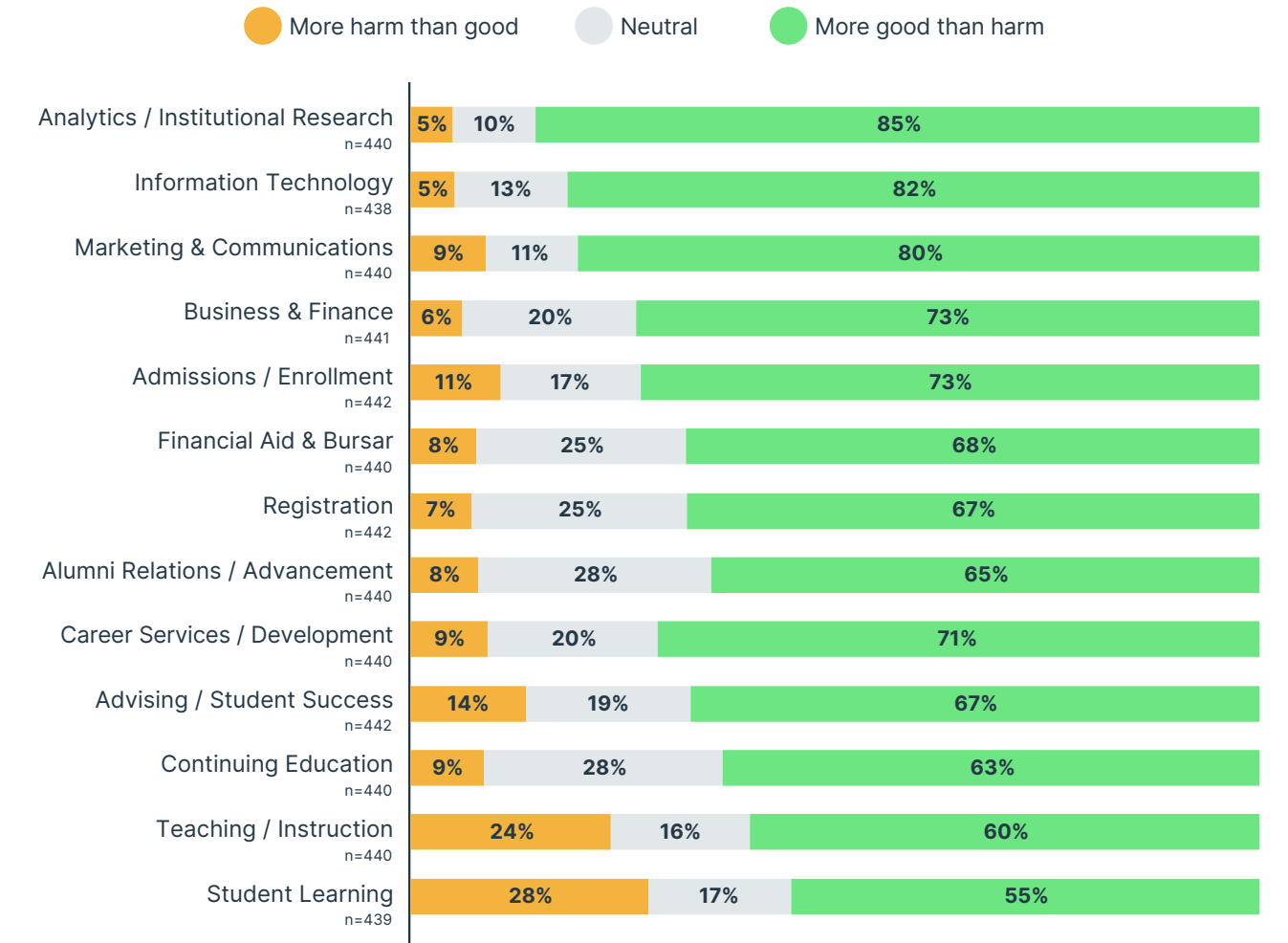


Figure 11: 2024 Survey Question: “Thinking about the higher education industry at large, please indicate how you feel the adoption of AI technology will impact the following functions.”

Higher education administrators overwhelmingly expect AI to have a **net positive impact** for productivity and effectiveness in their institutions. However, administrators expressed more caution when asked about how the widespread adoption of AI would impact society at large.

Specifically, they anticipate **negative impacts** on:



Mental health



Critical thinking



Academic integrity

Expected Societal Impact of Widespread AI Adoption

- Very or somewhat negative
- No impact
- Very or somewhat positive

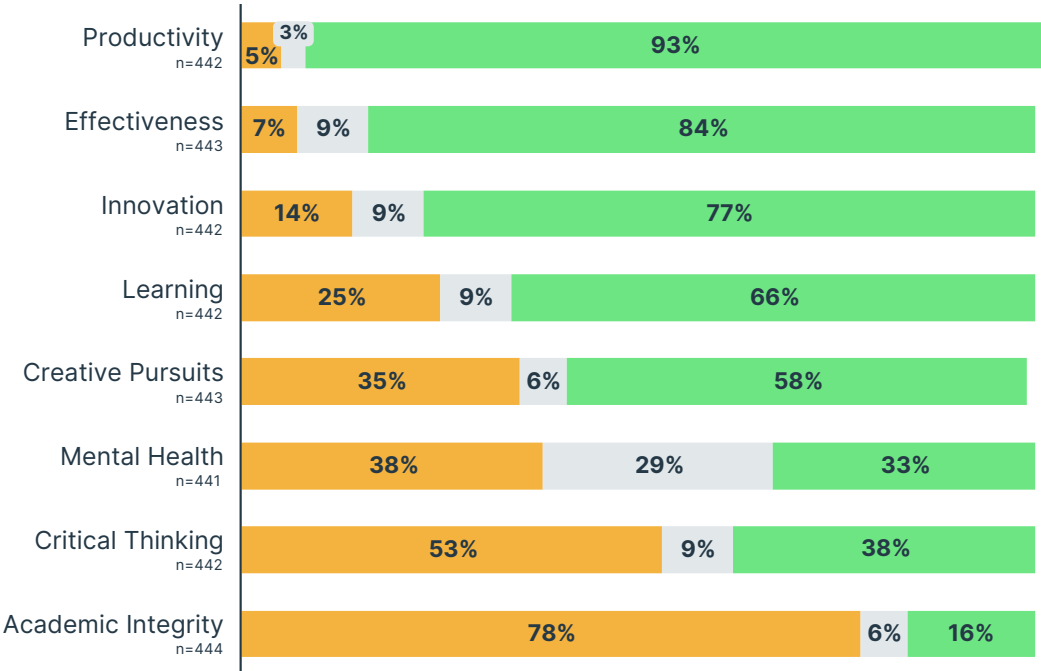


Figure 12: 2024 Survey Question: “In general, what kind of impact do you think the widespread adoption of AI technologies will have on the following?”

One respondent clarified their concern about the negative impact AI might have on mental health:

“In many ways, I believe that AI can be a positive enhancement to higher ed. I do have concerns that it will have negative effects on mental health, particularly for non-adopters who may find themselves struggling to meet expectations set with AI standards. If someone who relies solely on their learning and skills compares their academic performance to someone who is using AI to augment their performance, the non-adopter's mental health may suffer as a result of that comparison.”

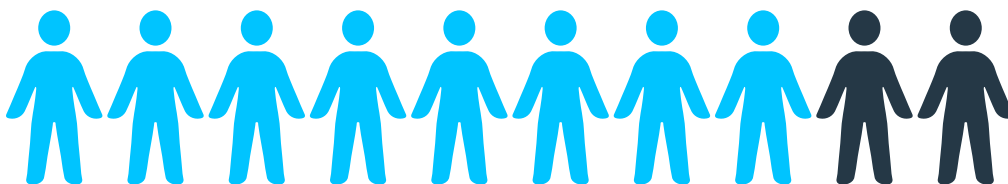
Data & Analytics, Private, Not-for-Profit

Despite widespread concerns, administrators in **Student Affairs** stand out as the only group expecting a positive impact of AI on mental health.

From their perspective in advising and student life, it is possible that these administrators have been exposed to applications of AI technology that are specifically built to support students both inside and outside of the classroom. AI-powered tools, such as advising nudges, can help students course-correct early in the term, potentially saving their semester before it's too late.

"I am a director and mental health clinician. I question the application of AI for direct counseling services. The rest of my job would benefit from AI to create treatment plans, training scenarios, process documents, generate informative reports, etc."

Student Affairs, Public 4-year



Nearly **8 in 10** administrators expect AI to have a negative impact on academic integrity.

"I need to, and will, take into account the use of AI when fielding academic integrity cases (violations) at a college. I am working with faculty to help them recognize, acknowledge, and mediate student use of AI and help them help students understand when it may be prudent or expected to use AI and when it would compromise their integrity."

Academic Affairs, Private, Not-for-profit



AI's potential to be misused for unethical assignment completion is top of mind for many educators and the issue has been extensively covered in news outlets and faculty blogs — particularly when it comes to generative AI.

Respondents indicated that they expect student use of AI to complete assignments in an unethical way to increase the most over the next two years. Alarming, the use case for students that respondents expected to grow the least was assignment completion in an ethical way — with 1 in 5 respondents indicating that they expect the ethical use of AI for student assignments to actually decrease over the next few years.

Next-2-Year Expected Change in AI Use: Student Use Cases

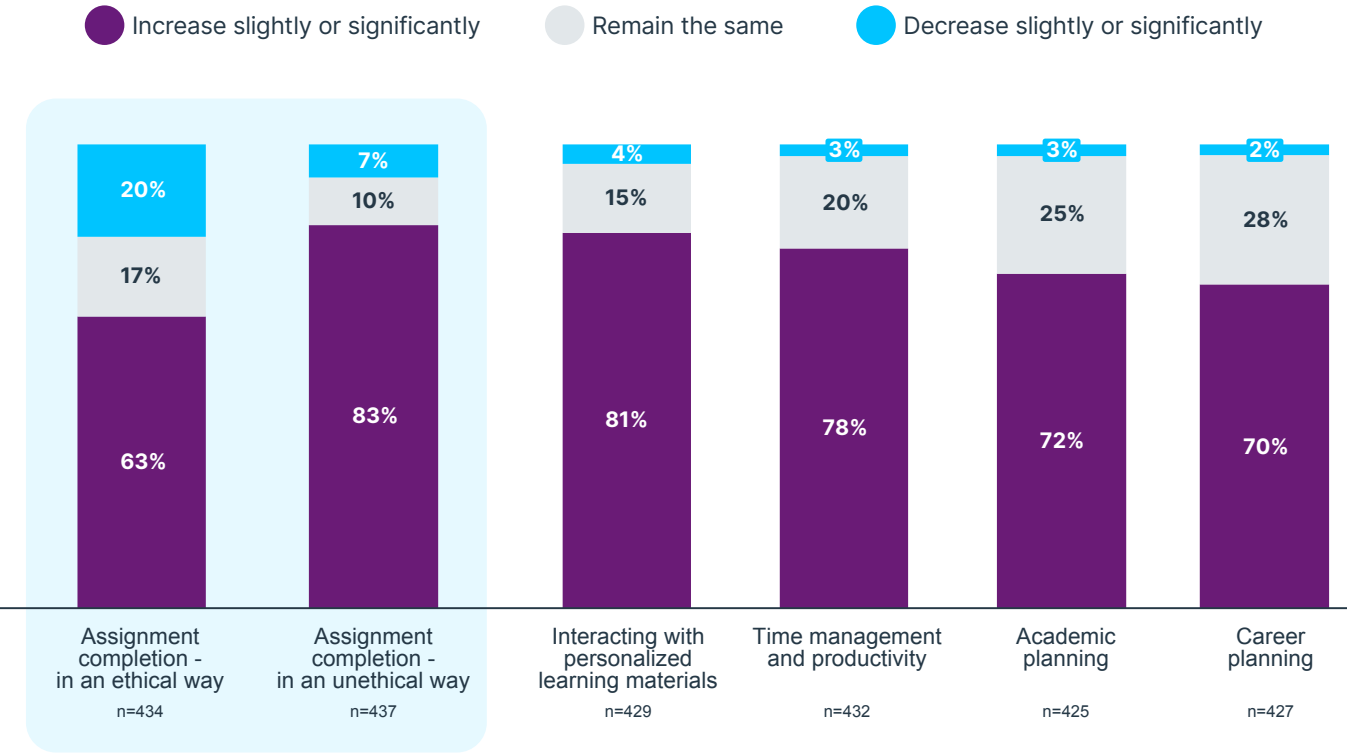


Figure 13: 2024 Survey Question: “Now, think specifically about students at your institution. Over the next 2 years, how do you think the frequency of AI use will change for the following use cases?”

Training and support needs continue to be voiced across departments

To unlock AI's full potential across functional areas, executive leaders must provide their teams with the necessary resources and support. This year, the top two forms of support requested by respondents were *“training on AI technology and its applications in my department”* and *“adequate budget and resources for AI implementation”* — consistent with last year’s findings.

These were the most requested forms of support across all departments, with one notable exception: Data & Analytics professionals. While they also emphasize the need for training, they place a strong focus on *“collaboration and knowledge sharing among higher education professionals”* as a critical factor for successful AI implementation in their field.

Support Needs for Departmental AI Adoption Year-Over-Year

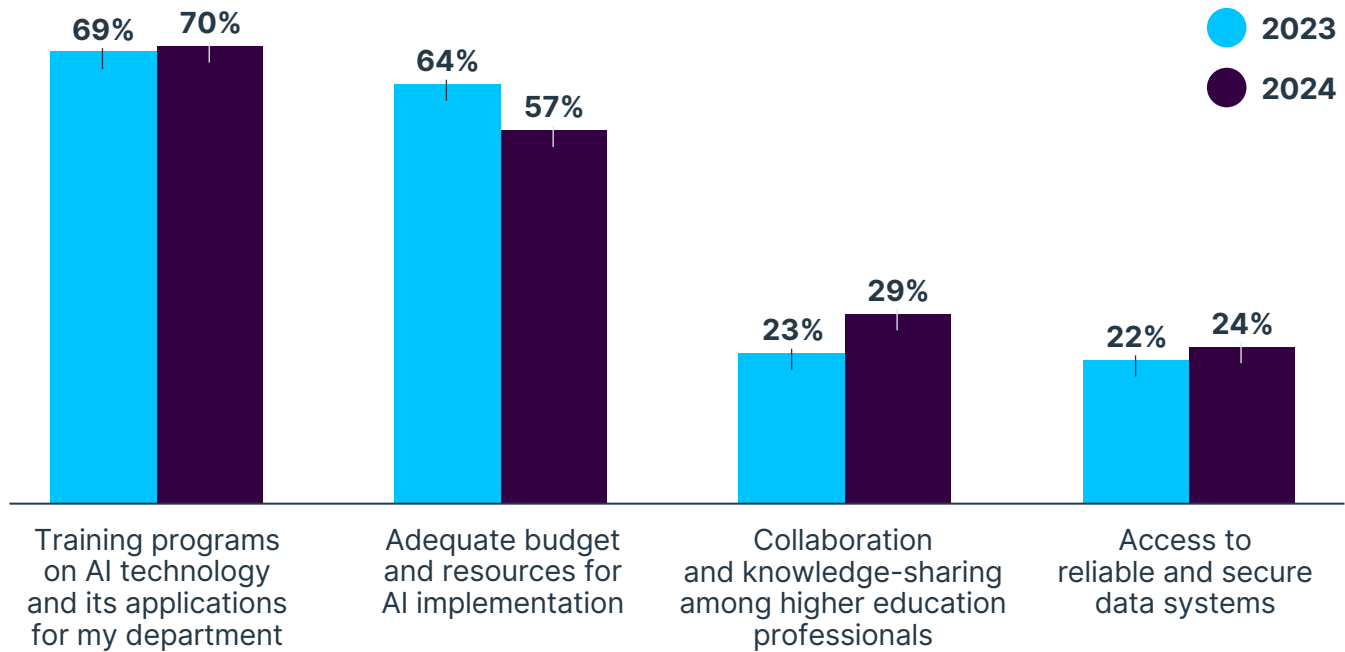


Figure 14: 2023 & 2024 Survey Question: “What resources or support do you believe would be necessary to successfully implement AI technologies in your department? Select up to 2.” 2023 n = 1096, 2024 n = 437

Moving Forward

We are optimistic about AI's continued impact on the higher education system, and know that it takes continued collaboration and investment from all. We've developed a set of recommendations aimed at both institutions and technology firms. It's imperative that these entities not only forge partnerships to facilitate the adoption of AI but also champion the cause for its safe and ethical application. Such advocacy is essential not just for equipping faculty with the necessary tools and knowledge but also for enriching the student experience with AI technologies in a responsible manner.

Here's how institutions can kickstart their AI implementation...

Provide Training and Development Support

In order to ethically and securely use AI tools to full effect, faculty, staff, and administrators will need comprehensive and regularly updated trainings that keep pace with advancements in AI technology. Consider adding foundational AI topics to your institution's current required annual technology training. This will allow you to take advantage of the distribution and reporting structures already in place and ensure broad dissemination of the content. Beyond this foundational training, institutions should offer regular workshops that provide a deeper dive into specific AI tools and use cases on campus tailored and targeted to the teams that use them.

Prioritize AI Use Cases and Allocate Budget Accordingly

AI has transformational potential that could be tapped into across every functional area of a college or university. Because budgets and resources are constrained, institutions should prioritize the AI use cases that are most impactful in terms of potential ROI and that are best aligned with their missions and strategic plans. In cases where budget constraints are tighter, investigate potential grants that could support this work or consider pooling resources and funding across departments to support adoption.

Establish an AI Governance Body

Stand up a cross-functional governance committee of institutional experts to lead campus decision making related to AI. This committee would be responsible for establishing institutional policies and guidelines for the ethical and appropriate use of AI, establishing criteria for the evaluation and selection of new AI tools, and communicating these policies and decisions with the campus at large. Given the pervasive concerns about AI's impact on academic integrity and the growing interest in predictive analytics, two of the first initiatives such a governance body should undertake are revising existing academic integrity policies and procedures to address AI and assessing the readiness of campus data for potential use in predictive analytics.

Work to Ensure Equity of Access and Equity of Outcomes

Those that have access to AI technology stand to outperform those who do not. To ensure that all students and staff are operating on an even playing field, institutions should work to make sure that every member of their community has access to the same AI tools and resources. Additionally, given the widespread interest in using predictive analytics and the growing concern about bias in AI models, it is crucial that institutions are engaging in regular structured evaluations of the outcomes of any predictive analytics models that are in use on campus. Such evaluations should include an examination of outcomes data disaggregated across groups of interest to ensure that models are not accidentally perpetuating systematic inequities.

And how technology companies can support institutions

Focus on Sustainability

Commit to transparent communication regarding the environmental impact of your technologies through the publication of an annual AI Impact Report. Given the concerns voiced by institutional stakeholders, this sets a standard for openness and annually reporting will ensure that the issue remains top of mind. Deepen organizational commitment to sustainable practices by collaborating with faculty experts in environmental science and engineering to identify ways to accelerate the development and implementation of solutions to these pressing sustainability issues.

Foster Transparency

The next hurdle for AI to overcome is adoption in a high-stakes environment. Those users at institutions (e.g., HR, finance), are concerned about making risky decisions based on faulty output and/or AI hallucinations. In these high-stakes applications, ensure that generative AI and predictive analytics outputs include clear step-by-step explanations of how conclusions were drawn. These explanations should reference source materials that can be efficiently cross-checked by the human user to foster confidence. This additional control will go a long way in assuring users that they can trust AI in their use cases.

Provide Training for Your AI Solutions

Offer on-demand training for your AI solutions to support their practical use. Tailor these trainings to the specific needs of various department end users to ensure they meet the diverse use cases across institutions. This proactive approach benefits institutions and your company by promoting alignment and efficient adoption.

Establish User Communities

Data shows that executive leaders are excited about AI and its growth at their institution, but end users still vary in their adoption and a plurality of administrators indicated that collaboration and knowledge sharing across higher education would help support their adoption of these technologies. To meet this need, establish Communities of Practice for your solutions, creating opportunities for administrators across institutions to share best use cases, discuss challenges, and learn from each other. These Communities should be moderated by AI leaders from your company to fill knowledge gaps and ensure active participation.

ABOUT ELLUCIAN

Ellucian powers innovation for higher education, partnering with more than 2,900 customers across 50 countries, serving 22 million students. Fueled by decades of experience with a singular focus on the unique needs of learning institutions, the Ellucian SaaS Platform features best-in-class capabilities and delivers insights needed now and into the future. **Visit Ellucian at www.ellucian.com.**

For more about Ellucian's commitment to AI, please see [here](#).

APPENDIX

Appendix A About the Survey Methodology

Ellucian's 2nd Annual AI in Higher Education Survey is a continuation of a research project that began in 2023 to better understand how higher education leaders perceive and use artificial intelligence technologies and the value these technologies bring to their institutions. This year's survey data was collected between August 12 – September 8, 2024 resulting in a representative sample of 445 higher education administrators from the U.S. and Canada. The sample was balanced to ensure a broad representation across various institution types, sizes, and job functions.

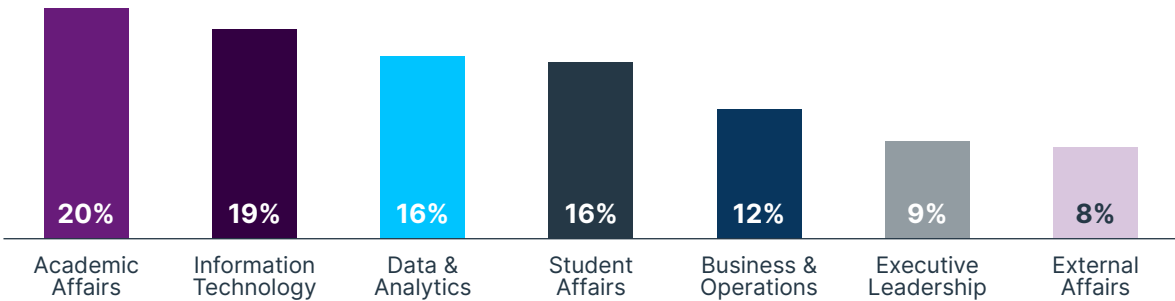
Overview of administrator survey respondents

445

higher education
administrators
completed the survey

Country	n	%	Role	n	%
United States	366	82%	Director	150	34%
Canada	71	16%	Executive Leader	141	32%
Other*	8	2%	Individual Contributor/Staff	95	21%
*Other countries included: Andorra, Australia, Ecuador, Netherlands, Qatar, & UAE			Manager	37	8%
			Faculty Member	21	5%
			Trustee	1	0.2%

By Functional Area



By Institution Size and Type

		FTE						TOTAL
Country	Institution Type	Fewer than 500 students	500-999 students	1,000-4,999 students	5,000-9,999 students	10,000-19,999 students	20,000 students or more	
United States	Private, For-Profit	4	0	4	0	1	0	9
	Private, Not-for-Profit	13	27	91	14	12	5	162
	Public 2-year	0	2	58	32	16	8	116
	Public 4-year	1	2	20	11	24	21	79
	TOTAL	18	31	173	57	53	34	366
Canada	Private University	1	0	0	0	0	0	1
	Public University	1	3	16	9	13	17	59
	Technical Institute	0	0	3	1	2	5	11
	TOTAL	2	3	19	10	15	22	71
Other	TOTAL	0	0	1	3	1	3	8
GRAND TOTAL		20	34	193	70	69	59	445