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Exploring disciplinary academics' perspectives and practices regarding student academic writing in the age of GenAI

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As generative artificial intelligence (GenAI) tools become increasingly accessible, disciplinary academics in higher education are faced with challenges in how they approach the teaching and assessment of academic writing and adapt their practices to integrate GenAI. Drawing on an exploratory research project, this paper examines the perspectives and practices of academics across a range of disciplines at an Australian metropolitan university. Through surveys of 58 academics across all faculties, we seek to understand diverse responses to the pedagogical and ethical considerations concerning student use of GenAI to produce academic writing. Our findings reveal how GenAI is reshaping approaches to academic writing, its influence on teaching and assessment practices, and the resultant challenges and opportunities for disciplinary learning. Participants were invited to reflect on GenAI use in academic writing, with a focus on its impact on assessment design and teaching practices. These responses are influenced by the specific contexts of each discipline, prompting reflection on the evolving role of Academic Language and Learning (ALL) practitioners in supporting ethical and effective integration of GenAI into higher education academic writing practices.

Key Words: generative artificial intelligence (GenAI), discipline-specific academic writing, academics' perspectives and practices.

1. Introduction

The emergence of generative artificial intelligence (GenAI) tools has meant that universities are scrambling to create policies regarding GenAI, especially around issues of academic integrity (De Maio, 2024). GenAI has already changed how higher education students engage with the academic writing process, and how academics think about and practice teaching and assessment. Educators have the complex job of considering how assessment tasks can be adapted or even completely re-structured to respond to the rapidly evolving challenge of GenAI (Corbin et al., 2025b; Lodge et al., 2023). Corbin and colleagues have described assessment redesign in the age of GenAI as a 'wicked problem'(p. 1), since it cannot be conclusively defined, there are no universally correct solutions, and possible responses may take different forms depending on the discipline-specific learning and skills that need to be assessed (Corbin et al., 2025a). Therefore, it is

essential for educators to fully understand the discipline-specific ways that writing practices, as a key element of many assessment practices, are changing in the age of GenAI.

This study is part of a rapidly emerging body of research on GenAI and academic writing. For the purposes of this paper, the term 'generative AI (GenAI)' refers to the use of tools such as ChatGPT, CoPilot, DALL-E and Midjourney to generate new content – text, image, code and other media – in response to a user prompt and based on what the AI tool has learned from existing content. In this paper, "academic writing" refers to any types of writing that students need to produce in their subjects, including in-class written tasks as well as in-class and out-of-class assessment tasks. Initially, research in this field explored how university students perceive and use GenAI for academic writing, investigating the associated advantages and disadvantages (e.g. Chan & Hu, 2023; Kim et al., 2024; Li et al., 2024; Zhou et al., 2023). These studies are an early indication of how the use of GenAI tools is changing students' writing practices, for example by assisting in the development of argumentative writing (Li et al., 2024) or providing personalised learning support (Chan & Hu, 2023). In addition, Rowland's (2023) paper proposing two frameworks to guide discussions around GenAI use in student writing is a good example of how educators can support their students. The few studies that have focused more specifically on academics' views of writing report concerns such as student over-reliance on GenAI reducing opportunities for deeper learning and language improvement (Ho, 2024), but also positive perceptions of how GenAI can assist in different stages of the writing process (Barret & Pack, 2023). Another key concern is the need for GenAI literacy training programs for staff and students (Abegglen et al., 2024; Alnsour et al., 2025; Haugsbaken & Hagelia, 2024). However, the majority of recent GenAI publications about writing take a generic rather than disciplinary language perspective, providing limited insights into any disciplinary similarities, differences or unique disciplinary developments regarding GenAI and writing (Al-Bukhrani et al., 2025).

As a team of discipline-specific Academic Language and Learning (ALL) practitioners at the University of Technology Sydney who advise and support faculty academics and co-create resources with them, as well as teach academic writing to small groups of students, we have become increasingly focused on how GenAI is impacting writing practices across the disciplines. In early 2025, we embarked on an exploratory study at our university, funded by an Association for Academic Language and Learning (AALL) grant, to investigate disciplinary academics' understandings and practices regarding academic writing in the context of GenAI. We sought to explore how practices may be shaped by the disciplinary context, and the implications this has for our work as ALL practitioners. Since this was an exploratory study, we kept the focus quite broad in order to identify, through our research, key areas of interest or concern that could then be adopted in further research. With disciplinary academics and students re-examining the place of academic writing in the era of GenAI, perhaps questioning the relevance or validity of written assessment or even suggesting the essay might be "dead" (Marche, 2022), ALL practitioners need a strong understanding of how academics are approaching and using writing with or without GenAI as a means of learning and assessment in specific disciplinary contexts. There is an urgent need to understand the challenges academic staff are facing in designing learning experiences and assessments in the age of GenAI, and how they are responding to these challenges. In the next section, we review the literature from a range of disciplines that focuses on academics' understandings and practices around the teaching and assessment of academic writing in the age of GenAI.

2. Perspectives from different disciplines about GenAI use in students' academic writing

We have chosen to review literature from the following disciplines, since they relate to the current faculties at our university, and therefore to the areas our research participants work in: Business, Engineering, Health, Humanities (which encompasses creative disciplines), Law and Science.

2.1. Business

The adoption of GenAI in business education in the last few years has not been a uniform one, ranging from banning it to embracing it to handle critical tasks such as research, brainstorming and generating content, and writing (Tsekouras & Priante, 2025). Similarly, business academics have mixed emotions about the pedagogical impact of GenAI. It has been recognised as enhancing interactive learning and engagement through personalised and adaptive learning experiences, providing language support as well as offering personalised attention to individual students in large classes (Jeyaraj & Sethi, 2025). However, concerns have been raised about students' ethical use of and over-reliance on GenAI, particularly in instances where reflection, critical thinking and creativity are required (Panmei & Shimray, 2025; Tigerstedt et al., 2025), as well as the lack of (adequate) institutional support (Kearney & Neenan, 2025). In the face of possible impacts to teaching and learning in business education, and in recognition that banning GenAI is unenforceable, DeJeu et al. (2025) have argued for better integration of GenAI by focusing on new approaches to demonstrate the value of effective business communication, build students' critical AI literacy skills, and reconsider assessment design.

2.2. Engineering

Despite the importance of strong written (and spoken) communication practices in engineering, the development of students' writing practices in the engineering disciplines has been piecemeal, often overlooked or excluded from the engineering curriculum in favour of 'technical content' (e.g. Goldsmith et al., 2019; Simpson-Smith, 2024). Some of the reasons for this oversight include: the focus on technical knowledge rather than on the development of professional attributes, engineering educators' own discomfort with writing (Goldsmith & Willey, 2018; Strauss & Grant, 2018), and the belief that the development of students' writing practices is not the responsibility of engineering educators (Goldsmith & Willey, 2016; Kranov, 2009; Simpson-Smith, 2024).

The advent of more general access to GenAI has therefore been regarded by many in engineering faculties and in engineering practice as somewhat of a saviour, as a means of improving both their own writing and those of their students. Much of the recent literature focuses on how GenAI can provide both grammatical instruction and writing practice for engineering students (Kotkovets & Nikitina, 2024), and how it can ease the burden of technical writing (Ely & Rad, 2024). Ely and Rad's study looked at using ChatGPT as a writing assistant in a technical writing course for undergraduate engineering students. Their study showed that students found ChatGPT useful as a writing tool, but not so useful for learning fundamental engineering concepts. Students also reported some distrust about the reliability of information provided by the AI tool.

Concerns about academic integrity and writing in engineering studies have also been explored. Nikolic, Daniel and colleagues have considered the impact of GenAI on a range of assessment task types in engineering studies since 2023 (e.g. Daniel et al. 2024; Nikolic et al., 2023), including tasks that involve significant written communication, such as project briefs and written reflective tasks. Their findings show that reflective tasks are particularly vulnerable to the misuse of GenAI, although they note that students would be likely to receive a passing grade rather than a higher grade, due to the generic nature of GenAI responses. The authors also note the potential positive use of GenAI: 'ChatGPT could be used as a scaffolding activity to help students think about the structure of reflective and critical thinking-based writing' (Nikolic et al., 2023, p. 586). The use of GenAI in engineering writing can therefore be seen to have both potential benefits and challenges for student writers.

2.3. Health

In the field of health, academics are using GenAI productively to create assessment questions and develop authentic simulation events, which can help students develop core clinical skills, including communication skills (Ekpor et al., 2025). Students are using it to clarify concepts, simplify

complex topics, summarise papers, translate from one language to another, search across multiple sources and solve problems (Pham et al., 2025). They also use it to complete clinical tasks such as creating treatment plans and to complete assignments, included editing their writing for cohesion, clarity, and grammar (Pham et al., 2025).

Despite the potential benefits of incorporating GenAI into health degrees, there are also concerns about ensuring students will be competent practitioners who can think critically in clinical contexts (Rodger et al., 2025). The development of critical thinking is essential in healthcare degrees, as it leads to better patient care, for example with medication safety (Zhang et al., 2025). However, there are some concerns that GenAI could inhibit student learning (Anderson et al., 2024; August et al., 2024), and particularly that it could lead to the loss of critical thinking skills (Pham et al., 2025; Roger et al., 2025). These concerns are based on views that many current assessments in health degrees could be produced by GenAI, which could result in some students' overreliance on GenAI to complete assessments (Anderson et al., 2024; August et al., 2024; Rodger et al., 2025), rather than developing the research and critical thinking skills they need to complete the assignments themselves.

Responses to the challenges raised by GenAI include shifting the focus away from assessing only the output (e.g. a written case study) to assessing the process of completing assignments (Rodger et al., 2025), for example, asking students to submit a search plan of their research, a draft of the assignment, an annotation of a key reading. A second response is to explicitly teach the critical use of GenAI and incorporate its use into assessment tasks. Chan et al. (2025) for example, integrated an essay written with the aid of GenAI into an intensive writing program.

2.4. Humanities

In many humanities courses, the processes of writing and thinking are closely intertwined, with the research or discussion essay being a key genre, along with genres such as reflections, literature reviews and reports. As Syska (2025) explains, essay writing is a way of "clarifying thinking, finding ideas, and taking the writer on a journey to knowing" (para. 2), which is also the case with other written genres in the humanities. Studies focusing specifically on higher education humanities writing have found that GenAI can generate passable essays or initial research drafts at the lower (i.e. first year) undergraduate level, but that it struggles to produce the critical analysis, higher order thinking and/or original research ideas required for more senior undergraduate writing (Black & Tomlinson, 2025; Lozic & Stular, 2023; Revell et al., 2024). Lozic and Stular (2023) explain that most humanities research adopts a "hermeneutic spiral ... [with] loops between data, information, and knowledge ... that cannot be handled by LLM-based AI chatbots alone" (p. 19). GenAI cannot currently perform the tasks of linking and connecting ideas in the same way a human does in order to identify gaps and produce new knowledge. While some humanities students reportedly rely on GenAI as a researcher and a content expert or use GenAI for efficiency gains, most use it for revising draft writing (Kee et al. 2024; Revell et al. 2024), which may be problematic given that GenAI struggles with critical analysis, as mentioned above.

In the creative fields such as architecture and design, language skills have received little attention from researchers (Edwards & Murphy, 2023), with oral and written communication skills often not explicitly taught or assessed. Educational research on GenAI tends to focus on how it can support or hinder the ideation phase of design projects, that is, for image rather than text generation. The study by Kee et al. (2024) suggests GenAI may stimulate creativity because it allows students to generate numerous design alternatives at the conceptual phase that they might not have otherwise considered. Their research also showed that GenAI use can help architecture students by saving them time and reducing their anxiety. However, Rastogi and Amarka (2024), whose research focused on undergraduate design students, suggest there is a tension between GenAI increasing efficiency in the design process while potentially stifling creativity for some students. They conclude that educators will need to carefully guide design students in harnessing AI's

capabilities as part of the design process, for example by generating design alternatives, while maintaining ethical consciousness and without losing the "creative spark of human designers" (p. 414). Integrating GenAI for image generation into the architecture and design curricula will mean that the art of prompt writing will need explicit teaching in order for students to craft prompts that showcase their creativity. Therefore, developing writing skills will still be a crucial part of these disciplines going forward.

2.5. Law

Law academics are currently coming to terms with the emergent integration of GenAI into education and practice, and these concerns pivot around ethical boundaries, academic integrity, and the loss of foundational legal skills. While courts such as the Supreme Court of New South Wales (2025) and the Federal Court (2025) acknowledge GenAI's utility in handling large volumes of data and in streamlining routine tasks, they emphasize the need for professional responsibility and human oversight. Legal research around GenAI, such as that by Alimardani (2025), reveals that current guidelines are inadequate for teaching responsible GenAI use, highlighting issues such as verification drift and fatigue related to constantly checking for the use of GenAI in academic settings such as assessment tasks. Others, including Legg and Bell (2019), Leopold (2024) and Balan (2024), argue that GenAI cannot replicate essential human qualities such as judgment, empathy, and ethical reasoning, critical to legal practice. Consequently, law educators have shown differing levels of caution around fully embracing AI in order to find a balance between technological innovation and the development of analytical and ethical competencies in future legal professionals.

2.6. Science

There are concerns in the sciences that the potential proliferation of misinformation due to AI hallucinations makes GenAI incompatible with science's epistemic values, especially given the importance to the discipline of accurate measurement and reporting of data (Alvarez et al., 2024; Hendriks et al., 2025). These concerns in turn have led to fears of eroding public trust in science (Schafer, 2023), leading some to question whether written assessment still has any value in the sciences (e.g. Watts et al., 2023). However, early studies on the integration of GenAI into science assessment tasks have found the accuracy of AI-generated information to be generally acceptable in medical science essays (Williams, 2024) and written chemistry assessments (Rojas, 2024). Therefore, rather than policing its usage, Watts et al. (2023) advocate the integration of AI into written science assessments on the condition that there is sufficient scaffolding of students' information literacy to help them critically evaluate written texts. Similarly, Tang (2024) recommends encouraging students to question how they might verify evidence when using GenAI in the research or writing process, while Ingley and Pack (2023) suggest that AI can be used to help students understand the quite formulaic disciplinary expectations of scientific writing.

2.7. Summary

Overall, the literature reviewed above demonstrates mixed responses to the questions of how GenAI is impacting and could be integrated into academic writing within each discipline. While some disciplines, such as engineering and science, may be embracing GenAI to assist with writing, other disciplines, such as law and health, where critical and ethical thinking are paramount, appear cautious. In the humanities, there is concern about student use of GenAI to generate passable undergraduate level essays, so structural assessment changes are clearly needed but not yet documented in the literature. Our study contributes to the existing literature by exploring academics' understandings and practices in multiple disciplines and by teasing out exactly if and how they are adapting their practices to integrate GenAI.

3. Research design

3.1. Data collection

Our study explored the following three questions, in line with our AALL grant application:

1. What are disciplinary academics' understandings of how academic writing is changing in the context of GenAI?
2. How and to what extent are disciplinary academics adapting their practices around writing and integrating GenAI?
3. What similarities, differences and unique developments are there across the academic disciplines, regarding the two questions above?

We adopted a pragmatist research approach using the complementary strengths of quantitative and qualitative data (Maarouf, 2019) to address the questions above and to ensure both breadth and depth of data (Gillespie et al., 2024). Phase one of the research involved an anonymous online survey that consisted of 5 biographical questions followed by 11 main survey questions (see Appendix A), while phase two consisted of optional follow-up interviews. This paper focuses on phase one of the study only.

We designed the online survey to elicit quantitative and qualitative responses regarding academics' understandings and practices in terms of student academic writing in the age of GenAI. As shown in Appendix A, biographical questions asked for respondents' faculty and school (Q1 and 2) so that we could compare responses across disciplines. We also asked about the types of writing tasks or assessments the academics currently used (Q4-5). The main survey questions all related specifically to GenAI, with close-ended questions using yes/no or scales of items about respondents' perceived understanding of GenAI, their perceptions of the value of writing in the era of GenAI, and the impact that GenAI has had on their assessment types, teaching practices, and integration into writing processes. The open-ended questions related to how respondents had integrated GenAI into writing activities or assessment tasks, whether and how they had adapted their teaching practice, what types of support they felt they needed to better adapt their assessment design or teaching practice, and what concerns they had about GenAI and academic writing.

In terms of the data collection procedure, the survey link was emailed to the Associate Deans Teaching and Learning or Teaching and Learning Manager in each faculty in April 2025, requesting them to forward the email through whichever channels they deemed to be most effective for reaching as many academic staff within their faculty as possible. Due to this means of distribution, it was impossible to determine accurately the response rate of the participants. In line with the ethics approval we received from our university, participation in the survey was voluntary and no identifying data was collected, although participants were asked to provide their email address if they were willing to participate in a follow-up interview. Email addresses were then removed from the data by our research assistant before analysis. All survey data were collected in April and May 2025, before the end of the Autumn (February to May) semester.

3.2. Data analysis

This study used STATA version 18 to analyse the survey data and performed descriptive statistical analysis on the quantitative data collected from the close-ended items (see Appendix A, Questions 6, 7, 8, 9, 10, 12 and 15). In order to make comparisons across the faculties and because of the small number of respondents from some of them, we created groups for the quantitative analysis. Our list of faculties for analysis were business paired with transdisciplinary innovation (TD)[1], engineering and IT paired with science, health, humanities (education, international studies

[1] Transdisciplinary innovation combines knowledge and methods from multiple areas to create new approaches and solutions.

and communication paired with design, architecture and built environment, which have now all merged into one faculty at our university), and law.

Informed by the work of Braun and Clarke (2022), we also undertook a thematic analysis of the qualitative data from the open-ended questions (Questions 11, 13, 14 and 16). The purpose of this thematic analysis was to identify similarities in teaching and assessment practices as well as shared responses and concerns. To do this, two separate analyses of open-ended qualitative data were undertaken for each open-ended question to identify key themes. Once completed, the two sets of analysis were compared and discussed, then compiled into one final analysis. The final thematic analysis was then included alongside the quantitative survey data analysis. The thematic analysis provides insights into mainly similarities across disciplines, as well as a few areas where there were differences.

3.3. Participants

A total of 58 academic staff responded to the survey, representing all the University's faculties. There were 23 responses from humanities academics, 18 responses from health, 7 from law, 6 from business and TD and 4 from engineering, IT and science.

With regard to teaching experience in a university setting, overall, there was a relatively even split between academic staff who had 0–5 years' experience (n = 13), 6–10 years' experience (n = 12), 11–15 years' experience (n = 13), and 16–20 years' experience (n = 11), with only four respondents having more than 20 years' experience. In terms of differences between faculties, almost half of the law respondents had 0–5 years' experience and exactly half of the health respondents had 0–5 or 6–10 years' experience. Although data about respondents' teaching experience were collected, the survey did not collect information on their employment status (i.e. casual or on-going staff member) or whether they coordinated any subjects. This limits analysis on how their employment status and subject coordination responsibilities may influence their perceptions about the use and integration of GenAI, and could be included in further research.

4. Findings

Overall, the findings showed a high level of engagement with GenAI as an issue that affects academic writing and that in many cases requires adaptations to practice, as well as critical and insightful reflection on the related issues and ethical concerns. These findings are perhaps not surprising given that these academics had chosen to volunteer their time to complete the survey.

In the following sub-sections, we present findings from the survey data in relation to the key topics explored: the level of academics' understandings of GenAI; the extent of GenAI's influence on student disciplinary writing; the usefulness of GenAI at different stages of the writing process; encouraging, allowing or prohibiting GenAI in academic writing tasks; how academics are adapting their teaching and assessment practices; and concerns about GenAI and writing.

4.1. The levels of academics' understandings of GenAI

The vast majority of respondents (81%) reported having a reasonable or high level of understanding about GenAI (Q6, see Appendix A), with the findings shown in Table 1. It is worth noting that none of the respondents from business, TD, engineering, IT or science reported having a low understanding of GenAI, while almost 40% of respondents from health and almost 43% of respondents from law reported having a low understanding. Due to the relatively low number of overall responses and variation in responses by faculty, the interpretation of the results is to be treated with caution. Despite this caveat, these findings suggest possible faculty variation in communication and support around GenAI, or perhaps greater uncertainty around GenAI in some disciplines.

Table 1. Academics' reported levels of understanding of GenAI (with numbers of respondents in brackets).

	Business & TD	Engineering, IT & Science	Humanities	Health	Law	Total
High understanding	17% (1)	50% (2)	26% (6)	0% (0)	43% (3)	21% (12)
Reasonable understanding	83% (5)	50% (2)	70% (16)	61% (11)	14% (1)	60% (35)
Low understanding	0%	0%	4% (1)	39% (7)	43% (3)	19% (11)
Total	100% (6)	100% (4)	100% (23)	100% (18)	100% (7)	100% (58)

Furthermore, we investigated the influence of respondents' understanding of GenAI (based on Q6) on four of the other aspects surveyed: (i) their perspectives about the extent of GenAI's influence on academic writing (Q7), (ii) the value they placed on helping students develop writing skills in the age of GenAI (Q8), (iii) the extent to which they are encouraging GenAI use (Q10), and (iv) the extent to which they had adapted their teaching and assessment practices (Q12). The results revealed that the academics with a high level of understanding of GenAI in general responded that GenAI has had 'a lot' of influence on the way that students are required to write (50%), they believed it was highly important to help students develop writing skills in the age of GenAI (92%), they encouraged the use of GenAI in academic writing tasks (42%), and they had adapted their teaching and assessment practices around writing in response to GenAI (67%). In contrast to the academics with a high level of understanding of GenAI, the academics who reported having a low level of understanding of GenAI in general were less sure about how GenAI has influenced how students are required to write (27% compared to none). A higher proportion of the academics with a low level of understanding also placed a low importance on the development of academic writing skills in the age of GenAI (36% to compared to none) and did not mention that they encouraged the use of GenAI in academic writing tasks (46% compared to 8%). However, the findings are also to be interpreted with caution as the results could be driven by the representation of survey participants across faculties. The majority of the academics who responded with a low level of understanding of GenAI are in health (7 out of 11 respondents), whilst the majority of the academics who responded with a high level of understanding of GenAI are in humanities (6 out of 12 respondents).

4.2. The extent of GenAI's influence on student disciplinary writing

Respondents were asked about the extent to which GenAI has influenced the way students are required to write in the discipline, with five options: not at all, not much, not sure, a little and a lot (see Appendix A, Q7). Overall, as shown in Figure 1, 67% of all respondents answered that GenAI has a little or a lot of influence on student disciplinary writing. A large proportion of respondents from business and TD (67%) and engineering, IT and science (50%) indicated that GenAI has a lot of influence, but it is important to note that these faculties had relatively low numbers of respondents. Also worth noting is that 43% of respondents from the law faculty indicated that they were not sure whether GenAI influenced the way students are required to write.

In response to the next question (Q8) about the value the academics see in developing the skill of academic writing in the age of GenAI, across all disciplines, 93% of respondents placed a moderate or high value on academic writing as a skill to develop in the age of GenAI. Therefore, although there was less agreement about the extent to which GenAI has influenced the way students are required to write, the skill of writing was regarded by almost all respondents as important.

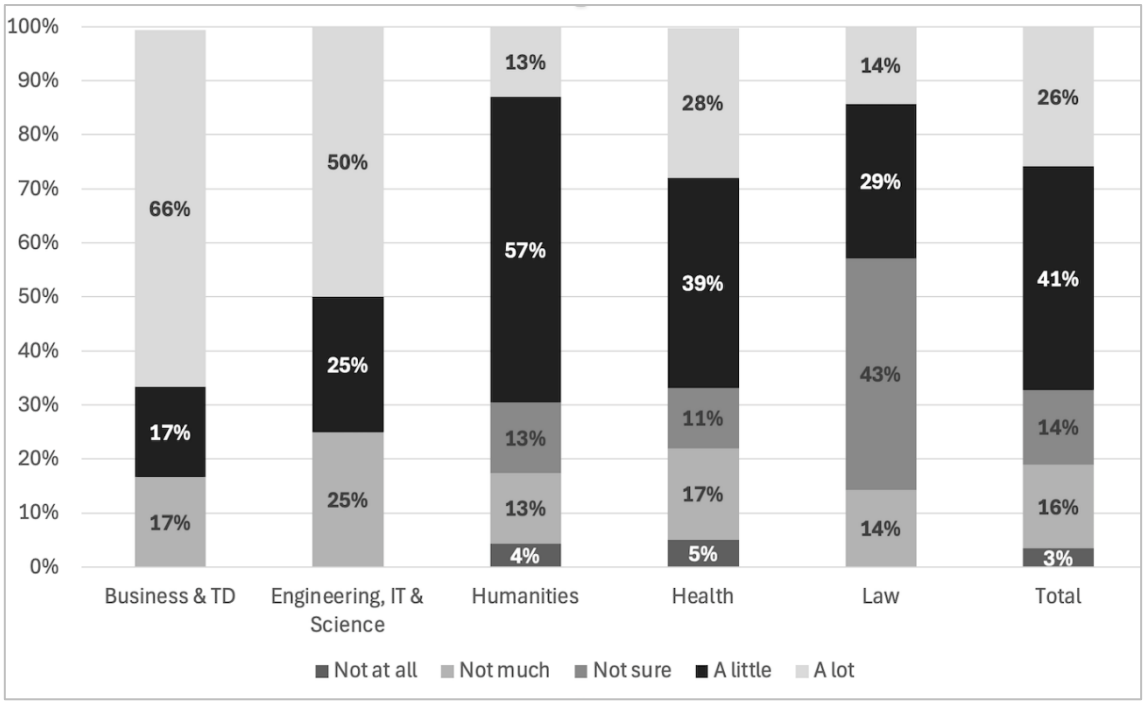

Figure 1. Academics' perceptions about the influence of GenAI on the way students are required to write in the discipline.

4.3. The usefulness of GenAI at different stages of the writing process

The survey also asked respondents to specify at which stages of the academic writing process they believed GenAI is or could be most useful for their students, and they could choose multiple options from the following: brainstorming, planning, note-taking from texts, outlining, drafting, editing/revising, or none (see Appendix A, Q9). The results are shown in Table 2. The figures do not add up to 100% because respondents could select multiple stages of the writing process.

Table 2. Academics' perceptions about the usefulness of GenAI at different stages of the student academic writing process.

Stage of writing process	Business & TD	Engineering, IT & Science	Humanities	Health	Law	Total
Brainstorming	67%	75%	61%	67%	86%	67%
Planning	67%	75%	44%	56%	86%	57%
Note-taking from texts	50%	50%	9%	67%	43%	38%
Outlining	33%	25%	26%	44%	57%	36%
Drafting	50%	50%	22%	33%	29%	31%
Editing/revising	83%	75%	52%	78%	43%	64%
None of the above	17%	0%	17%	6%	0%	10%

The results show that the respondents on the whole viewed GenAI as being most useful in the brainstorming (67%), editing/revising (64%) and planning (57%) stages of the writing process – stages that involve less actual writing, but still some of the initial thinking. The stage selected by the lowest number of respondents overall was drafting (31%), the stage where a writer forms the majority of their sentences and paragraphs.

However, there was also some variation across faculties. The two groupings of business and TD and engineering, IT and science had similar patterns of responses, indicating that GenAI could be most useful for editing/revising, followed closely by brainstorming and planning, while it would be least useful for outlining. Interestingly, 50% of respondents from each of these groups thought GenAI could be useful for drafting. This finding might link to some of the more technical writing in these faculties, where drafting means writing up an experiment or data-focused reports which often have a more formulaic structure than is the case in other forms of disciplinary writing. In contrast, the number of humanities, health and law respondents who indicated that GenAI would be useful for drafting was much lower (22%, 33% and 29% respectively). It is also important to point out that a very low number of humanities respondents (9%) thought that GenAI could be useful when note-taking from texts, which is not surprising given that reading and integrating supporting evidence from texts into discussion and research essays is a crucial skill in the humanities. Interestingly, 67% of health respondents perceived GenAI to be useful when note-taking, indicating that some academics may be encouraging it as a tool for understanding complex texts. However, this is slightly worrying, because critical thinking when integrating evidence from texts into written tasks is also important in the health discipline.

4.4. Encouraging, allowing or prohibiting GenAI in academic writing tasks

In terms of the extent to which the survey respondents encouraged and/or allowed the use of GenAI in academic writing and/or assessments with their students (which relates to Q10), the results revealed considerable variation across the faculties, as shown in Figure 2.

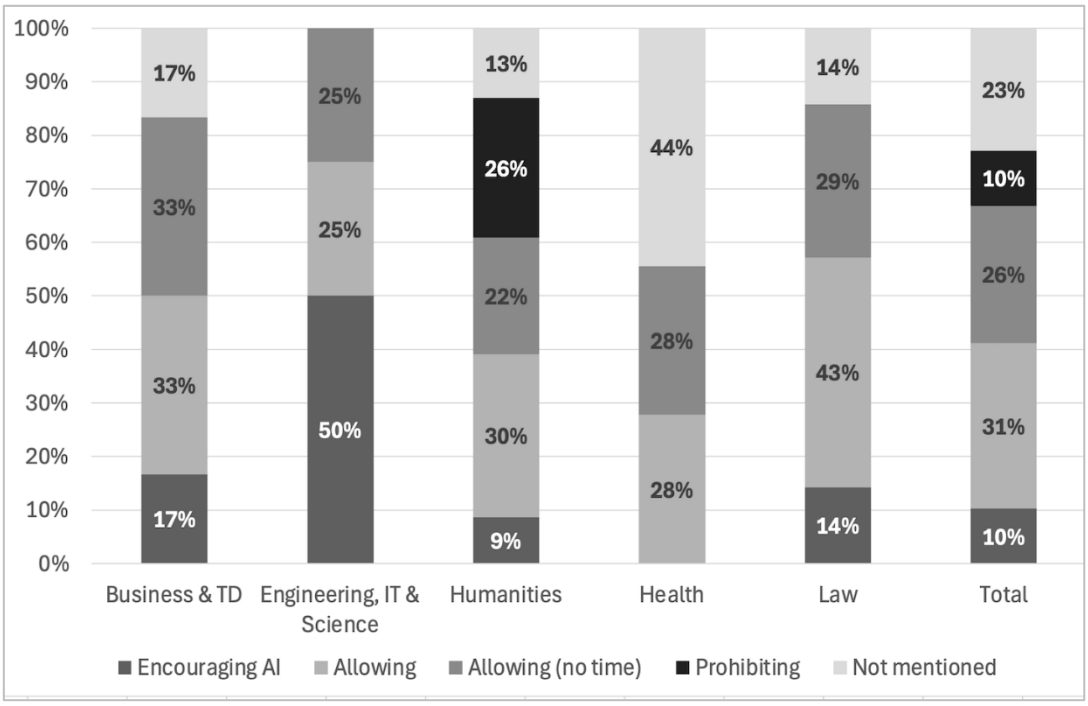

Figure 2. The extent to which academics have encouraged the use of GenAI in academic writing tasks and/or assessments with their students.

The faculties with the highest proportion of academics encouraging use of GenAI in written tasks were engineering, IT and science (50% of respondents from those faculties). In law, respondents generally allowed use of GenAI, either with scaffolding or help (43%) or without spending any time in class discussing it or providing support (29%). This pattern of generally allowing GenAI use was similar in business and TD. Responses from health were somewhat different, with no respondents encouraging or prohibiting GenAI use, but a considerable proportion (44%) not mentioning it to students in terms of written tasks. In the follow-up open-ended question that allowed participants to elaborate on their answer, health academics who had not mentioned GenAI to students indicated some uncertainty around policy and guidelines and around using GenAI themselves, as well as interest in integrating GenAI more in the future. A couple of respondents also commented that they had not discussed it with students, but that GenAI should be referenced if used. Interestingly, the humanities were the only faculty where respondents said they had prohibited use of GenAI in written tasks (26% of humanities respondents).

From the thematic analysis of the open-ended question (Q11) that gave respondents the option of providing details to explain or elaborate on the extent to which they have encouraged or allowed GenAI, we identified three key themes, which we expand on below: (1) encouraging use of GenAI, with comments from all faculties; (2) discouraging use of GenAI, with comments from the humanities, health, law and TD; and (3) prohibiting use of GenAI, with comments only from humanities academics. The second theme of 'discouraging' in particular provides an additional lens, as this was not one of the options given in the close-ended question.

4.4.1. Encouraging use of GenAI

Respondents from all faculties mentioned ways of "encouraging the use of GenAI by students". However, several respondents noted that their encouragement of GenAI use was context specific, depending on the task students needed to complete. For example, one humanities respondent noted: "*I am teaching in three subjects and my responses to [this question] would not be the same if asked how I am 'encouraging' (or not) GenAI use in each subject"*. Similarly, a business respondent's comment demonstrates that GenAI may be restricted to some stages of the writing process but not others: "s*tudents are able to use GenAI in studying for and planning their assessments. However, for the in-class assessment tasks they cannot use GenAI during the writing process."*

Respondents reported encouraging GenAI use for a variety of purposes. These included using it as a learning companion to help students develop ideas and learn subject content: "*I generally communicate that the idea needs to be original. GenAI can be an amazing companion in supporting, refuting, or developing these ideas"* (business respondent) and "*I encourage students to engage with AI as an active partner in their learning process"* (science respondent). While encouraging its use, several respondents mentioned teaching students how to take a critical stance by providing information in the subject Canvas (learning management system) site on the "inherent bias in GenAI" (humanities respondent). Other respondents reported on explaining to students the restricted uses for which they were encouraging GenAI use, which mainly related to writing assistance, such as proof reading and help with English language. Respondents also commented on the guidelines they provided to students to try to ensure they followed these restricted uses by referring them to university guidelines and requiring declarations of use. For instance, a business academic explained that, "*students are permitted to use AI for checking content – i.e. proofing, grammar, advice on structure – but not for creating content – researching, summarising, drafting, etc.".* These qualitative comments show that 'encouraging use of GenAI' is complex and dependent on the context, and the specific requirements of particular stages of assessment tasks, requiring academics to think deeply about what they are encouraging and why.

4.4.2. Discouraging use of GenAI

A second theme with comments from humanities, health, law and TD was "discouraging the use of GenAI". Reasons provided for discouragement were that the process of writing was an important part of learning and that students need to develop their own voice, as illustrated by this quote from a humanities respondent:

> *The types of writing we do don't benefit from GenAI engagement because they short circuit the capacity of writing as a thinking process. … Finding an authentic, professional voice in written communication is an important skill that reliance on AI tools discourages.*

One transdisciplinary innovation respondent discouraged the use of GenAI by creating assessment tasks where GenAI would not be useful:

> *This year I did not explicitly promote or prohibit use of text and/or image generation tools in this subject. I tried to design assessment tasks and rubrics so that students would have to demonstrate that they did the work in the subject and that students who relied on text generators to produce their submissions would not pass.*

This final comment links to one of the key ways academics are adapting their teaching and assessment practices to restrict GenAI use (see sub-section 4.5.3 below).

4.4.3. Prohibiting use of GenAI

As discussed above, only respondents from humanities reported that they prohibited GenAI use. Some of these academics provided detailed explanations that showed nuanced understandings of GenAI and its potential impact on student learning. They mentioned explicitly discussing the pitfalls with students: "*I warn students about fake referencing and misleading arguments*" and "*I do so by demonstrating the way it (GenAI) introduces mistruths and inaccuracies into analysis; showing in real time how they are actually missing an opportunity to build their own skills*". One respondent also mentioned the importance of originality, a critical stance and specific rather than generic responses in their discipline, which they believe GenAI cannot replicate:

> *My main argument to students is that the proliferation of GenAI is placing a premium on critical originality and specificity in an academic context (and even in a professional context), and that anything that appears overly generic and superficially comprehensive is going to be devalued in an academic and professional context, whether or not it was produced by GenAI.*

Other humanities respondents highlighted the importance of the "thinking-through-writing" process, where students bring drafts of writing to class for feedback, and how reflective writing requires "specificity that GenAI is not good at". One humanities academic mentioned that they do encourage GenAI for creating visuals, but they do not encourage it for writing.

4.5. How academics are adapting their teaching and assessment practices

Overall, over 70% of respondents indicated that they have adapted their teaching and assessment practices around academic writing in response to GenAI (see Appendix A, Q12). There was consistency in this positive response across all faculties except for law, where 71% of respondents from that faculty answered that they have not adapted their teaching and assessment practices. In the following open-ended question (Q13) that asked participants, "If yes, in what ways? If no, why not?", none of the law respondents who indicated that they have not adapted their practices provided an answer. However, two of the law respondents who answered positively offered some insights into why others may not have made changes. They mentioned that it is early days in the integration of GenAI, it depends on the subject, and having oral assessments already in place

perhaps reduces the urgency to make changes and rush to secure all written tasks. For example, one law respondent explained that:

> *We already have oral assessments but need to ensure that other assessment tasks are also secure. Students may use GenAI but must provide an additional 150-word reflection on how they used it and how useful it was (including examples and prompts used).*

We also conducted a thematic analysis on the qualitative responses to the question asking participants to explain how they had adapted their practices, or why not if they had not, and the following four key themes were identified, which we elaborate on below:

1. shifting focus of teaching to include critical and contextual thinking and personal reflection, with comments from all faculties
2. providing the 'rules', guidelines and asking students to declare use, with comments from business, health and humanities
3. using assessment design to scaffold, restrict or check for GenAI use, with comments from business, health, humanities, law and TD)
4. no adaptation of teaching or assessment practices, with comments from science, health and humanities.

4.5.1. Shifting focus of teaching to include critical and contextual thinking and personal reflection

This first theme stands out as being evidenced across all faculties. Several respondents gave examples of how they had included learning and assessment activities which gave students the opportunity to engage with and critique GenAI responses, for example: *"I have changed the case studies for my subject. I have used examples of how ChatGPT can have wrong answers for writing assessments"* (health respondent). Another respondent from humanities explained that:

> *I changed first an assignment for students to assess the veracity, accuracy and critical approach of GenAI related to specific topics. Now I encourage students to use it ethically and they must include in the methods section how they used the tool.*

One of the changes in teaching practice was to include experiential learning as a means of adapting to GenAI; however, it should be noted that they did not state whether GenAI had been integrated into these tasks. For instance, one humanities respondent wrote that they had included *"more personal reflection and journaling around what actually happens in the classroom",* and a business respondent has made the following changes: *"assessment design and implementation have become increasingly complex and so I've increased the amount of experiential learning in my subjects where there is less reliance on testing knowledge and greater emphasis on applying knowledge within specific contexts."*

Interestingly, several participants acknowledged that their teaching and assessment practices are fluid and experimental, changing as they learn more about GenAI such as this health respondent:

> *This is ongoing. As I learn more about GenAI and how to integrate it, I continue to change assessment tasks. To date, I have added more critical reflection components to assessment tasks asking students to articulate what they have learnt from completing the assessment and how it will/has changed their practice.*

4.5.2. Providing the 'rules', guidelines and asking students to declare use

This theme from the qualitative analysis of the survey comments indicates that they had adapted their assessment practices by highlighting the rules and guidelines around the use of GenAI. The academics gave examples of requiring students to declare GenAI whilst recognising that these provisions may be limited in their effectiveness:

> *All assessments have been modified. We have introduced a mandatory cover sheet for all assignments in which students make and sign acknowledgements of their understandings on the limited uses possible and also declare their use. This has had limited value. Our subject draws enrolments from across the entire uni so we notice different expectations and predispositions to the use of Gen-AI depending on the faculty of origin.* (humanities respondent)

4.5.3. Using assessment design to scaffold/restrict/check for GenAI use

The third theme demonstrated how respondents had used assessment design to scaffold, restrict and check the use of GenAI in assessments. Respondents gave a wide range of examples of how they had included strategies to mitigate the inappropriate use of GenAI, including asking students to draw on empirical experience, such as work experiences (especially in health and the humanities). To ensure students were using authentic references, respondents gave examples of requiring appendices (engineering and IT respondent), providing recommended reading lists, and checking reference lists (health respondent). Several participants provided examples of including reflections on GenAI use as part of their assessment design (for instance, a law respondent).

Some respondents had revised assessment rubrics and marking criteria in response to the challenges posed by GenAI, such as this humanities academic:

> *I have revised marking criteria to ensure students doing the best work are suitably rewarded. Recency of research has been emphasised as an assessment criteria. Criteria to evaluate referencing style and accuracy have been adapted to reduce marks for students who insert fake references. Originality is also rewarded. I may revise again to make sure clarity of logic, English and argument are rewarded to encourage students who wish to use AI take greater care to proofread their work for logic, accuracy, and clarity. I brief students on how AI may affect their assignments and their grades – this has been easier to do in 2025 as I can draw on examples from 2024 work.*

Many participants commented on their use of 'secure' forms of assessments such as using exam conditions to remove the possibility of GenAI use, while others gave examples of the use of oral assessment and presentations. For example, one humanities respondent had "*added a short viva voce to the annotated bibliography task to support assurance of learning".* Finally, there were examples of assessment practices which were including GenAI in their design, such as asking students to engage with a specific GenAI tool or recommending it as "*a method of checking their work*" (health respondent).

4.5.4. No adaptation

Although they were in the minority, some participants commented that they had not adapted any of their teaching and assessment practices, stating that GenAI is not something they had considered, or found useful or relevant in their subject. One science respondent explained that, "*GenAI isn't so useful in the analysis of results in forensics. Students still need to think to undertake analysis".* Another reason given for not making any adaptations was that there had not been any policy or guidelines to direct academics on how to adapt, as one health respondent commented: "*no, because I am not aware of any policies/guidelines on how to identify GenAI-generated writing and how to use GenAI ethically and responsibly yet."*

4.6. Concerns about GenAI and writing

Participants across all faculties expressed a high level of concern regarding GenAI and writing: overall, 88% of respondents indicated concern. Interestingly, engineering, IT and science were the only faculty group where half of the participants indicated that they were either not concerned (25%) or not sure about any concerns (25%) while in law, 29% of respondents were also not sure

whether they had any concerns. In the qualitative comments to the open-ended question asking respondents to explain their concerns, academics from both health and law noted their concerns that students would not be able to meet the requirements from external accreditation bodies. From the qualitative analysis, three key themes emerged relating to concerns about GenAI and writing. Firstly, respondents from across all faculties were concerned about the negative impact of GenAI on students' learning experiences, including the impact on the quality of student work, unethical use of GenAI, and the concern that students would not develop foundational knowledge, communication skills (e.g. writing) and the capacity for critical thinking. The second theme relates to the negative impact on staff: an additional workload in assessing work, the emotional impact of assessing writing that is *"bland, boring, uninspiring and distant from the subject's intellectual content"* (humanities respondent), and the need for clearer institutional guidelines, support and training for both students and teaching staff. The final theme indicates broader concerns related to education and society. The respondents were concerned about equity and access to GenAI for students, how misuse of GenAI is a threat to a just and equitable society, the impact on the environment and the problematic assumptions that GenAI relies on such as sexism and racism.

5. Discussion

In this section, we respond to our research questions, highlighting unique disciplinary developments. We also reflect on the evolving role of ALL practitioners in supporting ethical and effective integration of GenAI into higher education academic writing practices. As noted in the limitations to our study, the small number of respondents from some disciplines means that comparisons across the disciplines cannot be made with certainty. In response to the question, 'what are disciplinary academics' understandings of how academic writing is changing in the context of GenAI?', there is generally a high understanding across the disciplines that GenAI is having a significant impact on student academic writing, and a high value is being placed on developing the skill of academic writing in the age of GenAI. There is less clarity about the actual changes that are occurring in academic writing, which is understandable, given the rapid rate of change in this area. The majority of respondents from all faculties reported a high or reasonable level of understanding of GenAI, particularly in science, engineering and IT where there were no respondents with a low understanding, while health was at the lower end with reasonable or low levels of understanding. These observations align with similar findings in related research. For example, Alnsour et al. (2025) found that "faculty members from health science schools were less likely to use AI and had less knowledge about it compared to their counterparts in science and engineering fields" (p. 21). As ALL practitioners, we may thus need to scaffold some faculty academics' understandings of GenAI in terms of how it impacts academic writing, so it essential that we keep up to date with the latest research and applications of GenAI, which are evolving rapidly.

How are disciplinary academics adapting their practices around writing and integrating GenAI (or not)? Academics are adapting their practices in several ways, and again some of these ways are discipline-dictated, while other approaches may be more ad hoc. Changes, such as more emphasis on experiential learning and personal reflection, and more focus on critical commentary, were reported by several respondents from a range of disciplines, as were moves to 'secure' forms of assessment, such as in-class assessments and viva voces. The disciplinary differences in these results appear to relate to academics' understanding of and concerns about GenAI and academic writing. For example, humanities respondents commented on the need for changes to assessment practices, and for the need to continually adapt. Law academics pointed out that the use of oral assessments was already accepted practice.

Two points are of note here. The first is that our study indicates that academics' understandings and practices are often not individualistic; rather, they are often informed by their disciplinary culture, colleagues and leadership. This observation aligns with the findings of Alnsour and colleagues (2025). In the qualitative comments, respondents often referred to 'our' assessments and

provided examples of working together as a discipline or teaching team to respond to GenAI, indicating a shared understanding of collegial practices.

The second point is that academics reported ongoing revision of assessment tasks in response to the evolution of GenAI. The idea of continually revising assessment tasks relates closely to the recent paper by Corbin et al. (2025a) about GenAI and assessment being a wicked problem, one of the definitions of which is that there is no correct solution, just a need to continually adjust one's response. ALL practitioners will need to continue, or perhaps direct more attention towards, their embedded work within disciplines, ideally using their social and cultural capital to be part of disciplinary communities that are working on redesigning assessments and reconsidering academic writing.

It is more difficult to find a clear answer to the question: what similarities, differences and unique developments are there across the academic disciplines, regarding the two questions above? This difficulty is partly due to the sample size, and also due to some of the respondents not perhaps being ready to address the issues of GenAI and academic writing in their disciplines. It would not be fair to say, for example, that health academics are not addressing this issue. As noted below, some of the respondents in this discipline had less than five years' teaching experience, and may not have had the confidence to take on the challenges of GenAI and academic writing without support from more experienced colleagues.

It is more straightforward to answer the first part of this question: which disciplines are embracing GenAI for writing the most than it is to answer the second part – why? In science, engineering and IT, academics in our study generally saw GenAI as beneficial for their students' writing and were encouraging their students to use GenAI as a writing support tool. We speculate that this disciplinary difference arises because technical writing is not seen as part of the core knowledge of the discipline, or writing can be seen as formulaic, such as in lab reports. In contrast, in the creative fields, GenAI is used for ideation rather than for extended writing; similarly to the technical disciplines, writing is not seen as crucial in fields such as design and architecture. Where critical thinking and creativity are seen as essential elements in the writing process, GenAI is regarded as having limited application. These skills are crucial for graduates to develop, especially in the humanities and health.

The following paragraphs provide a discussion of the findings in relation to each discipline. It is clear from the literature, our data and our reflections, that GenAI is impacting the teaching and assessment of writing differently across the disciplines, and ALL practitioners will need to understand the disciplinary nuances in order to co-create approaches that align with and support those nuances.

The business and TD respondents have taken a cautious and considered response to GenAI and writing, recognising how it could be included in specific stages of the students' writing process. Likewise, assessment practices were modified through a variety of measures (e.g. emphasising experiential learning, designing assessments to prevent use; adapting rubrics to reward) in response to GenAI.

The responses from the engineering, IT and science academics generally align with the literature (Alnsour et al., 2025; Ely & Rad, 2024). The respondents reported a relatively high level of familiarity with GenAI; many were encouraging their students to use it in their writing and regarded GenAI as potentially beneficial for students (Kotkovets & Nikitina, 2024), even at the drafting stage of the writing process. However, some expressed concerns and identified limitations. One engineering respondent noted: "*students use it without thinking of the responses critically so while responses may be 'good academic writing' in a technical sense, the content is poor".* Science respondents said that they strongly encourage use of GenAI in their subjects, although one respondent claimed that "*GenAI isn't so useful in the analysis of results.... Students still need to think to undertake analysis.*" Overall, the impacts of GenAI on academic writing were not

perceived as posing an existential threat to the domain knowledge in engineering, IT and science (but see Nikolic et al., 2023, Daniel et al., 2025, Nikolic et al., 2025 for an in-depth analysis of GenAI threats to domain knowledge in the engineering curriculum). The more accepting attitude towards GenAI may reflect the greater familiarity that academics in these disciplines have with AI in general. However, ALL practitioners may need to work closely with engineering, IT and science academics to ensure that students *do* develop critical thinking skills and that human communication skills do not become even more invisible.

In law, the critical skills are judgement, empathy, and ethical reasoning, which have proven harder for GenAI to replicate. There is also a strong emphasis on spoken as well as written communication proficiency, so that vivas or other forms of spoken communication are well-established forms of assessment. Guidance for the use of GenAI has also been provided by legal professional bodies. For example, the Supreme Court Practice Note (NSW, 2025) provides advice on the use of GenAI in legal settings, which has informed the approach the law faculty at UTS has taken on the use of GenAI. The challenge is to find a balance between reliance on GenAI and the development of critical legal skills. ALL practitioners could develop case studies of how law subjects assess spoken communication skills, which may become exemplars for other disciplines to adopt to ensure student learning is being achieved in a world of GenAI tools, and that students are developing their communicative competence.

Health respondents reported less willingness to engage with GenAI and academic writing, for example, many did not mention it to their students when discussing assessment tasks. This finding aligns with research by Alnsour et al. (2025), as outlined above. Variations in levels of teaching experience could go some way towards explaining the high rates of health respondents having a low level of understanding of GenAI and it is worth noting that 31% of health respondents had less than 5 years' teaching experience. It is also a discipline that spans clinical and academic work, so some of the survey respondents may have strong clinical experience and less teaching experience. The variety of experience can be seen in the way respondents had or had not adapted assessment tasks, ranging from one who said not at all because they are waiting for guidelines and policies, to others who have incorporated workplace experience into assessments and are asking students to engage with AI tools as part of the assessment. Some respondents thought GenAI could be useful for notetaking, which is also noted in the literature; for example, Pham and colleagues (2025) found that students are using it for summarising papers. However, other research has noted issues in that GenAI can make problematic over-generalizations when summarising medical papers (Chin-Yee & Peters, 2025). In light of these findings, ALL practitioners working with health academics could provide support at the faculty level to help establish guidelines for GenAI use in the faculty and in specific subjects with substantial written tasks.

Humanities is the only discipline group where respondents mentioned prohibiting use of GenAI in some tasks, despite the university's policy in 2025 being that GenAI cannot be prohibited. The respondents emphasised "thinking-through-writing" and "critical originality and specificity" as being crucial elements of learning in their disciplines, which is supported in the literature by Lozic and Stular (2023) and Syska (2025). Therefore, integrating GenAI into teaching and assessment in meaningful ways is a major challenge, although respondents noted it may be most helpful at the early (brainstorming) and final (editing and revising) stages of the writing process, if used at all. As one humanities respondent indicated, GenAI may be considered more useful for image generation than for writing in creative disciplines, such as architecture and design, which has also been reported in the literature (e.g. Kee et al., 2024), but this use highlights the need for careful scaffolding of prompt writing skills, especially for students with additional language needs. As they revise their written tasks and assessments, humanities academics, supported by ALL practitioners, will need to carefully think through their underlying assumptions about knowledge (epistemology) and how and where in the curriculum they can assure that what counts as valid knowledge is being produced by students and not GenAI. For instance, educators need to be able

to assure aspects such as interpretive analysis, critical originality, logical reasoning, and subjective voice are being developed and exhibited by students. Then, rather than prohibiting GenAI, which is not a sustainable position given university policy and GenAI advancements, humanities academics will need to consider exactly where and how GenAI can assist writing – perhaps at the brainstorming and final editing stages, as long as students are taught to critically reflect on suggested edits.

Overall, our findings broadly suggest that all disciplinary academics are to some extent exploring the potential of GenAI in students' academic writing, with the differences coalescing around the different epistemic views of writing in the disciplines (as explored in the work of Hood, 2011); for example, engineering and science view writing as 'writing up', whereas many in the humanities disciplines see writing as an essential element of thinking in the discipline. Therefore, our exploratory study shows that the function of writing and how it interacts with knowledge in each discipline seems to be important in the way that GenAI is seen as useful and can be integrated into disciplinary writing processes. We intend to investigate these possibilities in more detail in later stages of our study.

6. Limitations

This study has several limitations. It focuses only on one university; furthermore, there were small numbers of respondents from some faculties, which made it difficult to make significant comparisons between disciplines. In addition, GenAI in academic writing is a fast-moving space, so changes in practices might have taken place after our survey was completed. Also, the survey did not identify whether the respondents were casual academics or continuing academics.

7. Conclusion

This paper presents a snapshot of how different disciplinary academics at one Australian metropolitan university are responding to the impact of GenAI on student academic writing. Whilst recognising the limitations of this small-scale research project, it affirms the significant concerns, challenges and complexity that GenAI has placed, and will continue to place, on all disciplines and their associated teaching, learning and assessment practices. This exploratory study further suggests some disciplinary differences in approaches to GenAI and writing with some faculties more likely to embrace GenAI (engineering, IT and science) than others who may have a more measured (business, TD and law), critical or even sometimes prohibitive approach (humanities), and others seem unsure about how to address GenAI use (health). Further research is warranted to continue understanding the impact of GenAI on academic writing in disciplinary and specific contexts. For ALL practitioners, these understandings are vital and will have substantial implications for the way we rethink our own practices and roles in supporting institutions, academics, and students in navigating the wicked problem of GenAI use in their unique disciplinary contexts.

The following are potential future directions for the next stages of our study, and for research in different contexts:

1. How do policy and guidelines within each faculty/discipline influence staff members' uptake of GenAI practices in teaching and assessment?
2. What is driving levels of engagement in GenAI among staff?
3. How is GenAI becoming a part of the writing process in different professions and how are disciplinary academics incorporating this knowledge into their teaching/assessments?
4. What are the implications for ALL advising?

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Declarations

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Use of Generative AI: The generative AI tools Microsoft Copilot and Scispace were used to assist with finding some of the literature, and Copilot was used to edit some of the literature review (section 1). The authors have reviewed all content and wordings created by the generative AI tools used, edited this content as needed, and take full responsibility for the content of the publication.

Appendix A. Survey questions

Bio/background questions

1. Which faculty do you work in?

Options: Humanities, Business, Design, Architecture & Building, Engineering & Information Technology, Graduate School of Health, Health, Law, Science, TD School

2. What is your school, department or discipline within your faculty?

3. How many years' experience do you have teaching in a university context?

Options: 0–5, 6–10, 11–15, 16–20, 21–25, 26–30, 31+

4. Do any of the subjects you are teaching this semester involve written tasks and/or assessments (where students need to write at least one paragraph)?

Options: yes, no

5. If yes, what are the written tasks and/or assessments? Please summarise in a few words.

Main survey questions

Definitions:

By "generative AI (GenAI)" we mean the use of tools such as ChatGPT, CoPilot, DALL-E and Midjourney to generate new content – text, image, code and other media – based on what the AI tool has learned from existing content.

By "academic writing" we mean any types of writing that students need to do in their subjects, including in-class written tasks as well as assessment tasks.

6. How would you rate your understanding of GenAI in general?

Options:

- I have a high level of understanding
- I have a reasonable level of understanding
- I have a low level of understanding

7. To what extent has GenAI influenced the way that students are required to write in your discipline?

Options:

- A lot
- A little
- Not much
- Not at all
- Not sure

8. In the age of GenAI, what value do you see in helping students to develop the skill of academic writing?

Options:

- It is extremely important
- It is moderately important
- It is not very important

9. In which stages of the academic writing process do you think GenAI is or could be most useful for your students? (Choose as many options as you like)

Options:

- Brainstorming
- Planning
- Note-taking from texts
- Outlining
- Drafting
- Editing/revising
- None of the above

10. To what extent are you encouraging the use of GenAI in academic writing tasks and/or assessments with your students this semester?

Options:

- I am encouraging GenAI use in written tasks and providing scaffolding/help
- I am allowing GenAI use in written tasks and providing some scaffolding/help
- I am allowing GenAI use in written tasks but not spending time on it
- I am prohibiting use of GenAI in written tasks
- I have not mentioned GenAI to my students in terms of written tasks

11. Please provide details to explain or elaborate on your answer to Q10 (e.g., if you have different rules for different types of written task):

12. Have you adapted any of your teaching and/or assessment practices around academic writing in response to GenAI?

Options:

- Yes
- No

13. If yes, in what ways? If no, why not?

14. Do you need any help adjusting your writing and/or assessment practices in the age of GenAI? If so, what kind of help do you need and who do you think it should come from? Where are you currently accessing support/resources?

15. Do you have any concerns about GenAI and academic writing?

Options:

- Yes
- No
- Not sure

16. If yes, please explain any concerns:

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